



DEPARTMENT OF PHILOSOPHY AND COMPARATIVE
RELIGION
VIDYA-BHAVANA

NATIONAL EDUCATION POLICY
UNDERGRADUATE SYLLABUS FOR PHILOSOPHY

(REVISED AS PER THE GUIDELINES OF NCeF, NSQF, NHEQF AND IKS)

MAJOR

2025

VISVA-BHARATI

SANTINIKETAN
WEST BENGAL, INDIA

OBJECTIVES AND OUTCOMES OF THE UG PROGRAMME IN PHILOSOPHY

Programme Objectives

Philosophy is concerned with the general understanding of the world and its subject matter is very comprehensive. It has certain core or basic issues (epistemological, metaphysical, ethical, logical, etc.) and ultimately relates itself to various peripheral issues involving natural sciences, economics, religion, politics, and so on. In the syllabus, emphasis has been given on the core issues to make the students familiar with those and the peripheral issues have been introduced considering the specializations of the teachers of the Department. Certain classic texts have been introduced to make the students familiar with those. Teaching, learning and pedagogy strive to uphold the values enshrined in the Constitution of India.

Programme Outcomes

The students will get an idea of the core issues in philosophy, will be equipped with the tools or conceptual framework necessary for involvement in Philosophical debates and will be self-sufficient in respect of participating in Philosophical controversies. They will learn how to relate the core issues of philosophy with the peripheral issues and will be able to contribute something for the total development of the society. They will also develop the habit of reading classic texts in philosophy besides text books as well as the competence of grasping the ideas belonging to the classic texts. It is hope that students will be able to uphold the enshrined values in the Constitution of India.

CREDIT FRAMEWORK

(FOR FOUR YEAR UNDERGRADUATE PROGRAMME)

SEM	MAJOR COURSES	MINOR COURSES	MULTI COURSES	AECC	SEC	CVAC	RESEARCH	INTERNSHIP	TOTAL CREDIT	AWARD
I	2X4=8	1X4=4	1X3=3	MIL1 1X2=2	1X3=3	TAGORE STUDIES 1X3=3	-	-	23	B.A. CERTIFICATE
II	2X4=8	1X4=4	1X3=3	MIL2 1X2=2	1X3=3	EVS 1X3=3	-	-	23	
YEAR 1	4X4=16	2X4=8	2X3=6	2X2=4	2X3=6	2X3=6		4	46+4=50	
AFTER COMPLETION OF ONE YEAR COURSE (SEMESTER I & II) SECURING 46 CREDITS AND 4 CREDITS SUMMER INTERNSHIP, STUDENT MAY EXIT WITH B.A. CERTIFICATE IN PHILOSOPHY OR CONTINUE FURTHER.										
III	2X4=8	1X4=4	1X3=3	ENG1 1X2=2	1X3=3				20	B.A. DIPLOMA
IV	4X4=16	1X4=4	-	ENG2 1X2=2	-				22	
YEAR 2	10X4=40	4X4=16	3X3=9	4X2=8	3X3=9	2X3=6		4	88+4=92	
AFTER COMPLETION OF TWO-YEAR COURSE (SEMESTER I TO IV) SECURING 88 CREDITS AND 4 CREDITS SUMMER INTERNSHIP, STUDENT MAY EXIT WITH B.A. DIPLOMA IN PHILOSOPHY OR CONTINUE FURTHER.										
V	3X4=12	1X4=4							16	B.A. DEGREE
VI	3X4=12	1X4=4							16	
YEAR 3	16X4=64	6X4=24	3X3=9	4X2=8	3X3=9	2X3=6		4	120+4=124	
AFTER COMPLETION OF THREE-YEAR COURSE (SEMESTER I TO VI) SECURING 120 CREDITS AND 4 CREDITS SUMMER INTERNSHIP, STUDENT MAY EXIT WITH B.A. DEGREE IN PHILOSOPHY OR CONTINUE FURTHER.										
VII	4X4=16	1X4=4							20	B.A. HONORS
VIII	4X4=16	1X4=4							20	
YEAR 4	24X4=96	8X4=32	3X3=9	4X2=8	3X3=9	2X3=6		4	160+4	
AFTER COMPLETION OF THREE-YEAR COURSE (SEMESTER I TO VIII) SECURING 160 CREDITS AND 4 CREDITS SUMMER INTERNSHIP BUT WITHOUT DOING RESEARCH, STUDENT WILL BE AWARDED WITH B.A. HONORS IN PHILOSOPHY OR CONTINUE FURTHER.										
VII	3X4=12	1X4=4					1X4=4			B.A. HONORS (WITH RESEARCH)
VIII	2X4=8	1X4=4					2X4=8			
YEAR 4	21X4=84	8X4=32	3X3=9	4X2=8	3X3=9	2X3=6	3X4=12	4	160+4	
AFTER COMPLETION OF THREE-YEAR COURSE (SEMESTER I TO VIII) SECURING 160 CREDITS AND 4 CREDITS SUMMER INTERNSHIP WITH RESEARCH PAPERS, STUDENT WILL BE AWARDED WITH B.A. HONORS (WITH RESEARCH) IN PHILOSOPHY OR CONTINUE FURTHER.										

GENERAL STRUCTURE OF THE SYLLABUS

(Philosophy Major)

Year	Semester	Paper Code	Paper Name
1 st	Semester-I	MJPL01	OUTLINES OF INDIAN PHILOSOPHY-I
		MJPL02	HISTORY OF WESTERN PHILOSOPHY-I
		SECPL01	STUDY SKILLS
	Semester-II	MJPL03	OUTLINES OF INDIAN PHILOSOPHY-II
		MJPL04	HISTORY OF WESTERN PHILOSOPHY-II
		SECPL02	WESTERN ETHICS
2 nd	Semester-III	MJPL05	INDIAN METAPHYSICS
		MJPL06	WESTERN LOGIC
		SECPL03	INDUCTION: A METHOD OF ACQUIRING KNOWLEDGE
	Semester-IV	MJPL07	WESTERN EPISTEMOLOGY
		MJPL08	INDIAN EPISTEMOLOGY
		MJPL09	PHILOSOPHY OF RELIGION
		MJPL10	FEMINIST PHILOSOPHY
3 rd	Semester-V	MJPL11	SOCIAL-POLITICAL PHILOSOPHY: WESTERN
		MJPL12	CONTEMPORARY INDIAN PHILOSOPHY
		MJPL13	INDIAN ETHICS
	Semester-VI	MJPL14	WESTERN METAPHYSICS
		MJPL15	SOCIAL POLITICAL PHILOSOPHY: INDIAN
		MJPL16	APPLIED ETHICS
4 th	Semester-VII	MJPL17	PHENOMENOLOGY AND EXISTENTIALISM
		MJPL18	INDIAN PHILOSOPHY OF LANGUAGE
		MJPL19	WESTERN ANALYTIC PHILOSOPHY-I
		RDPL01	RESEARCH METHODOLOGY
		MJPL-O1A	TEXTUAL STUDY: BHĀSA PARICHEDAWITH SIDDHANTAMUKTABALI
		MJPL-O1B	TEXTUAL STUDY: DHARMATATTVA
		MJPL-O1C	TEXTUAL STUDY: KATHAPANISADA
		MJPL-O1D	TEXTUAL STUDY: GITA
		MJPL-O1E	TEXTUAL STUDY: MANAMEYODAYA
		MJPL-O1F	TEXTUAL STUDY: BUDDHA AND HIS DHAMMA
		MJPL-O1G	TEXTUAL STUDY: INDIAN ATHEISM
		MJPL-O1H	TEXTUAL STUDY: DRIG DRISHYA VIVEKA
		MJPL-O1I	TEXTUAL STUDY: PHILOSOPHICAL ANTHROPOLOGY IN SAIVA SIDDHANTA
		MJPL-O1J	TEXTUAL STUDY: ALL LIFE IS PROBLEM SOLVING
		MJPL-O1K	TEXTUAL STUDY: PERIYAR: A STUDY IN POLITICAL ATHEISM
		MJPL-O1L	TEXTUAL STUDY: AGAINST THE MADNESS OF MANU
	Semester-VIII	MJPL20	WESTERN ANALYTIC PHILOSOPHY-II
		MJPL21	HERMENEUTICS AND POST-MODERNISM
		RDPL02	REVIEW OF LITERATURE
		RDPL03	DISSERTATION
		MJPL-O2A	TEXTUAL STUDY: GROUNDWORKS OF METAPHYSIC OF MORALS
		MJPL-O2B	TEXTUAL STUDY: THE SUBJECTION OF WOMEN
		MJPL-O2C	TEXTUAL STUDY: THE PROBLEMS OF PHILOSOPHY
		MJPL-O2D	TEXTUAL STUDY: COMMUNIST MANIFESTO
		MJPL-O2E	TEXTUAL STUDY: ORIENTALISM
		MJPL-O2G	TEXTUAL STUDY: RELIGIOUS PLURALISM AND TRUTH: ESSAYS ON CROSS-CULTURAL PHILOSOPHY OF RELIGION
		MJPL-O2F	TEXTUAL STUDY: KASHF-AL-MAHJUB
		MJPL-O3A	TEXTUAL STUDY: THE SECOND SEX
		MJPL-O3B	TEXTUAL STUDY: MINGLING OF THE TWO OCEANS
		MJPL-O3C	TEXTUAL STUDY: ENVIRONMENTAL ETHICS: DUTIES TO AND VALUES IN THE NATURAL WORLD
		MJPL-O3D	TEXTUAL STUDY: BLACK SKIN WHITE MASK
		MJPL-O3E	TEXTUAL STUDY: PEDAGOGY OF THE OPPRESSED
		MJPL-O3F	TEXTUAL STUDY: UTILITARIANISM
		MJPL-O3G	TEXTUAL STUDY: IN SEARCH OF A BETTER WORLD

Abbreviations: MJ-Major, PL-Philosophy, SEC- Skills Enhancement Course

INDIAN KNOWLEDGE SYSTEM

The National Education Policy (NEP) 2020 emphasizes the integration of Indian Knowledge Systems (IKS) across disciplines, and this vision is clearly reflected in the revised philosophy syllabus. Key elements of IKS, such as the study of classical Indian philosophical schools—Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā, Vedānta, Jainism, and Buddhism—have been incorporated to provide students with a comprehensive understanding of India's intellectual traditions. These systems offer rich insights into metaphysics, epistemology, ethics, logic, and soteriology from indigenous perspectives. The syllabus encourages critical engagement with concepts like *pramāṇas* (means of knowledge), theories of causation, the nature of the self, and paths to liberation, all rooted in traditional Indian frameworks. By including such content, the NEP-aligned philosophy curriculum fosters cultural rootedness, decolonized thinking, and intellectual pluralism, enabling students to appreciate the depth and relevance of India's philosophical heritage in both historical and contemporary contexts. The following courses are either fully or partially related to the IKS:

Year	Semester	Paper Code	Paper Name
1 st	Semester-I	MJPL01	OUTLINES OF INDIAN PHILOSOPHY-I
	Semester-II	MJPL03	OUTLINES OF INDIAN PHILOSOPHY-II
2 nd	Semester-III	MJPL05	INDIAN METAPHYSICS
	Semester-IV	MJPL08	INDIAN EPISTEMOLOGY
		MJPL10	FEMINIST PHILOSOPHY
3 rd	Semester-V	MJPL12	CONTEMPORARY INDIAN PHILOSOPHY
		MJPL13	INDIAN ETHICS
	Semester-VI	MJPL15	SOCIAL POLITICAL PHILOSOPHY: INDIAN
4 th	Semester-VII	MJPL18	INDIAN PHILOSOPHY OF LANGUAGE
		MJPL-O1A	TEXTUAL STUDY: BHĀSA PARICHEDAWITH SIDDHANTAMUKTABALI
		MJPL-O1B	TEXTUAL STUDY: DHARMATATTVA
		MJPL-O1C	TEXTUAL STUDY: KATHAPANISADA
		MJPL-O1D	TEXTUAL STUDY: GITA
		MJPL-O1E	TEXTUAL STUDY: MANAMEYODAYA
		MJPL-O1H	TEXTUAL STUDY: DRIG DRISHYA VIVEKA

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEAR
SEMESTER-I

NCrF LEVEL – 4.5

COURSE CODE: MJPL01	COURSE TITLE: Outlines of Indian Philosophy-I
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy of Veda and Upanishads.
2. To acquaint and introduce the students to the heterodox schools of Indian philosophy.
3. To make the students learn how to present a critical overview of these ancient Indian philosophical systems.
4. To make the students learn how to compare and contrast these ancient Indian philosophical systems.

Course Outcome:

1. The students should understand the basic concepts and claims of the Veda and Upanishads.
2. The students should understand the basic concepts and claims of the heterodox systems.
3. The students should be able to prepare a critical overview of these ancient Indian philosophical systems.
4. The students should be able to compare and contrast these ancient Indian philosophical systems.

NHQEF Learning Attributes

Critical thinking
 Critical thinking
 Multicultural competence and inclusive spirit
 Multicultural competence and inclusive spirit

PEDAGOGICAL APPROACH:

- Study of different philosophical systems through the dialogical method.
- Study of the development of various philosophical traditions through the expository method.
- Exploration of different theories, concepts, ideas, and their interrelations through descriptive method.
- Critical analysis of key arguments and counter-arguments towards progressive understanding.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

S. No.	CONTENT OF COURSE
1.	Nature of Indian Philosophy: plurality as well as common concerns.
2.	Basic concepts of the Vedic and the Upanisadic world-views: <i>Ṛta</i> ; The Divine and the Human Realms; the Centrality of the Institution of <i>Yajña</i> ; <i>Ṛṇa</i> ; <i>Ātman</i> : <i>Jāgrata</i> , <i>Svapna</i> , <i>Suṣupti</i> , <i>Turīya</i> ; <i>Brahman</i> ; <i>Śreyas</i> ; <i>Preyas</i> ; <i>Karma</i> ; <i>Samsāra</i> ; <i>Mukti</i> .
3.	Cārvāka School: Its Epistemology, Metaphysics and Ethics.
4.	Buddhism: Theory of <i>Pramāṇas</i> ; Theory of Dependent Origination; the Four Noble Truths; Doctrine of Momentariness; Theory of No Soul. The Interpretation of these Theories in Schools of Buddhism: <i>Vaibhaṣika</i> , <i>Sautāntika</i> , <i>Yogacāra</i> , <i>Mādhyamika</i> .
5.	Jainism: Concepts of <i>Sat</i> , <i>Dravya</i> , <i>Guṇa</i> , <i>Paryāya</i> , <i>Jīva</i> , <i>Ajīva</i> ; <i>Anekāntavāda</i> , <i>Syādvāda</i> ; <i>Nayavāda</i> ; <i>Pramāṇas</i> ; <i>Ahimsā</i> ; Bondage and Liberation.
6.	Sangam philosophy: <i>ettuthokai</i> (eight anthologies) and <i>pathupaattu</i> (ten songs) – love and heroic, Poetry – bards and bardic traditions

SUGGESTED READINGS

1. Hiriyaana, M. (2014). Outlines of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
2. Sharma, C.D. (2022) A Critical Survey of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
3. Dasgupta, S.N. (2015) A History of Indian Philosophy Vol.s I to V. NewDelhi. India. Motilal Banarsidass
4. Sinha, J. (2016) History of Indian Philosophy Vols. I & II. Kolkata. India. Saha Publishing House
5. Datta & Chatterjee, D.S. (2020) Introduction to Indian Philosophy. Kolkata. India. Rupa Publishing Co.
6. Radhakrishnan.S. (2020) Indian Philosophy Vols. I & II. New Delhi. India. Oxford India Paperbacks.
7. Puligandla. R. (2015) Fundamentals of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
8. Kailasapathy k. (2002). Tamil heroic poetry. Colombo and chennai: kumaran book house.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEAR

SEMESTER-I

NCrF LEVEL – 4.5

NCrF LEVEL – 4.5			
COURSE CODE:	MJPL02	COURSE TITLE: History of Western Philosophy-I	
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the ancient (pre-Socratic and post-Socratic) Greek philosophy and medieval philosophy-theology.
2. To acquaint and introduce the students to the modern European philosophy (the rationalist tradition).
3. To make the students learn how to present a critical overview of these ancient, medieval and modern European philosophical traditions.
4. To make the students learn how to compare and contrast the basic claims and arguments of these ancient, medieval and modern European philosophers.

COURSE OUTCOME:

1. The students should understand the basic concepts and claims of the ancient (pre-socratic and post-socratic) greek and medieval philosophy.
2. The students should understand the basic concepts and claims of the modern european philosophy (the rationalist tradition).
3. The students should be able to prepare a critical overview of these ancient, medieval and modern european philosophical systems.
4. The students should be able to compare and contrast the basic claims and arguments of these ancient, medieval and modern european philosophers.

NHQEF LEARNING ATTRIBUTES

Multicultural competence and inclusive spirit
Empathy
Analytical reasoning and thinking
Coordinating and collaborating with others

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Introduction: early Greek philosophy.
2.	Plato: theory of knowledge; knowledge (<i>episteme</i>) and opinion (<i>doxa</i>); theory of Forms; soul; the Idea of Good.
3.	Aristotle: critique of Plato's theory of Forms; theory of causation; form and matter; potentiality and actuality; soul; God.
4.	St. Thomas Aquinas: faith and reason; essence and existence; proofs for the existence of God.
5.	Descartes: method and the need for method in philosophy; method of doubt; <i>cogito ergo sum</i> ; criterion of truth types of ideas; mind and matter; mind-body interactionism; God: nature and proofs for His existence.
6.	Spinoza: substance, attributes and modes; the concept of 'God or Nature'; pantheism; mind-body problem; three orders of knowing.
7.	Leibniz: monadology; doctrine of pre-established harmony; truths of reason and truths of fact; innateness of all ideas; principles of non-contradiction, sufficient reason and identity of indiscernible; God: nature and proofs for His existence.

SUGGESTED READINGS

1. F. Copleston (1946-1975/2020). *A History of Philosophy: Descartes To Leibniz*, Vol. 4, Bloomsbury Academic India.
2. W. K. C. Guthrie (1950/2016). *The Greek Philosophers: From Thales to Aristotle*, Routledge, India.
3. W. T. Stace (1920/ 2020) *A Critical History of Greek Philosophy*, VISIONIAS, India.
4. R. Scruton (2001). *A Short History of Modern Philosophy (from Descartes to Wittgenstein)*, Routledge Classics (2nd edition), UK.
5. S. S. Barlingay & P. B. Kulkarni (1980). *A Critical History of Western Philosophy, South Asia Books*.
6. J. G. Cottingham (1996/2021). *Western Philosophy: An Anthology*, Wiley Blackwell.
7. Jonathan Bennett (2004). *Learning from Six Philosophers*, Vols. 1 & 2, Oxford University Press, UK

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEAR

SEMESTER-I

(SKILL ENHANCEMENT COURSE)

NCrF LEVEL – 4.5

COURSE CODE: SECPL01	COURSE TITLE: Study Skills	
COURSE CREDIT: 3 (THREE)	NOTIONAL HOURS: 90	TYPE OF COURSE: THEORY
TOTAL MARKS: 75	INTERNAL MARKS: 15	END SEMESTER MARKS: 60

COURSE OBJECTIVES:

1. To prepare the students for the Undergraduate level of learning
2. To introduce the students a systematic method of learning
3. To help the students to develop their skills of learning
4. To inculcate the students to think critically and creatively
5. To build the personality development of the students

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students will be able to prepare themselves at the University level of learning 2. They will be able to feel a stress-free learning 3. They will be able to enhance their listening, reading, writing, memory, and communication skills 4. They will be able to think logically, critically, and creatively 5. They will be able to build their confidence of learning | Learning how to learn skills
Leadership readiness/qualities
Communication Skills
Critical thinking
COMMUNITY ENGAGEMENT AND SERVICE |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.**CONTENT OF COURSE**

1. Introduction – Definition and Importance; Basics of Study Method; Scope of Study Method
2. Listening Skill –Types of Listening; Active Listening; Physical and Psychological Barriers of Listening
3. Reading Skill –Components and Types of Reading; SQ3R Method of Reading; Barriers of Reading
4. Writing Skill – Types of Writing; Strategies to Improve Writing; Academic Writing Skill
5. Thinking Skill – Logical Thinking; Critical Thinking; Creative Thinking
6. Memory Skill – Types of Memory; Memory Techniques; Barriers of Memory

SUGGESTED READINGS

1. Atkinson, William Walker. (2019). Memory: How to Develop, Train and Use it. Fingerprint Publishing.
2. Butler, David. (2014). Speed Reading with the Right Brain: Learn to Ideas instead of just Words.
3. Fritz, Roger. (2019). The Power of a Positive Attitude: Your Road to Success. Fingerprint Publishing.
4. Leonardo, Lcsw Nixaly. (2020). Active Listening Techniques. Rockridge Press.
5. Mitra, Barun K. (2016). Personality Development and Soft Skills. Oxford University Press.
6. Paul, D.S. (2022). Advanced Writing Skills. Goodwill Publishing House.
7. Rhoder, Carol. (2016). Teaching Thinking Skills: Theory and Practice. Routledge.
8. Rodrigues, A.L. (2015). Learning Style: A Narrative Approach. Lulu.com

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEARSEMESTER-II
(MAJOR COURSE)

NCrF LEVEL – 4.5

NCrF LEVEL – 4.5			
COURSE CODE:	MJPL03	COURSE TITLE: Outlines of Indian Philosophy-II	
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce students to the foundational concepts and categories in key classical Indian philosophical systems, including Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Advaita, and Viśiṣṭādvaita.
2. To examine central theories of knowledge (pramāṇas), causation, and the nature of reality as developed in these schools.
3. To explore the diverse conceptions of the self, ultimate reality (Brahman or Īśvara), and the paths to liberation.
4. To cultivate comparative and critical perspectives on how these systems engage with themes such as God, the self, the material world, and the means of valid knowledge.

COURSE OUTCOME:

By the end of the course, students will be able to:

- | | |
|---|-------------------------------|
| 1. Identify and explain the principal metaphysical categories and epistemological theories in the six major Indian philosophical schools. | Analytical reasoning/thinking |
| 2. Compare different models of causation and articulate their implications for cosmology and liberation. | Critical thinking |
| 3. Analyze the philosophical arguments for the existence of God, self, and ultimate reality as presented in Nyāya, Advaita, and Viśiṣṭādvaita traditions. | Analytical reasoning/thinking |
| 4. Demonstrate an informed understanding of key debates between theistic and non-theistic schools regarding the nature of liberation and the role of knowledge, devotion, and practice. | Analytical reasoning/thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Nyāya: theory of pramāṇas; the individual self and its liberation; the idea of God and proofs for His existence.
2.	Vaiśeṣika: padārthas: dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva; Causation: asatkāryavāda; kāraṇa: samavāyī, asamavāyī, nimitta; paramāṇuvāda; adṛṣṭa; niḥśreyasam.
3.	Sāṃkhya: causation: satkāryavāda; prakṛti: its constituents, evolutes and arguments for its existence; puruṣa: arguments for its existence; plurality of puruṣa; relationship between prakṛti and puruṣa; kaivalya; atheism.
4.	Yoga: citta and citta-vṛtti; eightfold path; God.
5.	Advaita: nirguṇa Brahman; adhyāsa; rejection of difference; vivartavāda; māyā; three grades of sattvā; pramāṇas; jīva; jīvanamukti.
6.	Viśiṣṭādvaita: saguṇa Brahman; refutation of māyā; pariṇāmavāda; aprthaksiddhi; jīva; bhakti and prapatti; rejection of jīvanamukti.

SUGGESTED READINGS

1. Hiriyana, M. (2014). Outlines of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
2. Sharma, C.D. (2022) A Critical Survey of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
3. Dasgupta, S.N. (2015) A History of Indian Philosophy Vol.s I to V. NewDelhi. India. Motilal Banarsidass
4. Sinha, J. (2016) History of Indian Philosophy Vols. I & II. Kolkata. India. Saha Publishing House
5. Datta & Chatterjee, D.S. (2020) Introduction to Indian Philosophy. Kolkata. India. Rupa Publishing Co.
6. Radhakrishnan.S. (2020) Indian Philosophy Vols. I & II. New Delhi. India. Oxford India Paperbacks.
7. Puligandla. R. (2015) Fundamentals of Indian Philosophy. NewDelhi. India. Motilal Banarsidass

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEARSEMESTER-II
(MAJOR COURSE)

NCrF LEVEL – 4.5

NCrF LEVEL – 4.5			
COURSE CODE:	MJPL04	COURSE TITLE: History of Western Philosophy-II	
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the modern European philosophy (the empiricist tradition).
2. To acquaint and introduce the students to the critical philosophy of Kant.
3. To make the students learn how to present a critical overview of these modern European philosophical traditions.
4. To make the students learn how to compare and contrast the basic claims and arguments of these modern European philosophers.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students should understand the basic concepts and claims of the modern European philosophy (the empiricist tradition). 2. The students should understand the basic concepts and claims of the critical philosophy of Kant. 3. The students should be able to prepare a critical overview of these modern European philosophical systems. 4. The students should be able to compare and contrast the basic claims and arguments of these modern European philosophers. | <ol style="list-style-type: none"> 1. Multicultural competence and inclusive spirit 2. Empathy 3. Analytical reasoning and thinking 4. Coordinating and collaborating with others |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Locke: refutation of innate ideas; ideas and their classification; knowledge and its grades; substance; qualities: primary and secondary
2.	Berkeley: rejection of abstract ideas; rejection of the distinction between primary and secondary qualities; immaterialism; <i>esse est percipi</i> ; the problem of solipsism
3.	Hume: impression and ideas; judgments concerning relations of ideas and judgments concerning matters of fact; causality; external world; self and personal identity; rejection of metaphysics; skepticism
4.	Kant: conception of critical philosophy; classification of judgments: analytic, synthetic, <i>a priori</i> , <i>a posteriori</i> ; possibility of synthetic <i>a priori</i> judgments; the pure forms of sensibility; intuition and concept, space and time as forms of sensible intuition

SUGGESTED READINGS

1. F. Copleston (1946-1975/2020). *A History of Philosophy: British Philosophy (Hobbes to Hume)*, Vol. 5, Bloomsbury Academic India.
2. D. J. O'Connor (1985). *A Critical History of Western Philosophy*, Free Press, India
3. C.R. Morris (1931). *Locke, Berkeley, and Hume*, Oxford University Press.
4. Rasvihary Das (2017). *A Handbook to Kant's Critique of Pure Reason*, Andesite Press.
5. R. Scruton (2001). *A Short History of Modern Philosophy (from Descartes to Wittgenstein)*, Routledge Classics (2nd edition), UK.
6. S. S. Barlingay & P. B. Kulkarni (1980). *A Critical History of Western Philosophy*, South Asia Books.
7. R.S. Woolhouse (1990). *The Empiricists*. Oxford University Press, UK
8. Jonathan Bennett (2004): *Learning from Six Philosophers*, Vols. 1 & 2, Oxford University Press, UK

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 1ST YEAR

SEMESTER-II

(SKILL ENHANCEMENT COURSE)

NCrF LEVEL – 4.5

COURSE CODE: SECPL02	COURSE TITLE: WESTERN ETHICS
COURSE CREDIT: 3 (THREE)	NOTIONAL HOURS: 90
TOTAL MARKS: 75	INTERNAL MARKS: 15
	END SEMESTER MARKS: 60

COURSE OBJECTIVES:

1. To enable students to understand the importance, possibility and prerequisites of moral philosophy.
2. To give a simplified idea about the theories of ethics in Western context.
3. To illustrate the theories and branches of normative ethics and meta-ethics.

COURSE OUTCOME:

- | | |
|--|--|
| 1. The students should be able to form an idea about the wide variety of ethical theories developed in the West. | VALUE INCULCATION |
| 2. The students should be able to gain clarity regarding the distinctions between normative and meta-ethics and throw light on their various sub-divisions | VALUE INCULCATION |
| 3. The students should be able to connect actual ethical issues with their theoretical understanding. | AUTONOMY, RESPONSIBILITY, AND ACCOUNTABILITY |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. Introduction to Ethics and Branches of ethics, Moral Dilemma
2. Teleology: egoism, utilitarianism
3. Deontology: Kant
4. Virtue Ethics: Aristotle
5. Meta ethics: naturalism, intuitionism, emotivism
6. Contemporary issues

SUGGESTED READINGS

1. Frankena, W. K. (1973). *Ethics* (2nd ed.). Prentice-Hall.
2. Feldman, F. (1978). *Introductory ethics*. Prentice-Hall.
3. Singer, P. (Ed.). (1993). *A companion to ethics*. Blackwell Reference.
4. Shafer-Landau, R. (Ed.). (n.d.). *Ethical theory: An anthology*. Blackwell.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-III
(MAJOR COURSE)

NCrF LEVEL – 5

COURSE CODE: MJPL05	COURSE TITLE: INDIAN METAPHYSICS
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint the students to the conceptual issues relating to Indian Metaphysics.
2. To present both heterodox and orthodox schools in the context of Metaphysics.
3. To introduce the basic tenets/concepts of Indian Metaphysics with a text-based approach.
4. To present and analyze the problems relating to Indian Metaphysics in a comparative mode.

COURSE OUTCOME:

- | | |
|--|---|
| 1. The students should be able to understand the conceptual problems relating to Indian Metaphysics. | COMPLEX PROBLEM-SOLVING
CRITICAL THINKING
CRITICAL THINKING |
| 2. The students should be able to have a text-based approach while dealing with Indian Metaphysics. | |
| 3. The students should be able to present the problems by comparing different schools. | |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. *Satkāryavāda* and *asatkāryavāda: prakṛti-Kāraṇatāvāda; Paramāṇu-kāraṇatāvāda, Brahma-kāraṇatāvāda*
2. Adhyaropa-Apavada Nyaya, Pancikaranam
3. The concept of *kāla* (Buddhism, Nyāya)
4. Concept of Self: View of Cārvaka, Buddhism, Nyāya and Vedānta
5. *Paramāṇuvāda*
6. Four stages of self: *jāgrata, svapna, suṣupti and turīya*

SUGGESTED READINGS

1. Swami Nikhilananda (Tr.): The Vedantasara (Selections)
2. Swami Gambhirananda (Tr.): Brahmasūtra (selections)
3. Siddhāntaleśa Saṁgraha (selections)
4. *Praśastapādabhāṣya*
5. *Vātsyāyanabhāṣya*
6. Śivāditya Miśra: *Saptapadārthī*
7. Bhaduri, S. (). *Studies in Nyāya-Vaiśeṣika metaphysics*. [Publisher].
8. Mohanty, J. N. (). *Classical Indian philosophy*. [Publisher].
9. Bhattacharya, G. (). *Essays in analytic philosophy*. [Publisher].
10. Matilal, B. K. (). *Logic, language and reality*. [Publisher].

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-III
(MAJOR COURSE)

NCrF LEVEL – 5

COURSE CODE: MJPL06	COURSE TITLE: WESTERN LOGIC	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. Introduce students to the foundational principles and concepts of formal logic and reasoning.
2. Develop students' ability to analyze and evaluate arguments using various logical tools and techniques.
3. Provide a thorough understanding of categorical propositions, propositional logic, and quantification theory.
4. Equip students with essential skills in set theory and elementary probability calculus to support logical reasoning.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|---|-------------------------|
| 1. Explain core logical concepts such as validity, truth, laws of thought, and the classification of categorical propositions using traditional and Boolean frameworks. | COMPLEX PROBLEM-SOLVING |
| 2. Analyze and test the validity of arguments using Venn diagrams, truth tables, and decision procedures. | COMPLEX PROBLEM-SOLVING |
| 3. Apply propositional and predicate logic, including truth functions and quantification rules, to construct and evaluate formal proofs. | COMPLEX PROBLEM-SOLVING |
| 4. Demonstrate foundational competence in set theory and elementary probability as tools for logical and mathematical reasoning. | COMPLEX PROBLEM-SOLVING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.**CONTENT OF COURSE**

1. The Notion of Logic, Concept of Validity, Truth and Validity, Laws of Thought
2. Categorical Proposition, Classification of Categorical Proposition, Traditional Square of Opposition, Boolean Interpretation of Categorical Proposition and Existential Import, Venn Diagram Technique of Testing Validity
3. Truth Functions: Negations, Conjunctions, Disjunction, Implication, Equivalence, Interdefinability of Truth Functions, Arguments and Argument Forms; Decision Procedure; Truth Tables; *Reductio Ad Absurdum*, Formal Proof of Validity
4. Quantification Theory: Singular and Singly General Propositions; Rules of Quantification; Proofs of Validity and Invalidity
5. Set Theory: Sets, Operations on Sets
6. Elementary Probability Calculus

SUGGESTED READINGS

1. Copi, I. M., & Cohen, C. (2002). *Introduction to logic*. Routledge. (Chapters I, II, III, IV & VI)
2. Suppes, P. (1999). *Introduction to logic*. Courier Corporation. (Chapters IX and X)

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEAR

SEMESTER-III

(SKILL ENHANCEMENT COURSE)

NCrF LEVEL – 5

COURSE CODE: SECPL03	COURSE TITLE: INDUCTION: A METHOD OF ACQUIRING KNOWLEDGE
COURSE CREDIT: 3 (THREE)	NOTIONAL HOURS: 90
TOTAL MARKS: 75	INTERNAL MARKS: 15
	END SEMESTER MARKS: 60

COURSE OBJECTIVES:

1. To introduce students to the key issues, concepts, and problems related to induction (as a method of acquiring knowledge).
2. To help students learn to think critically about philosophical problems and explain them succinctly in words.
3. To draw the student's attention to the language and subtleties of philosophical reasoning.

COURSE OUTCOME:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Students should learn to respond logically and critically to examination questions and discussion questions about some important philosophical issues relevant to the course; 2. Students should learn to comprehend, explain, and evaluate the views of different philosophers discussed in the course; 3. Students should learn to write short essays on philosophical themes with reasonable supporting arguments. | Multicultural competence and inclusive spirit
Empathy
Analytical reasoning and thinking
Coordinating and collaborating with others |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.**CONTENT OF COURSE**

1. Introduction: different applications of the term induction; induction as a method in natural science
2. FRANCIS bacon's method of induction by elimination
3. DAVID Hume's analysis of causes and its connection with induction
4. J.S. Mill's experimental methods
5. KARL popper's alternative to induction

SUGGESTED READINGS

1. Hume, D. (2011). *A Treatise of Human Nature*, London: J.M. Dent & Sons.
2. Katz, J. J (1962). *The Problem of Induction and Its Solution*, Chicago: The University of Chicago Press.
3. Kneale, W. (1952). *Probability and Induction*, Oxford: Clarendon Press.
4. Mill, J. (1843). *A System of Logic, Ratiocinative, and Inductive*, Volume 1, London: John. W. Parker
5. Popper, K. R. (1959). *The Logic of Scientific Discovery*, London: Hutchinson.
6. Russell, B. (1912). *The Problems of Philosophy*, London: Home University Library.
7. Swinburne, R. (ed.) (1974). *The Justification of Induction*, Oxford: Oxford University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-IV
(MAJOR COURSE)

NCRF LEVEL – 5

COURSE CODE: MJPL07	COURSE TITLE: WESTERN EPISTEMOLOGY
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Examine major philosophical issues surrounding skepticism and the possibility of knowledge.
2. Analyze competing theories concerning the nature and sources of knowledge, including realism, idealism, etc.
3. Explore different kinds of knowledge—self-knowledge, knowledge of other minds, and scientific knowledge.
4. Investigate theories of truth, justification, and the nature of a priori and propositional knowledge, including modern challenges like the Gettier problem.

COURSE OUTCOME:

By the end of this course, students will be able to:

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|---|--|
| <ol style="list-style-type: none"> 1. Critically assess philosophical scepticism and various responses to the challenge of justifying knowledge claims. 2. Compare and contrast key philosophical positions on the nature of the external world and our ability to know it, including views of Realism, Idealism, Kant, and Phenomenalism. 3. Analyse theories of causation, scientific reasoning, and the evolution of knowledge. 4. Evaluate major theories of truth and justification, the role of a priori knowledge, and contemporary epistemological problems like the Gettier challenge. | CRITICAL THINKING
ANALYTICAL
REASONING/THINKING
ANALYTICAL
REASONING/THINKING
CRITICAL THINKING |
|---|--|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Philosophical skepticism and the possibility of knowledge claim.
2.	Our knowledge of the entities of the external world: Realism, Idealism, Kant's view, phenomenism
3.	Self-knowledge and our knowledge of other minds
4.	Our knowledge of change / motion / evolution of the world: Our knowledge of causal relation and the principles governing the changes of the world; Mill's methods regarding our knowledge / discovery of causal relation; Popper's criticism of inductive method; Popper's view on growth and development of scientific knowledge
5.	Theories of truth and justification
6.	<i>A priori</i> knowledge: Views of Leibnitz, Hume and Kant; possibility of synthetic a priori knowledge; Ayer's attack against the idea of synthetic <i>a priori</i> knowledge
7.	Propositional knowledge and the Gettier problem

SUGGESTED READINGS

1. A J Ayer: *Problems of Knowledge*
2. Barry Stroud: *Philosophical Skepticism*
3. A.D. Woozley: *Theory of Knowledge* (Selections)
4. D.W. Hamlyn: *Theory of Knowledge* (Selections)
5. J. Hospers: *An Introduction to Philosophical Analysis* (Selections)
6. L. O'Brien: *Self-Knowing Agents*
7. I.M. Copi: *Introduction to Logic*
8. P. Sengupta: *The Logical Structure of Science*
9. P. Sengupta: *Demonstration and Logical Truth*
10. P.K. Moser (Ed.): *The Oxford Handbook of Epistemology* (Selections)
11. Robert Audi: *Epistemology: A Contemporary Introduction*
12. J.L. Pollock: *Contemporary Theories of Knowledge*
13. R. Chisolm: *Theory of Knowledge* 3rd Edn
14. Wilkerson: *Kant's Critique of Pure Reason*
15. Rasvihary Das: *A Handbook to Kant's Critique of Pure Reason*

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-IV
(MAJOR COURSE)

NCrF LEVEL – 5

COURSE CODE: MJPL08	COURSE TITLE: INDIAN EPISTEMOLOGY
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course aims to:

1. Introduce students to the fundamental concepts in Indian theories of cognition, including valid and invalid knowledge.
2. Explore key epistemological terms such as *Pramā* (valid knowledge) and *Pramāṇa* (means of knowledge), along with their definitions and classifications.
3. Examine debates around the origin, ascertainment, and coordination (*vyavasthā*) of *Pramāṇas*, including theories of perceptual error (*Khyātivāda*).
4. Understand the role of cognition in cultural and literary contexts through the concept of *thinai*, examining patterns of life in *akam* and *puram* traditions.

COURSE OUTCOME:

By the end of this course, students will be able to:

1. Distinguish between valid and invalid cognition and explain classical Indian perspectives on knowledge and error.
2. Define and analyze the concepts of *Pramā*, *Pramāṇa*, *Prāmāṇya*, *Pramāṇasāmplava*, and *Pramāṇavyavasthā*, and explain their interrelations.
3. Critically examine theories of sense perception and perceptual error, including various *Khyātivāda* views such as *Ātmakhyāti*, *Asatkhyāti*, and *Anīrvacanīyakhyāti*.
4. Interpret the concept of *thinai* and demonstrate its relevance to cognition and experience in Tamil literary-philosophical thought.

ANALYTICAL
REASONING/THINKING
ANALYTICAL
REASONING/THINKING
CRITICAL THINKING
MULTICULTURAL COMPETENCE
AND INCLUSIVE SPIRIT

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. The Nature of Cognition; valid and invalid cognition
2. *Pramā* and *Pramāṇa*: definitions, varieties
3. *Pramāṇya*: origin and ascertainment
4. *Pramāṇasāmplava* and *Pramāṇavyavasthā*
5. Theories concerning sense organs and their objects
6. Theories of perceptual error (*Khyativāda*)
7. Concept of *thinai*: *akam* – *puram* – lands and patterns of life

SUGGESTED READINGS

1. Annambhaṭṭa: *Tarkasamgraha*
2. D.M. Dutta: *The Six Ways of Knowing*
3. S. Chatterjee: *The Nyaya Theory of Knowledge*
4. Nyāyadarśana (Gautamsūtra) with VātsyāyanaBhāṣya(Pañcam Khanda)
5. Sivathamby, karthigesu (1998). *Studies in ancient tamil society: economy, society and state formation*. Chennai: new century book house.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-IV
(MAJOR COURSE)

NCrF LEVEL – 5

COURSE CODE: MJPL09	COURSE TITLE: PHILOSOPHY OF RELIGION	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To help the students to know the importance of religion, theology, and divinity
2. To introduce the students the relationship between human, world and divine
3. To help the students to learn the mystical thought across the culture
4. To teach the students the philosophical schools of Saivism and Vaishnavism

COURSE OUTCOME:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The students will be able to learn systematically the major theories of existence of God 2. They will be able to critically analyse the merits and demerits of religious concepts 3. They will be able to respect and appreciate the core philosophical concepts of religion 4. They will be able to use as a tool to promote the spirit of tolerance, mutual appreciation, peace, and harmony in the society | Analytical reasoning/thinking
Analytical reasoning/thinking
Multicultural competence and inclusive spirit
Critical thinking |
|---|--|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Introduction to Philosophy of Religion – Definition & Importance; Theology; Comparative Religion
2.	Theories of Existence of God – Ontological Argument (Anselm & Kant); Cosmological Argument (Aquinas & Leibniz); Teleological Argument (William Paley & Hume)
3.	Relationship between God & World – Theism; Deism; Pantheism; Atheism; Panentheism
4.	Philosophical Reflection – Reason & Faith; Evil & Suffering; Religion & Ethics
5.	Mystical Thought across Cultures – Greek; Judeo - Christianity; Sufism
6.	Philosophical Schools of Saivism & Vaishnavism – Saiva Siddhanta; Kashmir Saivism; Gaudiya Vaishnavism

SUGGESTED READINGS

1. Goetz, Steward. (Ed.). (2021). *The Encyclopedia of Philosophy of Religion*. John Wiley & Sons.
2. Mukhopadhyaya, Durgadas. (1990). *Religion, Philosophy and Literature of Bengal Vaishnavism*. B.R. Publishing Corporation.
3. Nigal, S.G. (2009). *An Introduction to Philosophy of Religion*. Vakratunda Art.
4. Pandit, Motilal. (2017). *An Introduction to the Philosophy of Trika Saivism*. Munshiram Manoharlal Publishers Pvt. Ltd.
5. Schomerus, H.W. (2000). *Saiva Siddhanta: An Indian School of Mystical Thought*. Motilal Banarsidass Publishers.
6. Smart, Ninian. (1970). *Philosophy of Religion*. Oxford University Press.
7. Stace, Walter T. (1960). *Mysticism and Philosophy*. MacMillan.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 2ND YEARSEMESTER-IV
(MAJOR COURSE)

NCrF LEVEL – 5

NCrF LEVEL – 5			
COURSE CODE:	MJPL10	COURSE TITLE:	FEMINIST PHILOSOPHY
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the concept of Indian and western feminist philosophy
2. To have better understanding of the nature of gender disparities.
3. To introduce the basic tenets/concepts of the different theories of feminist philosophy.
4. To understand how institutions are gendered and how institutions gender individuals.

COURSE OUTCOME:

- | | |
|--|-------------------------------|
| 1. The students should be able to understand the Indian and Western concept of Feminist Philosophy | ANALYTICAL REASONING/THINKING |
| 2. The students should be able to understand Women's social role and societal subjugation. | CRITICAL THINKING |
| 3. The students should be able to understand how biases against women are embodied in the past and present philosophy. | EMPATHY |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. INTRODUCTION TO FEMINIST PHILOSOPHY (Western): Definition and Historical back ground of Western Feminist Philosophy; Sex and Gender distinction; feminism and post feminism
2. Feminist political position: Liberal Feminism; radical feminism; social feminism; blackfeminism
3. Essentialism: feminist debates about essentialism; problem with essentialism
4. INTRODUCTION OF FEMINIST PHILOSOPHY (Indian): The Vedic perspective on the status of women; the Rigvedic period; The middle and later Vedic period
5. Non-Vedic perspective: general feature; status of women; role of nuns
6. Perspectives according to: Gandhi, Vivekananda, Raja Ram Mohan Roy, R.N. Tagore

SUGGESTED READINGS

1. Stone, A. (2007). *An introduction to feminist philosophy*. Polity Press.
2. Tong, R. (1984). *Feminist thought*. Unwin Hyman.
3. Elizabeth, A. (Ed.). (1993). *Feminist epistemologies*. Routledge.
4. Richardson, D., & Robinson, V. (Eds.). (1993). *Introducing women's studies*. Macmillan Press.
5. De Beauvoir, S. (1981). *The second sex* (H. M. Parshley, Trans.). Penguin Books. (Original work published 1949)
6. Altekar, A. S. (1962). *The position of women in Hindu civilization: From prehistoric times to the present day*. Motilal Banarsidass.
7. Sharma, A. (1997). *Religion and women*. Sri Satguru Publications.
8. Shanta, N. (1997). *Unknown pilgrims* (Oriental Series No. 219). Sri Garibdas Sadguru Publications.
9. Jaini, P. S. (1997). Gender and salvation: Jaina debates on spiritual liberation of women. *Journal of Indian Philosophy*, 25(5), 507–528.
10. Desai, N., & Krishna Raj, M. (1987). *Women and society in India*. Ajanta Publications.
11. Patil, S. (1982). *Dasa-Sutra slavery*. Allied Publishers.
12. Purohit, S. (1932). *Indian monk: His life and adventure*. Macmillan & Co. Ltd.
13. Mayavati Ashrama (Ed.). (1948). *The complete works of Swami Vivekananda* (Vols. 1–8, Mayavati Memorial Edition). Advaita Ashrama.
14. Bhagwat, V. (n.d.). *Locating early feminist thought: A review of women's situation from 17th century to the 20th century*. Stree Abhyas Kendra, Pune University.
15. Gross, R. M. (1993). *Buddhism after patriarchy*. Sri Satguru Publications.
16. Cabezon, J. I. (1992). *Buddhism, sexuality and gender*. Sri Satguru Publications.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-V
(MAJOR COURSE)

NCrF LEVEL – 5.5

NCrF LEVEL – 5.5			
COURSE CODE:	MJPL11	COURSE TITLE: SOCIAL-POLITICAL PHILOSOPHY: WESTERN	
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students with the issues related to State, Nation and Governance.
2. To acquaint with the social and political issues in the present times.
3. To introduce the basic theories and philosophical positions on social and political issues.
4. To understand how systems evolved in a particular society in history and to make them conscious of the constitutional democracy.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students would be able to philosophize the social and political issues. 2. The students would be able to how to use empirical and historical facts in philosophising. 3. The students would be able to understand the present issues in its social setting and to find answers through philosophy and philosophical interventions within the constitutional background of India. | ANALYTICAL
REASONING/THINKING
LEARNING HOW TO LEARN SKILLS
COMPLEX PROBLEM-SOLVING |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Plato: Philosopher-King – Allegory of Cave – Forms of State
2.	Thomas Hobbes: Commonwealth – Types of Commonwealths
3.	Jean-Jacques Rousseau: Sovereignty – General Will – Government
4.	Karl Marx: State – Revolution – Communist Society
5.	Benedict Anderson: Culture – National Consciousness – Memory
6.	Sylvia Walby: Gender – Nation – Nationalism

SUGGESTED READINGS

1. Plato (2008). *Republic*. R. Waterfield (Tr.) Oxford: Oxford University Press.
2. Hobbes, Thomas (1998). *Leviathan*. (J. C. A. Gaskin, Ed.) Oxford: Oxford University Press.
3. Rousseau, Jean-Jacques (2012). *Of the Social Contract and Other Political Writings*. London: Penguin.
4. McLellan, David (1986). *The Thought of Karl Marx*. London: Macmillan.
5. Anderson, Benedict (2006). *Imagine Communities: Reflections on the origin and Spread of Nationalism*. London: Verso.
6. Walby, Sylvia (1997). *Gender Transformations*. London: Routledge.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-V
(MAJOR COURSE)

NCrF LEVEL – 5.5

COURSE CODE: MJPL12	COURSE TITLE: CONTEMPORARY INDIAN PHILOSOPHY
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course aims to:

1. Introduce the philosophical and spiritual contributions of modern Indian thinkers to issues of human nature, religion, and society.
2. Analyze foundational texts and concepts from Tagore, Vivekananda, Gandhi, Aurobindo, Iqbal, and M.N. Roy to understand their views on self, truth, spirituality, and political life.
3. Explore the integration of Eastern metaphysics and Western humanism in shaping modern Indian responses to colonialism, identity, and universal values.
4. Encourage critical reflection on the relevance of these thinkers in contemporary philosophical, ethical, and socio-political discourse.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|--|-------------------|
| 1. Interpret and critically assess Rabindranath Tagore's philosophy of man, religion, and the relationship between the finite and the infinite. | Critical thinking |
| 2. Explain Swami Vivekananda's views on Practical Vedanta, universal religion, and the role of yoga in spiritual development. | Critical thinking |
| 3. Analyze Gandhi's concepts of Truth, Ahimsa, Swaraj, and the ideal of Sarvodaya, especially as articulated in <i>Hind Swaraj</i> . | Critical thinking |
| 4. Evaluate key ideas from Aurobindo (Supermind and Integral Yoga), Iqbal (Khudi and intuition), and M.N. Roy (Radical Humanism) in relation to personal transformation and social change. | Critical thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Rabindranath Tagore- Text-The Religion of Man, Tagore Concept of Man and his religion, Finite and Infinite aspects of man, Jiban Devota.
2.	Swami Vivekananda, Text-Lectures from Colombo to Almora, Practical Vedanta, Universal Religion, Yoga and Spirituality.
3.	M.K. Gandhi- Text-Hind Swaraj, Concept of Truth and Ahimsa, Concept of Swaraj, Ideal State and Sarvodaya.
4.	Aurobindo- Text- Life Divine Vol I and IV, Theory of two Negations, Concept of Supermind, Integral yoga.
5.	M. Iqbal- Text- The Reconstruction of Religious Thoughts in Islam; Intuition, Concept of Self (Khudi), concept of God and the World.
6.	M.N. Roy- Radical Humanism-

SUGGESTED READINGS

1. Tagore- Sadhana, Visva-Bharati Publication
2. Tagore-Manuser Dharma (Bengali), Visva-Bharati.
3. B.K. Lal- Contemporary Indian Philosophy, Motilal Barasidass Pub. Delhi
4. M.M. Sharif- History of Muslim Philosophy, Wiesbaden.
5. Iqbal-Asrar-e- khadi (the secret of Self), tr. by R.A. Nicholson, Macmillan.
6. S.K. Moitra, The Philosophy of Sri Aurobindo;
7. Swami Vivekananda, Complete works of Swami Vivekananda.
8. N. K. Bose, studies in Gandhism, Calcutta.
9. D.M. Datta, the Philosophy of Mahatma Gandhi, University of Calcutta, Calcutta.
10. G.R Dhawan, The Political Philosophy of Mahatma Gandhi, Navjivan Pub., Ahmedabad

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-V
(MAJOR COURSE)

NCrF LEVEL – 5.5

COURSE CODE: MJPL13	COURSE TITLE: INDIAN ETHICS
COURSE CREDIT: 3 (THREE)	NOTIONAL HOURS: 90
TOTAL MARKS: 75	INTERNAL MARKS: 15
	END SEMESTER MARKS: 60

COURSE OBJECTIVES:

1. To enable students to understand the importance, possibility and prerequisites of moral philosophy.
2. To give a simplified idea about the theories of ethics in Indian context.
3. To illustrate the various ethical traditions of Indian Philosophy

COURSE OUTCOME:

- | | |
|---|--|
| 1. The students should be able to form an idea about the wide variety of ethical theories developed in the East. | VALUE INCULCATION
ANALYTICAL
REASONING/THINKING
COMMUNITY ENGAGEMENT AND
SERVICE |
| 2. The students should be able to gain clarity regarding the distinctions between different schools of Indian Philosophy in terms of their ethical thinking | |
| 3. The students should be able to connect actual ethical issues with their theoretical understanding. | |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. Introduction: Concerns and Presuppositions; Theory of *Karma*
2. *Dharma*: Meaning, Definition, Classification; *Vidhi*, *Niṣedha*, *Arthavāda*
3. *Purusārtha*-s and Their Inter-Relations; *Puruṣārtha Sādhana*
4. Buddhist Ethics: *Āryasatya* and the *Aṣṭāṅgikamārga*
Jaina Ethics: *Anuvrata*-S and *Mahāvratā*-s
5. Moral Dilemma: Indian Epics

SUGGESTED READINGS

1. Sharma, I. C. (n.d.). *Ethical philosophies in India*.
2. Maitra, S. K. (n.d.). *The ethics of the Hindus*.
3. Dasgupta, S. (n.d.). *Development of Indian philosophy in India*.
4. Hiriyana, M. (n.d.). *The Indian conception of values*.
5. Krishna, D. (n.d.). *The myth of Purusartha*.
6. Matilal, B. K. (2002). *Ethics and epics: Philosophy, culture and religion* (J. Ganeri, Ed.). Oxford University Press.
7. Chakravarti, S. S. (2006). *Ethics in the Mahabharata: A philosophical inquiry for today*. Munshiram Manoharlal Publishers.
8. Matilal, B. K. (Ed.). (1989). *Moral dilemmas in the Mahābhārata*. Indian Institute of Advanced Study, in association with Motilal Banarsidass.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-VI
(MAJOR COURSE)

NCrF LEVEL – 5.5

COURSE CODE:	MJPL14	COURSE TITLE:	WESTERN METAPHYSICS
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS:	120
TOTAL MARKS:	100	INTERNAL MARKS:	20
		TYPE OF COURSE:	THEORY
		END SEMESTER MARKS:	80

COURSE OBJECTIVES:

1. Introduce students to the origin, nature, and scope of metaphysics, and its relation to physics and other branches of philosophy.
2. Analyze key metaphysical issues related to substance, identity, causation, universals, mind-body relation, free will, space, and time.
3. Examine various types and traditions of metaphysics, including Kantian, analytic, descriptive, and revisionary approaches.
4. Engage critically with challenges to metaphysical inquiry, including logical positivism and contemporary critiques.

COURSE OUTCOME:

By the end of this course, students will be able to:

1. Explain the fundamental concepts and debates in metaphysics.
2. Critically assess philosophical theories of persons, identity over time, mind-body relations.
3. Evaluate differing views on space and time, including argument for the unreality of time.
4. Analyze the significance and implications of critiques of metaphysics.

Critical thinking
Critical thinking
Critical thinking
Analytical thinking

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. Origin, Nature and scope of metaphysics; physics and metaphysics; origin of the metaphysical ideas of soul / self / mind / and God; different types of metaphysics: traditional metaphysics, metaphysics of knowledge, Kantian metaphysics, descriptive metaphysics, revisionary metaphysics, analytic metaphysics; appearance and reality
2. Metaphysical issues and speculations relating to understanding of entities / beings constituting the world: material bodies and persons
Understanding of material bodies as Concrete particulars (substances): properties and parts
 - a) Analysis of concrete particulars in terms of properties: the idea of substratum; substratum theory and bundle theory
 - b) Analysis of concrete particulars in terms of parts: change of parts and persistence of concrete particulars through time, endurantism and perdurantism, endurantism and the presentist view of time, perdurantism and the eternalist view of time
 - c) Particulars and universals: the philosophical problems regarding universals; realist theories; different versions of nominalism: austere nominalism, metalinguistic nominalism, trope theory or resemblance nominalism
 Understanding of persons:
 - a) Identification of a person with an embodied soul / self / mind
 - b) Identification of a person with a particular human body
 Primitiveness of the concept of a person (Strawson's view)
3. Metaphysical issues and speculations relating to understanding of change / motion / evolution of the world and the behaviour of entities constituting the world
 - a) Causality: Philosophical problems regarding causality; mechanism and teleology; Aristotle's view; entailment theory; Causation and conditionals, relata of causation, event causation, Humean idea of event causation, counterfactual analysis of event causation, probabilistic approach to event causation, fact causation
 - b) Mind-body relation: Distinction between mind and body / mental events and physical events; philosophical problems regarding mind-body relation; Dualist theories: interactionism (substance dualism), parallelism; Physicalism and Materialism: epiphenomenalism, identity theory, anomalous monism
 Free will: the philosophical problem; determinism and indeterminism; compatibilism and incompatibilism; agent causation and free will, analysis of agent causation, mental causation
4. Space & Time: Dimensionality and the structure of space, Newtonian notion of absolute space and Mach's objection to it, Relationalist notion of space, Kant's view of space. Time and change, the idea of passage of time, McTaggart's argument for the unreality of time, causation and the direction of time
5. Attack against metaphysics: Logical positivism; downfall of logical positivism

SUGGESTED READINGS

1. M.J. Loux: *Metaphysics: A Contemporary Introduction* (Selections)
2. E.J. Lowe: *A Survey of Metaphysics* (Selections)
3. B. Russell: *The Problems of Philosophy*
4. A.J. Ayer: *The concept of a person and Other Essays* (Selections)
5. P.F. Strawson: *Individuals: An Essay in Descriptive Metaphysics* (Selections)
6. Loux and Zimmerman (eds.): *The Oxford Handbook of Metaphysics* (Selections)
7. Crane and Farkas (eds.): *Metaphysics: A Guide and Anthology*
8. A.C. Ewing: *The Fundamental Questions of Philosophy* (Selections)
9. A.J. Ayer: *Central Questions of Philosophy* (Selections)
10. A.J. Ayer: *Language, Truth and Logic* (Selections)
11. J. Hospers: *An Introduction to Philosophical Analysis* (Selections)

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-VI
(MAJOR COURSE)

NCrF LEVEL – 5.5

COURSE CODE: MJPL15	COURSE TITLE: SOCIAL POLITICAL PHILOSOPHY - INDIAN
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the origins of caste, class and race and the issues involved in them.
2. To present philosophical insights into the problems of caste, class and race
3. To introduce the basic concepts and the forms of manifestation of caste, class and race.
4. To present overviews about the social structures.

COURSE OUTCOME:

- | | |
|---|--|
| 1. The students would be able to identify and understand the present forms of issues. | Critical thinking |
| 2. The students would be able to philosophise the issues from the empirical evidences and experiences. | Critical thinking |
| 3. The students would be able to address the issues philosophically with the aid of constitutional democracy. | Autonomy, responsibility, and accountability |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Concepts of Dharma and <i>Rājdharma</i> , <i>Nītisāstra</i> and <i>Daṇḍanīti</i>
2.	Theories of State (<i>Rāṣṭra</i>), Theories of Kingship According to Kautilya
3.	Status of women in Manu and Kautilya
4.	Tagore on Nationalism
5.	Pandit Iyothee Thassar's <i>Sudhesi Reform</i> – K. C. Bhattacharya's <i>Svaraj in Ideas</i>
6.	B. R. Ambedkar: Enclosed Class – Debate with Gandhi on <i>Annihilation of Caste</i> – Free Social Order
7.	Constitution of India: Introduction of Draft Constitution – Preamble – Fundamental Rights and Duties

SUGGESTED READINGS

1. Kautilya: *The Arthaśāstra*, Penguin Classics (1992)
2. P V Kane, *History of Dharmasāstra*
3. Varma, Vishwanath Prasad. *Studies in Hindu Political Thought and Its Metaphysical Foundations*. Motilal Banarsidass, 1974
4. *Manu Samhitā*
5. Śāntiparva of *Mahābhārata*
6. Tagore, Rabindranath (2009). *Nationalism*. New Delhi: Penguin Books.
7. Thassar, Iyothee (2018). *Sudhesi Reform*. (G. Aloysius, Tr.) New Delhi: Critical Quest.
8. Bhattacharya K. C. "Svaraj in Ideas". *Indian Philosophical Quarterly*, Vol. XI, No.4, October 1984, pp. 383 – 393.
9. Ambedkar, B. R. (2014). *Dr. Babasaheb Ambedkar Writings and Speeches* (Vol. I, XIII). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment.
10. Ambedkar, B. R. (2014). *Dr. Babasaheb Ambedkar Writings and Speeches* (Vol. III). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, pp. 95 – 129.
11. *Constitution of India* (2022). New Delhi: Ministry of Law and Justice, Government of India.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 3RD YEARSEMESTER-VI
(MAJOR COURSE)

NCrF LEVEL – 5.5

COURSE CODE: MJPL16	COURSE TITLE: APPLIED ETHICS	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint the students with basic ideas of applied ethics concerning the value of life and environmental ethics.
2. To enable students to apply theoretical ethical understanding to real-life dilemmas and issues.
3. To enable students to understand the basic concepts of moral dilemmas and ethical rights.
4. To focus on relevant areas of application like business ethics, bioethics, and environmental ethics.

COURSE OUTCOME:

- | | |
|---|---|
| 1. The students should be able to Connect ethical arguments with real-life moral dilemmas and open the room for logical debates regarding possible courses of action. | Value inculcation |
| 2. The students should be able to gain clarity regarding issues of moral rights, claims, duties, etc., and to be better able to address ethical problems in particular spheres. | Autonomy, responsibility, and accountability |
| 3. The students should be able to enhance their understanding of ethical applications and relevant behavior in particular domains of life, business and environment. | Multicultural competence and inclusive spirit |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. An Introduction to Moral Philosophy and Applied Ethics
2. Rights: intersection with duty, interest and will, animal right
3. Morality of war
4. Bio-ethics: Euthanasia; Abortion
5. Business Ethics: Corporate Moral Agency; Popular Frameworks for Business Ethics; Whistle Blower
6. Environmental Ethics: Anthropocentrism, Biocentrism, Ecocentrism; Deep ecology and Shallow ecology; Sustainable Development

SUGGESTED READINGS

1. Singer, Peter. (1986). *Applied Ethics*. Oxford University Press.
2. Singer, Peter. (2011). *Practical Ethics*. Cambridge University Press.
3. Piet, John H. & Prasad Ayodhya (ed.). (2000). *An Introduction to Applied Ethics*. Cosmo Publications.
4. Lafollette, Hugh. (ed.). (2014). *Ethics in Practice: An Anthology*. Wiley Blackwell.
5. May, Larry. (2010). *Applied Ethics: A Multicultural Approach*. Pearson
6. Beauchamp, T.L. & Walters (ed.). (1999). *Contemporary Issues in Bioethics*. Wadsworth Pub.
7. Cottingham, J. (2008). *Western Philosophy: An Anthology*. Blackwell Publishing.
8. Rolston, Holmes & Andrew Light (ed.). (2007). *Environmental Ethics: An Anthology*. Blackwell.
9. Kvalnes, Øyvind. 2015. *Moral Reasoning at Work: Rethinking Ethics in Organizations*. Palgrave Macmillan

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEARSEMESTER-VII
(MAJOR COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL17	COURSE TITLE: PHENOMENOLOGY AND EXISTENTIALISM
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce students to the central themes and arguments of the 20th-century (European philosophical) traditions of phenomenology and existentialism.
2. To develop an understanding of the key discussions in these philosophical traditions.
3. To acquire skills for interpretation and evaluation of the main lines of thought studied during the course.

COURSE OUTCOME:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Students should be able to understand the fundamental issues and arguments of the phenomenological and existentialist traditions; 2. Students should be able to explain and evaluate these philosophical issues both orally and in writing; 3. Students should be able to appreciate the distinctive methods and contents of these 20th-century European philosophical traditions. | Multicultural competence and inclusive spirit
Empathy
Analytical reasoning and thinking
Coordinating and collaborating with others |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.	CONTENT OF COURSE
1.	Phenomenology as a radical method of investigation, a presuppositionless philosophy, and a descriptive science of essences.
2.	Husserl's Critique of Psychologism.
3.	Husserl's Theory of Consciousness and Intentionality.
4.	Existentialism: Its Distinctive Characteristics.
5.	Theistic Existentialism – Kierkegaard: notion of existence, three phases/levels of human existence; revolt against rationalism and the notion of objective truth; notion of truth as subjectivity.
6.	Atheistic Existentialism – Sartre: Distinction between being-for-itself and being-in-itself; Consciousness as nothingness; Freedom; Bad Faith, Critique of Marxism

SUGGESTED READINGS

1. Copleston, F. (1965). *Contemporary Philosophy: Studies of Logical Positivism and Existentialism*, London, Burns & Oates.
2. Zahavi, D. 2018. *Phenomenology: The Basics*, Routledge.
3. Cooper, D. (1990). *Existentialism: A Reconstruction*. Basil Blackwell.
4. Dreyfus, H.L. & Wrathall, M.A. (eds.) (2006). *A Companion to Phenomenology and Existentialism*. Blackwell Publishing.
5. Mohanty, J.N. (2008). *The Philosophy of Edmund Husserl: A Historical Development*. Yale University Press.
6. Smith, B. (Ed.) 1995. *The Cambridge Companion to Husserl*. Cambridge University Press.
7. Crowell, S. (Ed.) 2012. *The Cambridge Companion to Existentialism*. Cambridge University Press.
8. Sartre, J. (1992). *Being and nothingness*. Simon and Schuster.
9. Sartre, J. (1963). *The problem of method*.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEARSEMESTER-VII
(MAJOR COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL18	COURSE TITLE: INDIAN PHILOSOPHY OF LANGUAGE
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To help the students to know the importance of word and meaning in the language
2. To introduce the students the relationship between letter, word, and sentence in the language
3. To help the students to learn the major theories in the Indian Philosophy of language
4. To teach the students the important text of Indian Philosophy of language

COURSE OUTCOME:

- | | |
|---|---|
| 1. The students will be able to learn systematically the semantics of Indian philosophy of language | COMMUNICATION SKILLS

CRITICAL THINKING
CRITICAL THINKING
RESEARCH-RELATED SKILLS |
| 2. They will be able to critically analyse the merits and demerits of theories of Indian philosophy of language | |
| 3. They will be able to learn the metaphysical and epistemological basis of language | |
| 4. They will be able to prepare themselves as a scholar of Indian philosophy of language | |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. The Problem of Meaning - *Abhidhā, Akṛtivāda, Vyaktivāda, Jātivāda, Jatyākṛtivyaktivāda, Jātivīṣṭavyaktivāda, Apohavāda, śādbabodha*
2. *Sphota* Theory - Patanjali; Bharṭṛhari
3. Conditions of Knowing Sentence Meaning - *ākankṣa, yogyatā, Sannidhi, tātparyajñāna*
4. *Lakṣaṇṇā, Vyañjanā, Dhvani* Theory
5. Mīmāṃsa Theory of *Bhāvanā* and the metaphysical basis of Language: Bharṭṛhari's theory of *śābdabrahman*
6. Diction and Syntax in *Tholkappiyam* – Four Classes of Words – *Iyarcol, Thirisol, Thisaiccol, Vadaso*; Four Kinds of Syntax – *Nirai Nirai, Sunnam, Adimari, Molimarru*

SUGGESTED READINGS

1. B.S., Gaurinath. (1983). *The Philosophy of Word and Meaning*. Sanskrit College.
2. Chatterjee, N. (1980). *Word and Its Meaning- A New Perspective*. Chaukhambha.
3. Devy, G. N. (2002). *Indian Literary Criticism – Theory and Interpretation*.
4. Graheli, Alesandro. (2020). *The Bloomsbury Research Handbook of Indian Philosophy of Language*. Bloomsbury Academic.
5. Iyer, Subramaniya. (1969). *Bhartrhari*. Deccan College of Postgraduate and Research Institute.
6. Kunjanni, Raja. (1963). *Indian Theories of Meaning*. Adyar Library and Research Centre.
7. Mazumdar, P. K. (1977). *The Philosophy of Language: An Indian Approach*. Sanskrit Pustak Bhandar.
8. Patnaik, Tandra. (1994). *Sabda: A Study of Bhartrhari's Philosophy of Language*. D.K. Print World.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR

SEMESTER-VII

(MAJOR COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL19	COURSE TITLE: WESTERN ANALYTIC PHILOSOPHY-I
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Explore the significance of the **linguistic turn** in philosophy and its impact on analytic thought.
2. Examine G.E. Moore's defense of common-sense realism and its implications for epistemology and metaphysics.
3. Analyze foundational theories of meaning and reference as developed by Frege, Russell, and their critics.
4. Evaluate major debates on meaning, description, and verification central to early analytic philosophy.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|--|-------------------------------|
| 1. Explain the nature and philosophical consequences of the linguistic turn, including its shift from metaphysical to linguistic analysis. | Analytical reasoning/thinking |
| 2. Articulate Moore's common-sense arguments and assess their philosophical strength against skepticism. | Critical thinking |
| 3. Analyze and compare Frege's notions of sense, reference, thought, and object with Russell's theory of descriptions and Strawson's critique. | Analytical reasoning/thinking |
| 4. Evaluate logical atomism, the meaning-verification principle, and their roles in the development of logical positivism and early analytic philosophy. | Critical thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. The Linguistic Turn in Philosophy
2. Moore's defence of common sense
3. Frege on Sense, Reference, Object, and Thought
4. Russell's theory of Description and Strawson's argument against the theory
5. Russell's Philosophy of Logical Atomism
6. Meaning and Verification

SUGGESTED READINGS

1. Frege, G. (1956). The thought: A logical inquiry. *Mind*, 65(259), 289–311. Oxford University Press.
2. Frege, G. (1980). On sense and reference. In P. Geach & M. Black (Eds. & Trans.), *Philosophical writings of Gottlob Frege* (3rd ed.). Blackwell.
3. Frege, G. (1980). *Philosophical writings of Gottlob Frege* (P. Geach & M. Black, Trans., 3rd ed.). Blackwell.
4. Martinich, A. P. (Ed.). (2006). *The philosophy of language*. Oxford University Press.
5. Miller, A. (2000). *Philosophy of language*. UCL Press.
6. Moore, G. E. (1965). A defence of common sense. In R. Ammerman (Ed.), *Classics of analytic philosophy*. Tata McGraw-Hill.
7. Russell, B. (1905). On denoting. In *Logic and knowledge*. Allen & Unwin.
8. Russell, B. (1986). *The philosophy of logical atomism and other essays: 1914–1919* (J. G. Slater, Ed.). Allen & Unwin.
9. Strawson, P. F. (1950). On referring. *Mind*, 59(235), 320–344. Oxford University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR

SEMESTER-VII

(RESEARCH DISSERTATION COURSE)

NCrF LEVEL – 6

COURSE CODE: RDPL01	COURSE TITLE: RESEARCH METHODOLOGY
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To make the students to be aware of the importance of research
2. To help the students to be familiar with the basics of research methodology
3. To introduce the students a systematic method of data collection, analysis and Interpretation
4. To familiarize the students with the process of report writings
5. To teach the students citations, references and use of MS Word in research

COURSE OUTCOME:

- | | |
|---|-------------------------|
| 1. The students will be able to identify thrust area of research | Research-related skills |
| 2. They will be able to generate their interest towards research | Research-related skills |
| 3. They will be able to enrich their knowledge of empirical research | Research-related skills |
| 4. They will be able to acknowledge the citations and use the MS Word in their research | Research-related skills |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

THERE SHALL BE CONTINUOUS EVALUATION IN THE FORM OF WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT THE INTERVAL OF FIFTEEN DAYS OUT OF WHICH ONE MUST BE WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. **Introduction** – Definition and Importance of Research; Types of Research; Methods of Research Formulating Objectives and Hypothesis of Research
2. **Process of Research** - Review of Literature; Identification of Research Problem; Formulating Objectives and Hypothesis of Research
3. **Data Collection** – Definition and Importance; Types of Data Collection; Sampling Methods in Data Collection; Tools of Data Collection
4. **Methods of Data Analysis and Interpretation** – Definition and Importance; Types and Methods of Data Analysis; Stages of Report Writing; Methods of Report Writing (Clear, Concise, Complete & Accurate); Process of Report Writing
5. **Citations and References** - Chicago Style of Foot Note and End Note Citations; In-text Citation; Chicago and APA Styles of Bibliography; Webliography
6. **Research and Use of Computer** – Basic Use of Computer; Use of MS Word; Features of MS Word and Research

SUGGESTED READINGS

1. Bhakar, Sher Singh. (Ed.). (2015). *A Hand Book on Writing Research Paper in Social Sciences*. Bharti Publications.
2. Billups, Felice D. (2019). *Qualitative Data Collection Tools: Design, Development, and Applications*. Sage Publications, Inc.
3. Bora, Pranjal. (2023). *A Concise Book on Research Methodology and Research and Publication Ethics*. Notion Press.
4. Henn, M Mark. (2006). *A Short Introduction to Social Research*. Vistaar Publications.
5. Jones, Herbert. (2020). *Data Analytics: An Essential Beginner's Guide to Data Mining, Data Collection, Big Data Analytics for Business, and Business Intelligence Concepts*. Bravex Publications.
6. Kothari, C. R. (2014). *Research Methodology – Methods and Techniques*. New Age Publications.
7. Krishnaswami, O. R. (2001). *Methodology of Research in Social Sciences*. Himalaya Publishing House.
8. Kumar, Renjith. (2009). *Research Methodology: A Step-by-Step Guide for Research*. Pearson Education.
9. Kundan, K. (2012). *Data Interpretation*. BSC Publishing Co. Pvt. Ltd.
10. OO, Mayo M. (2020). *A Beginner Guide to Research Data Collection*. Self-Publication.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEARSEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1A	COURSE TITLE: TEXTUAL STUDY: BHĀSA PARICHEDA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Provide a clear understanding of the core epistemological doctrines of the Nyāya school as presented in Bhāṣā Pariccheda and its commentary Siddhānta Muktāvalī.
2. Examine the means of valid knowledge (pramāṇa), focusing on pratyakṣa (perception) and anumāna (inference).
3. Analyze the philosophical distinctions and classifications involved in the theories of perception and inference.
4. Cultivate skills in textual analysis, translation, and interpretation of classical Sanskrit philosophical texts.

COURSE OUTCOME:

BY THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. DEFINE AND EXPLAIN *PRATYAKṢA* AND *ANUMĀNA* AS VALID SOURCES OF KNOWLEDGE ACCORDING TO THE NYĀYA SCHOOL.
2. DISTINGUISH BETWEEN TYPES OF PERCEPTION (E.G., *NIRVIKALPAKA* AND *SAVIKALPAKA*) AND ANALYZE THE CONDITIONS OF VALID PERCEPTUAL KNOWLEDGE.
3. IDENTIFY THE STRUCTURE AND VARIETIES OF INFERENCE (*ANUMĀNA*) INCLUDING *SVĀRTHĀNUMĀNA*, *PARĀRTHĀNUMĀNA*, *VYĀPTI*, *HETU*, AND THE FIVE-MEMBERED SYLLOGISM (*PAÑCĀVAYAVA*).
4. INTERPRET KEY PASSAGES FROM *BHĀṢĀ PARICCHEDA* WITH *SIDDHĀNTA MUKTĀVALI*, DEMONSTRATING COMPREHENSION OF TECHNICAL TERMS AND CONCEPTUAL CLARITY IN CLASSICAL INDIAN LOGIC.

CRITICAL THINKING

CRITICAL THINKING

CRITICAL THINKING

CRITICAL THINKING

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

THERE SHALL BE CONTINUOUS EVALUATION IN THE FORM OF WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT THE INTERVAL OF FIFTEEN DAYS OUT OF WHICH ONE MUST BE WRITTEN TEST.

CONTENT OF COURSE

TEXTUAL STUDY: BHĀSA PARICHEDA WITH SIDDHANTA MUKTĀVALI (PRAKTYAKSA AND ANUMANA)

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6		
COURSE CODE: MJPL-O1B	COURSE TITLE: TEXTUAL STUDY: DHARMATATTVA	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Introduce students to the key philosophical and ethical ideas presented by Bankimchandra in Dharmatattva.
2. Examine Bankim's reflections on suffering, happiness, and the human pursuit of moral and spiritual life.
3. Analyze his concepts of dharma, humanity, culture (anusheelanatattva), and devotion in the context of Indian moral tradition.
4. Explore the nuanced treatment of love — including self-love, familial love, patriotism, and compassion for all living beings.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Explain Bankimchandra's views on the nature of suffering and happiness in relation to dharma and human fulfillment. 2. Critically assess his concept of dharma as rooted in rationality, humanity, and cultural refinement (anusheelana). 3. Interpret Bankim's ideas on devotion (bhakti) as a moral and emotional foundation for religious life. 4. Analyze the ethical implications of different forms of love — for the self, family, nation, and all sentient beings — as discussed in Dharmatattva. | <p>Critical thinking</p> <p>Multicultural competence and inclusive spirit</p> <p>Critical thinking</p> <p>Empathy</p> |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

THERE SHALL BE CONTINUOUS EVALUATION IN THE FORM OF WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT THE INTERVAL OF FIFTEEN DAYS OUT OF WHICH ONE MUST BE WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Concept of Suffering and Happiness
2. Concept of Dharma and Humanity
3. Doctrine of Culture (*Anusheelanatattva*)
4. Idea of Devotion
5. Love: Self-Love, Love for Family, Motherland Living Creatures

TEXT

Chattopadhyay, B. (1361). *Dharmmatattva*. In J. C. Bagal (Ed.), *Bankim Rachanavali* (Vol. 2). Sahitya Sangsad. (Originally Published in 1888)

Chattopadhyay, B. (2003). *Dharmatattva* (A. Ray, Trans.). Oxford University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1C	COURSE TITLE: TEXTUAL STUDY: KATHAPANISADA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy of Vedanta and Sruti.
2. To present the concept of “Atman” of Hinduism.
3. To introduce the basic tenets/concepts of nature of man, knowledge and Moksha.
4. To present overviews of these ancient Indian philosophical systems.

COURSE OUTCOME:

- | | |
|--|-------------------|
| 1. The students should be able to understand the Philosophy of the Vedanta and Sruti. | CRITICAL THINKING |
| 2. The students should be able to understand the basic concepts of these concepts. | CRITICAL THINKING |
| 3. The students should be able to understand present overviews related to the Upanishad. | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Katha Upanishads (Selections)

SUGGESTED READINGS

1. Ghose, A. (1919). *The Katha Upanishad: Sanskrit text with English translations*. Ashtekar & Co.
2. Vasu, S. C. (1905). *Kathopanishad*. Panini Office.
3. Rawson, J. N. (1934). *The Katha Upanisad: An introductory study in the Hindu doctrine of God and of human destiny*. Oxford University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1D	COURSE TITLE: TEXTUAL STUDY: GITA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy of Sankhya Yoga of the Bhagavadgita.
2. To present the philosophy of Karma and Bhakti yoga of the Bhagavadgita.
3. To introduce the concepts of the Fourteenth, Sixteenth and Eighteenth Chapter of the Gita.
4. To present an overview of the whole Philosophy of the Bhagavadgita.

COURSE OUTCOME:

- | | |
|---|-------------------|
| 1. The students should be able to understand the relation of the Gita and the Upanishads. | CRITICAL THINKING |
| 2. The students should be able to understand the basic concepts of Karma, Sankhya and Bhakti Yoga. | CRITICAL THINKING |
| 3. The students should be able to understand present overviews of the whole philosophy of the Gita. | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
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1. The Bhagavad Gita, Chapter: 2(Sankhya Yoga)
2. The Bhagavad Gita, Chapter: 3(Karma Yoga)
3. The Bhagavad Gita, Chapter: 12(Bhakti Yoga)
4. The Bhagavad Gita, Chapter: 14(Gunatryavibhaga Yoga)
5. The Bhagavad Gita, Chapter: 16(Devasurasampadavibhaga Yoga)
6. The Bhagavad Gita, Chapter: 18(Mokshasannyasayoga Yoga)

SUGGESTED READINGS

1. The Bhagavad Gita Bhasya of sankaracharya: a.g.k. warrier, r.k. math chennai, 2000
2. Ramanuja Gita Bhashya: Swami adidevananda, R. K. Math
3. The Gita Rahasya: B.G. Tilak, Dimond pockets limited, 2008
4. The Bhagavad Gita: S Radhakrishnan
5. Essays on the gita : Sri Aurobido
6. gitaprasanga: swami Vivekananda
7. universal message of the bhagavadgita: swami ranganathananda

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1E	COURSE TITLE: TEXTUAL STUDY: MANAMEYODAYA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Provide a foundational understanding of the epistemological framework in classical Indian logic as presented in *Manameyodaya*.
2. Examine the definitions, classifications, and functions of valid knowledge (*pramā*) and its instruments (*pramāṇas*) as outlined in the *Pramāṇa Bhāga*.
3. Analyze the structure and philosophical implications of different *pramāṇas* like *pratyakṣa*, *anumāna*, *upamāna*, and *śabda*.
4. Develop skills in reading, interpreting, and contextualizing classical Sanskrit philosophical texts with precision and conceptual clarity.

COURSE OUTCOME:

By the end of this course, students will be able to:

1. Define and distinguish between different *pramāṇas* as discussed in *Manameyodaya*, excluding *hetvābhāsa*.
2. Explain the processes and conditions that make knowledge valid or invalid in the context of Indian epistemology.
3. Analyze and interpret key Sanskrit passages from the *Pramāṇa Bhāga*, demonstrating clarity in understanding technical terms.
4. Apply the concepts of *pratyakṣa*, *anumāna*, *upamāna*, and *śabda* to logical and philosophical problem-solving within the Nyāya framework.

Analytical reasoning/thinking

Analytical reasoning/thinking

Critical thinking

Critical thinking

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

CONTENT OF COURSE

TEXTUAL STUDY: MANAMEYODAYA (PRAMANA BHAGA EXCEPT HETVABHASA)

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1F	COURSE TITLE: TEXTUAL STUDY: BUDDHA AND HIS DHAMMA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy to Buddhism.
2. To reread Buddhism in the context of modernity.
3. To introduce the basic tenets/concepts of Buddhism with reference to Enlightenment Ideals.
4. To present overviews of the concepts of Buddha from the social emancipatory standpoint.

COURSE OUTCOME:

- | | |
|---|-------------------|
| 1. The students would be able to understand the hermeneutical approaches to the reading of the texts. | CRITICAL THINKING |
| 2. The students would be able to understand the basic concepts of Buddhism in the light of modern democracy. | CRITICAL THINKING |
| 3. The students would be able to understand the social inequalities and to address in the light of constitutional provisions. | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Rereading Buddhism
2. Buddha's Parivrajā
3. Four Noble Truths
4. Soul, Karma and Rebirth
5. Bhikku
6. Buddha and the Notions of Equality, Freedom and Fraternity

SUGGESTED TEXT

1. Ambedkar, B. R. (2014). *Dr. Babasaheb Ambedkar Writings and Speeches* (Vol. XI). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1G	COURSE TITLE: TEXTUAL STUDY: INDIAN ATHEISM
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophical traditions of India.
2. To present the Indian philosophical schools and their contributions to materialism.
3. To introduce the basic tenets/concepts and materialistic overviews of these different systems.
4. To study Indian philosophical schools with critical perspectives.

COURSE OUTCOME:

1. The students should be able to understand the Philosophy of the Veda and Upanishads.	CRITICAL THINKING
2. The students should be able to understand the basic concepts of these different Heterodox systems.	CRITICAL THINKING
3. The students should be able to understand present overviews of these Indian Philosophical Systems.	ANALYTICAL REASONING/THINKING

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	Indian Spiritualism
2.	Sāmkhya and Atheism
3.	Buddhist Atheism
4.	Jaina Atheism
5.	Mīmāṃsā Atheism
6.	Nyāya-Vaiśeṣika Atheism

SUGGESTED READINGS

1. Chattopadhyaya, Debiprasad (2008). *Indian Atheism*. New Delhi: People's Publishing House.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1H	COURSE TITLE: TEXTUAL STUDY: DRIG DRISHYA VIVEKA
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy of Advaita Vedānta.
2. To present the internal subtle differences of orthodox schools of Indian philosophy.
3. To introduce the basic tenets/concepts relating to *prasthāna* texts.
4. To present overviews of an ancient Indian philosophical systems through textual reading.

COURSE OUTCOME:

- | | |
|--|-------------------|
| 1. The students should be able to understand the Philosophy of the Advaita Vedanta. | CRITICAL THINKING |
| 2. The students should be able to understand the basic concepts Advaita Vedanta through Textual reading. | CRITICAL THINKING |
| 3. The students should be able to understand the form of a prakaraṇa text of Advaita System. | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. DRG-DRŚYA-VIVEKA (SELECTIONS)

SUGGESTED READINGS

1. DRG-DRŚYA-VIVEKA (TEXT WITH ENGLISH TRANSLATION AND NOTES BY SWAMI NIKHILANANDA)
2. DRG-DRŚYA-VIVEKA (WITH THE COMMENTARY OF SWAMI TEJOMAYANANDA)

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1I	COURSE TITLE: TEXTUAL STUDY: PHILOSOPHICAL ANTHROPOLOGY IN SAIVA SIDDHANTA		
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY	
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES:

1. To help the students to know the importance of Philosophical Anthropology in Indian Thought
2. To introduce the students Saiva Siddhanta Philosophical Anthropology
3. To help the students to learn metaphysical nature of human being in Saiva Siddhanta
4. To teach the students the phenomenology of Saiva Siddhanta

COURSE OUTCOME:

- | | |
|--|-------------------|
| 1. The students will be able to learn systematically the Philosophical Anthropology in general | CRITICAL THINKING |
| 2. They will be able to deal with the Indian Philosophical Anthropology of Saiva Siddhanta | CRITICAL THINKING |
| 3. They will be familiar with the metaphysical and phenomenological nature of human in Saiva Siddhanta | CRITICAL THINKING |
| 4. They will be able to critically analyse the merits and demerits of the text | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	Basic Questions in Philosophical Anthropology
2.	Philosophical Anthropology in Indian Thought
3.	Saiva Siddhanta Philosophical Anthropology – Ontological and Cosmological Categories
4.	Man as a Cognitive Being – <i>Cit-Sakti</i>
5.	Man, and the Discipline – Gnosis; Non-contract with <i>Malam</i>
6.	Critical Evaluation of the Text

SUGGESTED READINGS

1. Soni, Jayandra. (2018). *Philosophical Anthropology in Saiva Siddhanta*. Motilal Banarsidass Publishers Pvt. Ltd.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-01J	COURSE TITLE: TEXTUAL STUDY: ALL LIFE IS PROBLEM SOLVING	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce students to a critical discussion of some of the main (ontological, metaphysical and epistemological) problems of western philosophy
2. to encourage students to acquire a deeper and critical understanding of the core philosophical issues through interactive presentations.
3. To arouse the interest of the students in reading original philosophical works.

COURSE OUTCOME:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The students should be able to respond clearly, logically and critically to examination-questions and discussion-questions about important (ontological, metaphysical and epistemological) issues relevant to the course; 2. The students should be able to comprehend, explain and evaluate popper's evolutionary epistemology; 3. The students should be able to present orally or write short essays on the philosophical themes related to the Popperian evolutionary epistemology with reasonable arguments. | <p>Multicultural competence and inclusive spirit</p> <p>Empathy</p> <p>Analytical reasoning and thinking
Coordinating and collaborating with others</p> |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

CONTENT OF COURSE

1. Chapter 2 – Notes for a Realist on the Body-Mind problem
2. Chapter 4 – The Epistemological Position of Evolutionary Epistemology
3. Chapter 5 – Towards an Evolutionary Theory of Knowledge
4. Chapter 9 – All Life is Problem Solving

TEXT

Text: Karl R. Popper (1994/1999): *All Life is Problem Solving*, London: Routledge

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6			
COURSE CODE: MJPL-O1K	COURSE TITLE: TEXTUAL STUDY: PERIYAR: A STUDY IN POLITICAL ATHEISM		
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY	
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the works of social reform movements and their implications.
2. To present philosophy of religion within the social settings of India.
3. To introduce the students how the state, religion, caste and gender intersect.
4. To acquaint students with critical interpretative traditions.

COURSE OUTCOME:

- | | |
|--|-------------------|
| 1. The students should be able to differentiate political theology and political atheism. | Critical thinking |
| 2. The students should be able to understand the interpretative traditions in the light of modernity, rationalism and Constitution of India. | Critical thinking |
| 3. The students would be able for a critical understanding of politics and religion. | Critical thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	INTRODUCING PERIYAR
2.	POLITICAL ATHEISM
3.	MARXISM AND ANARCHISM
4.	ANTI-PHILOSOPHICAL PHILOSOPHY
5.	RELIGIOUS CONVERSION
6.	POST-SECULARISM AND NEW ATHEISM

SUGGESTED TEXT

2. Manoharan, Karthick Ram (2022). *Periyar: A Study in Political Atheism*. Hyderabad: Orient BlackSwan.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O1L	COURSE TITLE: TEXTUAL STUDY: AGAINST THE MADNESS OF MANU	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophical study of religion.
2. To introduce the students how religion, caste and patriarchy intersect.
3. To introduce the works of Ambedkar's critique of caste and patriarchy.
4. To present overviews of the overlaps and contradictions between traditions and constitutional modernity.

COURSE OUTCOME:

- | | |
|---|-------------------|
| 1. The students would be able to understand the hermeneutical approaches to the reading of the texts. | CRITICAL THINKING |
| 2. The students would be able to understand the basic notions associated with caste and patriarchy and their relations to religion. | CRITICAL THINKING |
| 3. The students would be able to understand the social inequalities and to address in the light of constitutional provisions. | CRITICAL THINKING |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	FEMINIST RECLAMATION OF AMBEDKAR
2.	CASTES IN INDIA
3.	RISE AND FALL OF WOMEN
4.	MIXED CASTES AND PATERNITY TO MATERNITY
5.	RAMA AND KRISHNA
6.	HINDU CODE BILL DEBATE

SUGGESTED TEXT

1. Ambedkar, B. R. (2013). *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahminical Patriarchy*. (S. Rege, Ed.) New Delhi: Navayana.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEARSEMESTER-VIII
(MAJOR COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL20	COURSE TITLE: WESTERN ANALYTIC PHILOSOPHY-II
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course aims to:

1. Examine Wittgenstein's later philosophy focusing on his critique of the Augustinian theory of language and his concept of language-games.
2. Explore Wittgenstein's views on the nature and sources of philosophical problems and the implications for analytic philosophy.
3. Introduce the fundamentals of Speech Act Theory and its role in language philosophy.
4. Analyze Quine's critiques of empiricism, particularly the "Two Dogmas," and Hilary Putnam's responses concerning analyticity and translation.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|---|-------------------------------|
| 1. Explain Wittgenstein's critique of the Augustinian theory of language and articulate the concept of language-games and their significance. | Critical thinking |
| 2. Describe Wittgenstein's understanding of philosophical problems and how they arise from misunderstandings of language. | Learning how to learn skills |
| 3. Outline the basic principles of Speech Act Theory and apply them to the analysis of linguistic communication. | Learning how to learn skills |
| 4. Critically evaluate Quine's challenges to empiricism and analyticity and summarize Putnam's counterarguments. | Analytical reasoning/thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.**CONTENT OF COURSE**

1. Wittgenstein: Critique of Augustinian Theory of language, Language-games, the uses of sentences [Sections 1 – 27(a) of *PI*]
2. Wittgenstein: the sources of Philosophical Problems, the nature of Philosophical Problems, Prospect analytic philosophy [Sections 89 – 133 of *PI*]
3. Speech Act Theory
4. Quine on Two Dogmas of Empiricism
5. Quine on Indeterminacy of Translation
6. Hilary Putnam's Response to Quine's Attack on Analyticity

SUGGESTED READINGS

1. Wittgenstein, L. (2010). *Philosophical investigations*. John Wiley & Sons.
2. Austin, J. L. (1962). *How to do things with words*. Clarendon Press.
3. Miller, A. (2000). *Philosophy of language*. UCL Press.
4. Munitz, M. (n.d.). *Contemporary analytic philosophy*. [Publisher].
5. Putnam, H. (1983). Realism and reason. In *Philosophical papers* (Vol. 3, pp. 87–97). Cambridge University Press.
6. Quine, W. V. O. (1968). Ontological relativity. *The Journal of Philosophy*, 65(7), 185–212.
7. Quine, W. V. O. (1970). On the reasons for the indeterminacy of translation. *The Journal of Philosophy*, 67, [page numbers if available].
8. Searle, J. R. (1971). What is a speech act? In *Philosophy of language* (pp. [insert page range]). Oxford University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEARSEMESTER-VIII
(MAJOR COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL21	COURSE TITLE: HERMENEUTICS AND POST-MODERNISM
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce students to the central themes and basic arguments of hermeneutics and postmodernism.
2. To develop an understanding of the key discussions in these philosophical traditions.
3. To acquire skills for interpretation and evaluation of the main lines of thought studied during the course.

COURSE OUTCOME:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Students should be able to understand the fundamental issues and arguments of the hermeneutic and postmodern traditions; 2. Students should be able to explain and evaluate these philosophical issues both orally and in writing; 3. Students should be able to appreciate the distinctive method and content of these European philosophical traditions. | <p>Multicultural competence and inclusive spirit</p> <p>Empathy</p> <p>Analytical reasoning and thinking</p> |
|---|--|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	The Origin and History of Hermeneutics
2.	Hermeneutics And the Human Sciences: F. Schleiermacher and W. Dilthey
3.	Modern Hermeneutics: M. Heidegger
4.	The Postmodern Condition: Lyotard
5.	Genealogy And Subjectivity: Foucault
6.	Deconstruction: Derrida

SUGGESTED READINGS

1. Forster, M.N. (Ed.) (2019). *The Cambridge Companion to Hermeneutics*. Cambridge University Press.
2. Guignon, B. (Ed.) (2006). *The Cambridge Companion to Heidegger*. Cambridge University Press.
3. Connor, S. (Ed.) (2004). *The Cambridge Companion to Postmodernism*. Cambridge University Press.
4. Lyotard, J. (1984). *The Postmodern Condition – A Report on Knowledge*. Manchester University Press.
5. Foucault, M. (Ed.). (1980). *Power/Knowledge – Selected Interviews and Other Writings (19120 – 1977)*, Vintage Books.
6. Derrida, J. (1978). *Writing And Difference*. University Of Chicago Press.
7. Derrida, J. (1976). *Of Grammatology*. Johns Hopkins University Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR

SEMESTER-VIII

(RESEARCH DISSERTATION COURSE)

NCrF LEVEL – 6

NCrF LEVEL – 6			
COURSE CODE:	RDPL02	COURSE TITLE: REVIEW OF LITERATURE	
COURSE CREDIT:	4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS:	100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To make the students to identify the thrust area of their research
2. To equip the students to make a survey of literature available in the field of their research interest
3. To make the students to identify the gaps in the already available sources of literature for further research
4. To help the students to understand the preliminary stages of research and to identify the research problems

COURSE OUTCOME:

- | | |
|---|-------------------------|
| 1. The students will be able to identify the thrust areas of their intended research | Research-related skills |
| 2. The students will be equipped to identify the research gaps in the available sources of literature | Research-related skills |
| 3. The students will be able to understand the preliminary stages of research work | Research-related skills |
| 4. The students will be able to identify the research problems for their intended research work | Research-related skills |

COURSE DESCRIPTION:

1. The students should consult various available sources of data in consultation with the allotted supervisor for their research work
2. The research work can be based either on textual study or on field-based work
3. The students should make an evaluation of the data available in the sources relevant to their research work and identify the research gaps and new research problems for their intended research
4. It is advisable that the students would identify at least 25 (approximately 10 books + 15 journal publications)
5. They should make a typed copy of written report in the prescribed format of about 25 pages of their evaluations and findings of their review of literature within the first half of their VIII Semester and will be evaluated by the supervisor concerned.

(RESEARCH DISSERTATION COURSE)

NCrF LEVEL – 6

COURSE CODE: RDPL03	COURSE TITLE: DISSERTATION		
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120		TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20		END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To help the students to prepare for their higher education research career.
2. To help the students to equip themselves about the whole process of research from the survey of sources to the submission of dissertation.
3. To prepare the students about the nuances of systematic writing of a research report.
4. To help the students to make oral presentation of their research and to defend their findings in the presence of subject experts.

COURSE OUTCOME:

- | | |
|---|-------------------------|
| 1. The students will be able to equip themselves for further higher research | Research-related skills |
| 2. The students will be able to grasp the significance of research in terms of contemporary issues | Research-related skills |
| 3. The students will be able to present their research findings systematically either in written or in oral form. | Research-related skills |

COURSE DESCRIPTION:

1. The students should identify the research gap as well as the research problem based on the Review of Literature, in consultation with the supervisor allotted to them.
2. They should submit their typed research findings in the prescribed format of dissertation.
3. They should make a written report with a minimum of 50 pages of their research findings which will be evaluated by an external expert and the supervisor concerned, or as per the rules in force.
4. The students should be able to defend their findings orally in their public *viva-voce* examination, or as per the rules in force.
5. The internal marks will be assessed by the respective supervisor/s

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6			
COURSE CODE: MJPL-O2A	COURSE TITLE: TEXTUAL STUDY: GROUNDWORKS OF METAPHYSIC OF MORALS		
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY	
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES:

1. To acquaint students with the ethical thinking of Immanuel Kant.
2. To focus on enhancing the ability to read and understand complex philosophical text.
3. To enable students to understand and critically think about ethical problems addressed by Immanuel Kant.

COURSE OUTCOME:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The students should be able to understand the ethical issues like the importance of a metaphysic of morals. 2. The students should be able to gain clarity about complex ethical arguments of Immanuel Kant addressed in this book. 3. The students should be able to critically analyze the ethical understanding of Kant | <p>Analytical reasoning/thinking</p> <p>Value inculcation</p> <p>Critical thinking</p> |
|---|--|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	Preface
2.	Section I: Transition from common rational to philosophic moral cognition
3.	Section II: Transition from popular moral philosophy to metaphysics of morals
4.	Section III: Transition from metaphysics of morals to the critique of pure practical reason

TEXT

1. Kant, Immanuel, and H. J. Paton. (2009). *Groundwork of the Metaphysic of Morals*. HarperCollins.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O2B	COURSE TITLE: TEXTUAL STUDY: THE SUBJECTION OF WOMEN
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce the students to the arguments in favour of legal and social equality between men and women.
2. To acquaint the students with the argument against the subordination of one sex to the other.
3. To introduce the basic concepts of equality of women.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students should be able to understand the Philosophy of the gender equality. 2. The students should be able to understand the criticism of equality and freedom of opportunity for women. | Analytical reasoning/thinking
Multicultural competence and
inclusive spirit |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

THERE SHALL BE CONTINUOUS EVALUATION IN THE FORM OF WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT THE INTERVAL OF FIFTEEN DAYS OUT OF WHICH ONE MUST BE WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. *The Subjection of Women* (Selections)

SUGGESTED READINGS

1. Mill, J. S. (1869). *The subjection of women*. Longmans, Green, Reader and Dyer.
2. Mishra, D. (2020). John Stuart Mill's views on women and its relevance for the present Indian women. *International Journal of Creative Research Thoughts (IJCRT)*, 8(12), 807–812.
3. Szapuová, M. (2006). Mill's liberal feminism: Its legacy and current criticism. *Prolegomena*, 5(2), 179–191.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O2C	COURSE TITLE: TEXTUAL STUDY: THE PROBLEMS OF PHILOSOPHY
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Introduce students to the fundamental philosophical issues discussed by Bertrand Russell in *The Problems of Philosophy*.
2. Explore key concepts such as appearance versus reality, the existence and nature of matter, and philosophical idealism.
3. Examine Russell's distinctions between knowledge by acquaintance and knowledge by description, and analyze the problem of induction.
4. Develop critical understanding of how knowledge of general principles is established in philosophy.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|--|-------------------------------|
| 1. Explain Russell's analysis of appearance and reality and the philosophical challenges surrounding them. | Analytical reasoning/thinking |
| 2. Critically evaluate arguments concerning the existence and nature of matter, including perspectives on idealism. | Critical thinking |
| 3. Differentiate between knowledge by acquaintance and knowledge by description, and assess their significance for epistemology. | Critical thinking |
| 4. Analyze Russell's treatment of induction and the problem of justifying knowledge of general principles. | Analytical reasoning/thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Appearance and Reality
2. Existence and Nature of Matter
3. Idealism
4. Knowledge by Acquaintance and Knowledge by Description
5. Induction
6. Knowledge of General Principles

SUGGESTED TEXT

1. Russell, B. (1998). *The problems of Philosophy*. Oxford University Press, USA.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O2D	COURSE TITLE: TEXTUAL STUDY: COMMUNIST MANIFESTO
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to different political philosophical systems of thought.
2. To present philosophical reading of political economy.
3. To introduce different political economical systems, such as capitalism, socialism and communism.
4. To acquaint students with critical reading of the text in relation to the Constitution of India.

COURSE OUTCOME:

- | | |
|--|-------------------------------|
| 1. The students should be able to differentiate political economical systems and their philosophical implications. | Complex problem-solving |
| 2. The students should be able to understand how economy, political systems and philosophy intersect. | Analytical reasoning/thinking |
| 3. The students would be able for a critical understanding of political economy. | Critical thinking |

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

THERE SHALL BE CONTINUOUS EVALUATION IN THE FORM OF WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT THE INTERVAL OF FIFTEEN DAYS OUT OF WHICH ONE MUST BE WRITTEN TEST.

SL. No. CONTENT OF COURSE

1. Engels' Preface to English Edition of *Communist Manifesto*
2. Historical Mapping of Publication
3. Capitalist Political Economy
4. Bourgeois and Proletarians
5. Types of Socialism
6. Communism

SUGGESTED TEXT

1. Marx, Karl and Engels, Frederick (2012). *The Communist Manifesto*. London and New York: Verso.

**FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)**

NCrF LEVEL – 6

COURSE CODE: MJPL-O2E	COURSE TITLE: TEXTUAL STUDY: ORIENTALISM	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophical aspects of colonialism.
2. To present the students the epistemological issues related to the colonial knowledge production.
3. To introduce the philosophical issues related to the epistemological productions and ontological structures.

COURSE OUTCOME:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The students would be able to understand the colonial structures and its effects on culture and textual productions. 2. The students would be able to appreciate the relate the power structures and their influences on knowledge production. 3. The students would be better equipped to decipher and relate the colonial experiences in the textual productions and reproductions. | <p>Community engagement and service</p> <p>Critical thinking
Autonomy, responsibility, and accountability</p> |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No. CONTENT OF COURSE

1. Colonialism and Textual Productions
2. Orientalism
3. Geopolitics and its Relations to Epistemology
4. Epistemological Productions and their Relations to Ontology
5. latent and Manifest Orientalism
6. Worldliness of the Text

SUGGESTED TEXT

1. Said, Edward W. (1978). *Orientalism*. London: Routledge & Kegan Paul.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O2F	COURSE TITLE: TEXTUAL STUDY: RELIGIOUS PLURALISM AND TRUTH: ESSAYS ON CROSS-CULTURAL PHILOSOPHY OF RELIGION		
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY	
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80	

COURSE OBJECTIVES:

1. To help the students to know the importance of religious pluralism
2. To introduce the student's cross-cultural philosophy of religion
3. To help the students to learn hermeneutics of comparative ontology and theology
4. To teach the students the dialogue between religions

COURSE OUTCOME:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The students will be able to learn and realize the importance and challenge of religious pluralism 2. They will be able to prepare a platform for inter-religious dialogue 3. They will be able to promote the spirit of tolerance, mutual appreciation, peace and harmony in the society 4. They will be able to critically analyse the merits and demerits of the text | Multicultural competence and inclusive spirit
Value inculcation
Multicultural competence and inclusive spirit
Critical thinking |
|--|--|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
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- | | |
|--|--|
| <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. | Cross Cultural Philosophy of Religion
Philosophical Pluralism and the Plurality of Religions
Truth, Criteria and Dialogue between Religions
The Logic of Oppositions of Religious Doctrines
The Hermeneutics of Comparative Ontology and Comparative Theology
Critical Evaluation of the Text |
|--|--|

SUGGESTED READINGS

1. Dean, Thomas. (Ed). (1997). *Religious Pluralism and Truth: Essays on Cross-Cultural Philosophy of Religion*. Sri Satguru Publications.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O2G	COURSE TITLE: TEXTUAL STUDY: KASHF -AL-MAHJUB	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Introduce students to *Kashf al-Mahjūb* as one of the earliest and most important treatises on Sufi doctrine and practice.
2. Explore key Sufi concepts such as spiritual unveiling (*kashf*), stages of the mystical path, and the nature of divine knowledge.
3. Analyze the theological and philosophical foundations of Sufism as articulated by Al-Hujwiri.
4. Develop skills in textual analysis and interpretation of classical Islamic mystical literature.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Explain the central themes of <i>Kashf al-Mahjūb</i>, including the concept of spiritual unveiling and the inner dimensions of faith. 2. Describe the stages of the Sufi path and the qualities of the Sufi saint as depicted by Al-Hujwiri. 3. Analyze the relationship between exoteric Islamic law (<i>sharia</i>) and esoteric mystical experience (<i>haqiqa</i>) in the text. 4. Critically engage with the text's historical context and its enduring influence on later Sufi thought and practice. | <p>Value inculcation</p> <p>Multicultural competence and inclusive spirit</p> <p>Analytical reasoning/thinking</p> <p>Critical thinking</p> |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

Text-Kashf -al-Mahjub(The Unveiling Veil)
 CHAPTERS-3,9,15-25.

SUGGESTED READINGS

1. Text-Kashf -al-Mahjub(The Unveiling Veil),Author-Ali bin Uthman -Al- Hujwiri,translated by Reynold A Nicholson ,Taj Company,Delhi 1991

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3A	COURSE TITLE: TEXTUAL STUDY: THE SECOND SEX	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

2. To introduce the students with the evolution of the women's condition.
3. Understanding women's subordination in terms of reproduction, physiology, and other factors.
4. To acquaint the students with the various elements relating to women in the light of the author's viewpoint.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students should be able to understand the basics of feminist Philosophy. 2. The students should be able to understand the starting inspiration point of second wave feminism. | Multicultural competence and inclusive spirit
Autonomy, responsibility, and accountability |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. *THE SECOND SEX* (SELECTIONS)

SUGGESTED READINGS

1. Beauvoir, S. D. (2011). *The Second Sex* (Contance. B & Shela. M Trans.). Vintage Books. New York.
2. Otoom, M. W. (2016). The Second Sex: an Analytical Study of Simone De Beauvoir's Influence on Arab Feminism. *European Journal of Social Sciences*. Vol. 52 No 1. pp.127-141.
3. <https://feminisminindia.com/2018/01/09/review-second-sex-simone-de-beauvoir/>
4. <https://www.theguardian.com/childrens-books-site/2015/jun/05/review-simone-de-beauvoir-the-second-sex>

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3B	COURSE TITLE: TEXTUAL STUDY: MINGLING OF THE TWO OCEANS
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120
TOTAL MARKS: 100	INTERNAL MARKS: 20
	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Introduce students to Dārā Shikōh's *Mingling of the Two Oceans* as a foundational text in Indo-Islamic comparative thought.
2. Explore the philosophical and mystical parallels between Sufism and Advaita Vedānta as articulated by Dārā Shikōh.
3. Analyze the methods and motivations behind Dārā's harmonizing of Islamic and Hindu metaphysical worldviews.
4. Encourage students to engage in close reading and interpretation of key passages to understand cross-cultural spiritual dialogue.

COURSE OUTCOME:

By the end of this course, students will be able to:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Explain the central themes and goals of <i>Mingling of the Two Oceans</i>, including its vision of religious and philosophical unity. 2. Compare and contrast Sufi concepts such as Wahdat al-Wujūd (Unity of Being) with Advaitic ideas of non-dual Brahman. 3. Analyze Dārā Shikōh's interpretive approach to Hindu scriptures (like the Upanishads) from an Islamic philosophical perspective. 4. Critically assess the historical, cultural, and philosophical significance of the text within the broader context of Mughal India and interfaith dialogue. | <p>Multicultural competence and inclusive spirit</p> <p>Multicultural competence and inclusive spirit</p> <p>Analytical reasoning/thinking</p> <p>Critical thinking</p> |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Discourse on the Elements
2. Discourse on the Senses
3. Devotional Exercises, Attributes and Vision of God, Soul, Four Worlds
4. Concept of Light, Apostleship and Saintship Salvation

SUGGESTED READINGS

1. Dara, Shukoh, (Author) M. Mahafuz-ul-Haq (Tr.), *Majma-ul-Bahrain (The Mingling of the Two Oceans)*, (1929) The Asiatic Society of Bengal, Kolkata, India.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3C	COURSE TITLE: TEXTUAL STUDY: ENVIRONMENTAL ETHICS: DUTIES TO AND VALUES IN THE NATURAL WORLD	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint students with the problems of environmental ethics
2. To focus on enhancing the understanding of values in and duties towards various life forms
3. To enable students to understand and critically think about the theory of environmental ethics as propounded by Holmes Rolston

COURSE OUTCOME:

1. The students should be able to understand the theoretical and practical importance of environmental ethics	Environmental awareness and action
2. The students should be able to gain clarity about practical ethics of Holmes Rolston	Empathy
3. The students should be able to critically analyze the possibility and need of extending ethics beyond the sphere of human beings.	Critical thinking

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
1.	Humans Valuing Natural World
2.	Duties to Sentient Life
3.	Duties to Organic Life
4.	Duties to Endangered Species
5.	Duties to Ecosystems
6.	Concept of Natural Value
TEXT	
1.	Rolston, Holmes III. (1988). <i>Environmental Ethics: Duties to and Values in the Natural World</i> . Temple University Press

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3D	COURSE TITLE: TEXTUAL STUDY: BLACK SKIN WHITE MASK	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to Black philosophy.
2. To present the students the phenomenological approach to colonialism and racism.
3. To introduce the philosophical issues related to the cultural and psychological aspects of colonialism.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students should be able to understand the colonial structures and its effects on culture and psychology of the coloniser and the colonised. 2. The students should be able to approach the colonial experiences philosophically. 3. The students would be better equipped to decipher and relate the experiences of unequal social structures. | Multicultural competence and inclusive spirit
Empathy
Complex problem-solving |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. NO.

CONTENT OF COURSE

1. Ziauddin Sardar's Analysis of Epidemiology of Oppression
2. Homi Bhabha's Analysis of Self and Psyche in Colonial Condition
3. Relation between White and the Coloured People
4. Fact of Blackness
5. Epidermalisation
6. Disalienation

SUGGESTED TEXT

1. Fanon, Frantz (1986). *Black Skin White Mask*. (C.L. Markmann Tr.) London: Pluto Press.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3E	COURSE TITLE: TEXTUAL STUDY: PEDAGOGY OF THE OPPRESSED	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To acquaint and introduce the students to the philosophy of education.
2. To present the students the relation between pedagogy, class and culture.
3. To introduce the philosophical issues related to the transformative effects of pedagogy.

COURSE OUTCOME:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The students should be able to understand the pedagogical structures and its effects on culture and the self. 2. The students should be able to philosophically approach the pedagogical experiences. 3. The students would be better equipped to decipher and relate the experiences and to be able to philosophise them. | Critical thinking
Autonomy, responsibility, and accountability
Learning how to learn skills |
|---|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No. CONTENT OF COURSE

1. Introducing the *Pedagogy of the Oppressed*
2. Justifications for a Pedagogy of the Oppressed
3. Banking Concept of Education
4. Supercedence of Teacher-Student Contradiction
5. Education as Practice of Freedom
6. Pedagogy and Cultural Hegemony

SUGGESTED TEXT

1. Freire, Paulo (2000). *Pedagogy of the Oppressed*. (M. B. Ramos Tr.) London: Continuum.

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3F	COURSE TITLE: TEXTUAL STUDY: UTILITARIANISM	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

This course is designed to:

1. Introduce students to the key ethical principles and philosophical arguments presented in John Stuart Mill's *Utilitarianism*.
2. Examine the foundations of utilitarian moral theory, including the principle of utility and the greatest happiness principle.
3. Analyze Mill's responses to common criticisms of utilitarianism and his distinctions between higher and lower pleasures.
4. Encourage critical engagement with the text through close reading, discussion, and philosophical analysis.

COURSE OUTCOME:

By the end of this course, students will be able to:

1. Explain the central tenets of Mill's utilitarian ethics, including the role of happiness and utility in moral decision-making.
2. Distinguish between quantitative and qualitative hedonism, and analyze Mill's concept of higher and lower pleasures.
3. Critically evaluate Mill's responses to objections such as the "doctrine worthy of swine" and issues around justice and individual rights.
4. Apply utilitarian principles to moral dilemmas and contemporary ethical issues using insights drawn from the text.

VALUE INCULCATION

CRITICAL THINKING

CRITICAL THINKING

ANALYTICAL
REASONING/THINKING

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.

CONTENT OF COURSE

1. Introduction and Background of the Text
2. What is Utilitarianism
3. Ultimate Sanction of the Principle of Utility
4. Proof for the Principle of Utility
5. Justice and Utility

SUGGESTED TEXT

1. Mill, John Stuart 1969 [1861]. Utilitarianism, in J. M. Robson (ed.), *Essays on Ethics, Religion and Society*. Vol. 10 of Collected Works of John Stuart Mill. Toronto: University of Toronto Press

FOUR YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY 4TH YEAR
SEMESTER-VIII
(OPTIONAL COURSE)

NCrF LEVEL – 6

COURSE CODE: MJPL-O3G	COURSE TITLE: TEXTUAL STUDY: IN SEARCH OF A BETTER WORLD	
COURSE CREDIT: 4 (FOUR)	NOTIONAL HOURS: 120	TYPE OF COURSE: THEORY
TOTAL MARKS: 100	INTERNAL MARKS: 20	END SEMESTER MARKS: 80

COURSE OBJECTIVES:

1. To introduce students to a critical discussion of some of the main problems of western epistemology.
2. To encourage students to acquire a deeper and critical understanding of the core epistemological issues through interactive presentations.
3. To arouse the interest of the students in reading original philosophical works.

COURSE OUTCOME:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Students should be able to respond clearly, logically and critically to examination-questions and discussion-questions about important epistemological issues relevant to the course; 2. Students should be able to comprehend, explain and evaluate the views of Karl Popper on the sources and nature of knowledge in general, and scientific knowledge in particular; 3. Students should be able to be able to present orally or write short essays on the philosophical themes discussed in the course with reasonable arguments. | Multicultural competence and inclusive spirit
Empathy
Analytical reasoning and thinking
Coordinating and collaborating with others |
|--|---|

PEDAGOGICAL APPROACH:

- STUDY OF DIFFERENT PHILOSOPHICAL SYSTEMS THROUGH DIALOGICAL METHOD.
- STUDY OF THE DEVELOPMENT OF VARIOUS PHILOSOPHICAL TRADITIONS THROUGH EXPOSITORY METHOD
- EXPLORATION OF DIFFERENT THEORIES, CONCEPTS, IDEAS AND THEIR INTERRELATIONS THROUGH DESCRIPTIVE METHOD
- CRITICAL ANALYSIS OF KEY ARGUMENTS AND COUNTER-ARGUMENTS TOWARDS PROGRESSIVE UNDERSTANDING.

CONTINUOUS ASSESSMENT:

CONTINUOUS EVALUATION SHALL BE IN THE FORM OF A WRITTEN EXAM/VIVA-VOCE/GROUP DISCUSSION/SEMINAR PRESENTATION/ASSIGNMENT/PROJECT/MCQ. THERE SHALL BE AT LEAST TWO INTERNAL ASSESSMENTS AT INTERVALS OF FIFTEEN DAYS, OF WHICH ONE MUST BE A WRITTEN TEST.

SL. No.	CONTENT OF COURSE
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1. Chapter 1: Knowledge and The Shaping of Reality
2. Chapter 2: On Knowledge and Ignorance
3. Chapter 3: On The So-called Sources of Knowledge
4. Chapter 4: Science and Criticism

SUGGESTED TEXT

1. Karl R. Popper (1995). *In Search of a Better World: Lectures and Essays from Thirty Years*, London: Routledge.