

**LEARNING OUTCOME – BASED
EDUCATION (LOBE)**

for

UNDERGRADUATE PROGRAMME

BA PHILOSOPHY

2019-2020

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INTRODUCTION

The BA Philosophy programme at ParvatibaiChowgule College of Arts and Science Autonomous is running since 1962. It is an attempt to introduce a new subject to the students which is relevant in the time as well as challenging. The programme offers an insight to Indian and Western Philosophy. It will help students in creating a strong moral ground and awareness of the current ethical issues through papers like practical and applied ethics. Students will also be able to explore the views of contemporary Indian and western Philosophers which will help them to understand the worldly issues through their theories. Some of the papers that are offered by in the programme are Introduction to Feminist Philosophy, Philosophy of law, logic, Problems of Philosophy etc. It also deals with concepts like family, work, society and this helps in recognizing and responding to various current ethical issues. The essence of the programme is to help students build critical and analytical thinking and have a practical approach to life

MISSION

To examine and reflect upon our understanding of the world and our place within it through the study of Philosophy, and translate its teachings into personal experience, through constant reflection and action.

OVERVIEW OF THE DEPARTMENT

The Department of Philosophy currently has three faculty members

1. Assistant Professor Anushka Fernandes (MA in Philosophy)
2. Assistant Professor Sangeeta More (MA in Philosophy)
3. Assistant Professor Saroj Usgaonkar (MA in Philosophy)

We offer various opportunities for students to build their confidence and their overall development. An outcome based educational system is followed by developing course plans and objectives. The Department focuses on equality of all students. There are various activities taking place in the Departments which helps in developing team work and leadership qualities among students.

GRADUATE ATTRIBUTES

- 1) Understanding the subject: Capable of identifying different stages in the development of Philosophy and apply fundamental concepts
- 2) Critical and analytical thinking: Student will be able to analyze and criticize various thoughts and ideas of basic Philosophical concepts.
- 3) Ethics: Capable of increasing their knowledge of professional codes of ethics. It will also help them in gaining knowledge of codes of responsibilities associated with a given field with ethical sensibilities.
- 4) Practical approach to life: The student will be able to strengthen their extrovert qualities and maintain a systematic balance between cognition, emotion and compassion.
- 5) Effective Communication: Capable of communicating different Philosophical arguments and theories with experts and non-experts of the subject.

Programme Learning Outcomes (PLOs)

PLO	Domain	Upon completion of the program students will be able to:
PLO1	Subject knowledge & understanding	<ul style="list-style-type: none"> • Identify the different stages in the development of Philosophy. • Understand and apply the fundamental concepts of Philosophy.
PLO2	Critical and Analytical thinking	Analyse and criticise the thoughts and ideas of basic concepts of Philosophers/ Philosophy.
PLO3	Effective Communication	Communicate the different Philosophical arguments/ theories to those with disciplinary knowledge and to non- experts.
PSO4	Ethics	<ul style="list-style-type: none"> • Communicate ethical values to families, communities, churches and other spheres of the society. • Take a morally justified stand on any situation. • Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge.
PSO5	Logical thinking	<ul style="list-style-type: none"> • Systematically analyse the views in Philosophical thesis. • Apply logical thinking skills in fields of career. • Rationalize and easily correlate events and objects

DEPARTMENT OF PHILOSOPHY

COURSE STRUCTURE

THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY

SEME STER	CORE COMPULSORY		CORE ELECTIVE				INTER - DISCIPLINARY	
	I	PHI-I.C-1 Moral Philosophy	PHI-I.C-2 Logic	-	-	-		-
II	PHI-II.C-3 Philosophy of Religion	PHI-II.C-4 Practical Ethics	-	-	-	-	-	
III	PHI-III.C-5 Classical Indian Philosophy	-	PHI-III.E1 Study of World Religions	PHI-III.E-2 Philosophy of Mind	PHI-III.E-3 Symbolic Logic	PHI-III.E-4 Value Education	PHI-IV.E-5 Problems of Philosophy	PHI-V.I-1 Current Ethical Issues
IV	PHI-IV.C-6 Orthodox Indian Philosophy	-	PHI-IV.E-6 Political Philosophy	PHI-IV.E-7 Philosophy of Human Rights	PHI-IV.E-8 Eco- Philosophy	PHI-V.E-9 Philosophy of Science	PHI-V.E-10 Contemporary Indian Philosophy	Philosophy and Films
V	PHI-V.C-7 Ancient Greek & Medieval Philosophy	-	PHI-V.E-11 Philosophy of Education	PHI-V.E-12 Philosophy of Management	PHI-VI.E-13 Contemporary Western Philosophy	PHI-VI.E-14 Vedanta Philosophy		PHI-IV.E-7 Philosophy of Human Rights
VI	PHI-VI.C-8 Modern Western Philosophy	-	PHI-VI.E-15 Philosophy of Law	PHI-VI.E-16 Applied Philosophy (Yoga & Art of Living)	PHI-VI.E-17 Introduction to Feminist Philosophy			PHI.INT-03 Philosophy of Existentialism in literature and Film

COURSE DESCRIPTION

- 1) **MORAL PHILOSOPHY:** Moral Philosophy is a branch of Philosophy which deals with ethics. Ethics as a science of morality criticises vague inaccurate notions of right and wrong. It evaluates the voluntary and habitual actions of persons and considers their rightness and wrongness. The paper defines various concepts related to ethics such as free will, determinism, dharma, ethical relativism, absolutism etc. It also illustrates the nature of moral evil, theories and various forms of punishment. The paper also helps the students to take ethical positions and to apply understand creative solutions to ethical problems

- 2) **LOGIC :** Logic is a method of reasoning and argumentation that develops reasonable conclusion with the help of various principles of validity. These principles of validity enables to draw valid reasoning that affirms whether the piece of reasoning is valid or invalid, especially regarding making inferences. There are different types of logic like, informal logic, formal logic, symbolic logic and mathematical logic.. This course introduces to the students the basic elements and the concepts in the logic and it develops logical thinking skill among the students. So you will be learning inductive and deductive reasoning (valid or invalid), types of propositions and types of syllogism.

- 3) **ECO PHILOSOPHY:** Eco philosophy is a Philosophical approach to the environment which emphasizes on the importance of action and individual beliefs. It is a Philosophy which is related to human and environment and is concerned about mother nature and humans place within it. It is also associated with environmental ethics like Deep and Shallow ecology, Anthropocentrism and biocentrism which helps the students to understand the importance of environment and develop a consistent view of sustainability along with human development. It is a branch of philosophy that examines what moral obligations humans have towards the environment and the other species in the environment.

- 4) **CURRENT ETHICAL ISSUES:** The paper helps the learners to understand the various ethical issues that influence the lives of individuals in todays society. The topics that are discussed in the paper are Suicide, Euthanasia, Surrogacy, Homosexuality, Pornography, Animal health and welfare, Political violence etc... which helps the learners to understand these ethical issues and values and communicate them to their families, communities, friends etc. Thus, helping them to create awareness about the ethical issues

in the society and to become a better civilised person. The students develop critical thinking skills and become aware of the basic human rights about which they are not aware.

- 5) **PHILOSOPHY OF RELIGION:** Philosophy of Religion is a rational thought about religious issues and concerns without the presumption of the existence of a deity or reliance on acts of faith. The paper also deals with the arguments that prove the existence of God and grounds for disbelief in God. Various concepts like theism, atheism, and agnosticism, karma, immortality is examined in the paper. The students develop a better understanding about the religious concepts which helps them to become a better person and engage in critical analysis of religious phenomena, beliefs and practices.
- 6) **PRACTCAL ETHICS:** Practical ethicsexposes students to various ethical situations in daily life. The course explores topics like suicide, abortion, homosexuality, racism etc which is an important topic of discussion in the current times. This paper helps students to identify situations that are morally conflicting and take a firm stand on these moral issues.
- 7) **VALUE EDUCATION:** Learning and teaching of ideas is Value Education. It instils moral standards in an individual to create more civil and democratic and a happy society. Value education promotes tolerance and understanding above and beyond our political, cultural and religious difference, putting special emphasis on the protection of human rights and the conservation and protection of the environment. It helps the students to build personality development skills. The paper helps the students to understand the various value systems and the impact of individual values on social phenomena. It also helps the students to understand the importance of sustainable development where they become aware about women empowerment, environmental awareness, social equality among society and peace.

COURSE LEARNING OUTCOMES (CLOs)

	PHI-I.C-1	Moral Philosophy	<p>CO1 : Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.</p> <p>CO 2 : Describe various theories of ethics,</p> <p>CO 3 : Illustrate the nature of moral evil and various forms of punishments</p> <p>CO 4 : Analyze any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.</p> <p>CO 5 : Critically analyze ethical theories and issues; reduce personal bias.</p> <p>CO 6 : Write research articles providing creative suggestions to problems of ethics and taking an ethical position on any situation.</p>
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	PHI-I.C-2	Logic	<p>CO 1: Enumerate and elaborate various methods to reason better logically</p> <p>CO 2: Interpret different arguments so as to design stronger and better logical arguments.</p> <p>CO 3: Apply the concepts of logical thinking to identify mistakes in the points opponents make.</p> <p>CO 4: Critically analyze and assess logical arguments in the context of their relevance in today's world.</p>
	PHI-II.C-3	Philosophy of Religion	<p>CO1 : Examine the main issues, concepts and arguments of philosophy of religion such as the concept of God, religion, faith, revelation and immortality of the soul.</p> <p>CO 2 : Differentiate and associate between Philosophy and theology, theism, atheism and agnosticism and the beliefs for and against the existence of God.</p> <p>CO 3 : Construct arguments/defense in favor of and against the criticisms for the existence of God.</p> <p>CO 4 : Engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.</p> <p>CO 5 : Assess various religious viewpoints while understanding their unanimities and celebrating their differences.</p> <p>CO 6 : Develop one's understanding of religious and theological views.</p>
	PHI-II.C-4	Practical Ethics	<p>CO 1: Enumerate and elaborate various ethical situations through which one can have a stronger moral code - as an individual and as a member of society.</p> <p>CO 2: Interpret different ethical situations so as to understand the uniqueness of morality based on context.</p> <p>CO 3: Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.</p> <p>CO 4: Critically analyze and assess</p>

			unethical situations and challenge their validity in the context of today's world.
	PHI-III. C-5	Classical Indian Philosophy (upto Buddhism)	<p>CO 1: Quote and examine philosophical concepts in shruti and smrti texts, and Charvaka, Buddhist and Jaina schools.</p> <p>CO 2 : Discover the epistemological, metaphysical and ethical aspects of different schools of Indian Philosophy.</p> <p>CO 3 : Demonstrate the inter-linking bonds between Indian and Western perspectives.</p> <p>CO 4 : Critically analyze various philosophical theories from different schools of thought.</p> <p>CO 5 : Recommend ways in which Indian philosophical concepts can be applied to modern consciousness.</p> <p>CO 6: Integrate the various Indian schools of thought to create a holistic approach to Indian philosophy.</p>
	PHI.E-1	The Study of World Religion	<p>CO1 : Awareness of multiple religious traditions and cultures</p> <p>CO2 : Knowledge of rituals used in different religious traditions</p> <p>CO3 : Awareness of the concept of "religion" and its evolution in multifaceted ways</p> <p>CO4 : General appreciation for the different religious traditions all over the world</p>
	PHI.E-2	Philosophy of Mind	<p>CO 1: Enumerate and elaborate various basic concepts of the mind-body problem in philosophical thought.</p> <p>CO 2: Interpret how different theories have evolved and developed over centuries with regard to philosophy of the mind.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to philosophical study of the human mind.</p>
	PHI.E-3	Symbolic Logic	<p>CO 1: Enumerate and elaborate the basic concepts of logic - what it means for an argument to be valid and consistent.</p> <p>CO 2: Interpret on different theories have evolved and developed to recognize and construct correct logical deductions and</p>

			<p>refutations.</p> <p>CO 3: Apply the concepts of philosophy to evaluate normal language sentences in precise symbolic format.</p> <p>CO 4: Critically analyze and assess the value of logical thinking in a practical context.</p>
	PHI-III.E-4	Value Education	<p>CO 1 : Enumerate various processes of value formation.</p> <p>CO 2: Understand the impact of individual values on social phenomena.</p> <p>CO 3 :Interpret Individual-Group Behaviour:conformity andnonconformitytovaluesin various relationships.</p> <p>CO 4 :Appraise various value systems with minimal personal bias.</p> <p>CO 5 : Judge the traditional styles of impartation of values and their practical applicability in the modern scenario.</p> <p>CO 6 : Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.</p>
	PHI.INT-01	Current Ethical Issues	<p>CO 1: Enumerate and elaborate various ethical issues that influence individuals and society today.</p> <p>CO 2: Interpret how different moral theories have evolved and developed over centuries.</p> <p>CO 3: Apply the concepts of ethical thinking to emphasize empathy to the general human condition in daily life situations.</p> <p>CO 4: Critically analyze and assess moral dogma that impede basic human rights.</p>
	PHI-IV.C-6	Orthodox Indian Philosophy	<p>CO 1 : Identify and describe the orthodox systems of Indian Philosophy</p> <p>CO 2 : Compare between the orthodox systems of Indian Philosophy and between Indian and Western Schools.</p> <p>CO 3 : Apply the practical aspects of the Indian schools to modern lifestyle.</p> <p>CO 4 : Critically analyze various theories</p>

			<p>given by the orthodox schools.</p> <p>CO 5 : Assess the process of evolution of thought in each of the orthodox schools.</p> <p>CO 6 : Formulate creative alternatives to the philosophical arguments given in the Orthodox Indian schools of thought.</p>
		Problems of Philosophy	<p>CO 1: To describe the distinctive agendas of different areas of philosophy.</p> <p>CO 2 : To identify the different Philosophical issues.</p> <p>CO 3 : To apply the philosophical methods in the society.</p> <p>CO 4 : Explain the meta-ethical theories.</p>
	PHI-IV.E-6	Political Philosophy	<p>CO 1: Examine various concepts involved in political philosophy and the roots of political ideologies.</p> <p>CO 2: Understand the necessity and evolution of political theories and their application in the modern society.</p> <p>CO 3: Demonstrate the underlying philosophy behind a particular political system and form of governance.</p> <p>CO 4: Critically analyze the political ideas, concepts and theories of different thinkers.</p> <p>CO 5 .Rank the efficacy of following a political ideology in a given society.</p> <p>CO 6 : Integrate creative suggestions into a given political structure in order to enhance its political governance.</p>
	PHI-IV.E-7	Philosophy of Human Rights	<p>CO 1 : Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights</p> <p>CO 2 : Demonstrate the changing nature of human rights and the necessity of human rights at the individual and social level.</p> <p>CO 3 : Compare various types of human rights and apply them in a given situation.</p> <p>CO 4 : Analyze the historical evolution of</p>

			<p>human rights and its changing nature.</p> <p>CO 5 : Evaluate the process of governance of human rights in an international context.</p> <p>CO 6 : Formulate suggestions to facilitate the protection and promotion of human rights at the national and international level.</p>
	PHI-IV.E-8	Eco-Philosophy	<p>CO 1 : Describe important concepts in eco-philosophy and the importance of theoretical basis of ecological perspectives.</p> <p>CO 2 : Discover the spirituality of ecology and its implications in the 21st century.</p> <p>CO 3 : Apply religious teachings to ecological problems as experienced in modern society.</p> <p>CO 4 : Connect Indian and Western ecological movements leading to a holistic understanding of eco-criticism.</p> <p>CO 5 : Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.</p> <p>CO 6 : Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside human development.</p>
	PHI.INT-02	Philosophy and Films	<p>CO 1: Enumerate and elaborate upon the concepts in the philosophy of movies.</p> <p>CO 2: Interpret a film plot in the context of philosophical thinking.</p> <p>CO 3: Apply the concepts of philosophy that are learnt from films in practical situations..</p> <p>CO 4: Critically analyze the Philosophical characteristics of films as a product and manifestation of the society in which we live.</p> <p>CO 5: Assess arguments for and against concepts that crop up through a study of films.</p> <p>CO 6: Design videos, plays, etc. that depict human life in the aesthetic context of movies.</p>

	PHI-V.C-7	Ancient Greek and Medieval Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Ancient Greek and Medieval Philosophy.</p> <p>CO 2: Compare Ancient Greek and Medieval Philosophy with Modern Western Philosophy.</p> <p>CO 3: Apply concepts of Ancient Greek and Medieval Philosophy to modern understanding of philosophical thinking.</p> <p>CO 4: Connect contemporary Ancient Greek and Medieval Philosophy with Modern Western Philosophy as well as Eastern and Indian Philosophy</p> <p>CO 5: Critically analyze the contributions of Ancient Greek and Medieval Philosophers and their influence in today's world.</p> <p>CO 6: Integrate Ancient Greek and Medieval Philosophy views into the present day ideologies and society.</p>
	PHI.E-9	Philosophy of Science	<p>CO 1: Enumerate and elaborate various basic concepts of understanding scientific knowledge through philosophy.</p> <p>CO 2: Interpret how different theories have developed of the progress and evolution of scientific thought and theory.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the scientific enterprise and its understanding of the world around us.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to generating well-organized and objective scientific argument through critical and analytical processes.</p>
	PHI-V.E-10	Contemporary Indian Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Contemporary Indian Philosophy.</p> <p>CO 2: Compare Classical Indian Philosophy with Contemporary Indian Philosophy</p> <p>CO 3 : Apply concepts of Contemporary Indian Philosophers to modern social practices, practices in education, nationalism and religion.</p> <p>CO 4 : Connect contemporary Indian Philosophy with Modern and contemporary Western Philosophy</p>

			<p>CO 5 : Critically analyze the contributions of Contemporary Indian Philosophers and their influence on modern society.</p> <p>CO 6 : Integrate Contemporary Indian Philosophical views into present day Indian politics, ideologies and society.</p>
	PHI-VI.C-8	Modern Western Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Modern Western Philosophy.</p> <p>CO 2: Compare Modern Western Philosophy with Ancient Greek and Medieval Philosophy.</p> <p>CO 3: Apply concepts of Modern Western Philosophy to contemporary understanding of philosophical thinking.</p> <p>CO 4: Connect contemporary Modern Western Philosophy with Ancient Greek and Medieval Philosophy in general, and Eastern and Indian Philosophy in particular.</p> <p>CO 5: Critically analyze the contributions of Modern Western Philosophers and their influence in today's world.</p> <p>CO 6: Integrate Modern Western Philosophy views into the present day ideologies and society.</p>
	PHI-VI.E-15	Philosophy of Law	<p>CO 1 : Examine various concepts involved in the theories of law.</p> <p>CO 2 : Distinguish between Normative and Analytical Jurisprudence.</p> <p>CO 3 : Demonstrate the necessity of law in the functioning of the society.</p> <p>CO 4 : Critically analyze the principles on which legal rules are based.</p> <p>CO 5 : Evaluate the manner in which justice is derived and the implication of penal laws.</p> <p>CO 6 : Develop the applicability of legal reasoning to current socio-ethical phenomena.</p>
	PHI.INT-03	Philosophy of Existentialism in Literature and Films	<p>CO 1 : Enumerate and elaborate upon the concepts in the school of existentialism.</p> <p>CO 2 : Interpret a given literary text or film in the light of philosophy of existentialism.</p> <p>CO 3 : Apply the concepts of existentialism</p>

			<p>in practical situations of modern living.</p> <p>CO 4 : Critically analyze the characteristics of the school of existentialism as a product of a war-torn western society.</p> <p>CO 5 : Assess arguments for/against concepts that exist in existential tensions.</p> <p>CO 6 : Design posters/videos/role plays/essays that depict existential dilemmas in human life.</p>
	PHI.E-17	Introduction to Feminist Philosophy	<p>CO 1: Enumerate and elaborate various basic concepts of Feminist Philosophy.</p> <p>CO 2: Interpret how different theories have evolved and developed with regard to the role gender plays in daily life - individual and community.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of traditional philosophical thinking from a feminist and human standpoint.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to feminism transcends gender thereby seeing humanity empathetically, as well as towards campaigning for the rights of women.</p>

Teaching-Learning-Evaluative-Pedagogies:

TEACHING PEDAGOGY:

Traditional Method	1- Chalk/Marker and board
	2- Direct instructions
	3- Class Discussions
Innovative Teaching Methods	1- Power point Presentations
	2- Experiential learning like Movies, Documentaries.
	3- Flipped Classrooms
	4- Debates
	5- In class activities

EVALUATION PEDAGOGY

1	Written tests
2	Movie reviews
3	Interviews (Case studies)
4	Power point presentations
5	Poster presentations
6	Debates
7	Role plays
8	Videos

ACTIVITIES OF THE DEPARTMENT

A guest lecture on “Religious Pluralism” was organized by the Department of Philosophy on 3rd March 2020. The resource person was Dr. Sonia Sikka from University of Ottawa Canada.

Course Syllabus

F.Y.B.A. (SEMESTER-I)

Paper Title: **MORAL PHILOSOPHY**

Paper code: **PHI-I.C-1**

Credits: 04

Marks: 100

Objective: The objective of the paper is to –

1. Enable the students realize the importance of ethics and morality in life
2. Introduce the basic concepts and theories of ethics to students
3. Enable the students to analyze and evaluate a situation from moral perspective

Learning Outcome: At the end of the course students should be able to –

1. Analyze any situation in terms of different ethical theories
2. Take an ethical position on any situation.
3. Convince others on the importance of the study of ethics.

Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Content

INTRODUCTION

Unit I: About Ethics

(15 Lectures)

- 1.1. Man, Society and Ethics
- 1.2. Meaning, nature and importance of ethics.
- 1.3. Sub-divisions of ethics.
- 1.4. Meaning of moral concepts.
- 1.5. Ethical relativism v/s absolutism.
- 1.6. Concept of Dharma

Unit II: Freedom and moral responsibility

(15 Lectures)

- 2.1. Problem of free-will
- 2.2. Freedom and determinism
- 2.3. Freedom as indeterminism
- 2.4. Freedom as self-determinism
- 2.5. Customary morality and reflective morality.

Unit III: Ethical theories.

(15 Lectures)

- 3.1. Consequentialist theories
- 3.2. Deontological theories.
- 3.3. Virtue theories.
- 3.4. Indian Theories

Unit IV: Crime and punishment.

(15 Lectures)

- 4.1. Nature and types of moral evil.
- 4.2. Justification for punishment.
- 4.3. Evaluation of capital punishment

Books for Study:

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.
2. Grcic, Joseph (1989). *Moral Choices—Ethical Theories and Problems*. New Delhi: West publishing Co.
3. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
4. Maitra, S.K. (1978) – *The Ethics of Hindus*. Delhi: Asia Publication Services.
5. Sinha, J. N. (1978). *A Manual of Ethic*. New Delhi: New central Book Agency Pvt. Ltd.
6. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K.: Wiley -Blackwell Publishers.

Paper Title: **LOGIC**

Paper Code: **PHI-I.C-2**

Credits: 04

Marks: 100

Objective: The objective of the paper is to

1. Introduce to the students the basic elements and concepts in logic.
2. Develop logical thinking skill among the student.

Learning outcome: At the end of the course students should be able to

1. Distinguish between valid reasoning and invalid reasoning.
2. Deduce logical conclusions.
3. Argue systematically.

Each paper in non-experimental subject shall have 60 lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Content

Unit I : About Logic

(15 Lectures)

- 1.1. Meaning, nature and importance of logic.
- 1.2. Argument : Identifying reason and conclusion
- 1.3. Sentences and propositions.
- 1.4. Deductive and Inductive arguments.
- 1.5. Truth, Validity and Soundness.

Unit II : Propositions

(15 Lectures)

- 2.1. meaning and classification of propositions
- 2.2. Nature of standard form categorical propositions
- 2.3. Representation through Venn diagram.
- 2.4. Reduction of sentences to standard form categorical proposition.
- 2.5. Distribution of terms.

Unit III : Inferences

(15 Lectures)

- 3.1. Meaning and types of inferences.
- 3.2. Opposition of proposition.
- 3.3. Eductions-its types.
- 3.4. Categorical Syllogism – its structure and evaluation

Unit IV: Ordinary language arguments

(15 Lectures)

- 4.1 Hypothetical argument –its nature and rules of validity.
- 4.2 Disjunctive argument – its nature and rules of validity.
- 4.3 Enthymeme- its meaning and types.
- 4.4 Sorites-its meaning and distinction between Aristotelian and Goalenian sorites.

Books for Study

1. Copi, Irving M. & Cohen, Carl. (2006). *Introduction to Logic*. New Delhi: Prentice Hall of India.
- Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: Cengage Learning India Pvt. Ltd.

F.Y.B.A (SEMESTER-II)

Paper Title: **PHILOSOPHY OF RELIGION**

Paper Code: **PHI-II.C-3**

Credits: 04

Marks: 100

Course Objectives:

1. To introduce students to the central areas of debate in the Philosophy of Religion.
2. To introduce students to some of the basic issues and methods of Philosophy of Religion.
3. To develop students' analytic reasoning.

Learning Outcome:

1. Ability to explain and analyze the main issues, concepts and arguments of philosophy of religion.
2. Students will be engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.
3. The ability to clarify and develop his/her own understanding of religious and theological views.

(Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.)

Course Content

Unit I: Introduction (15Lectures)

- 1.1. Nature of Philosophy of Religion its scope and methods
- 1.2. Relation of Philosophy of Religion to Philosophy and Theology
- 1.3. Relation of Religion to Morality and Science

Unit II: Religious Epistemology

(15 Lectures)

2.1. Sources of religious knowledge- Revelation, Faith, Mystical and Spiritual experiences

2.2. Religious concepts:

- Theism and its types
- Atheism
- Agnosticism

Unit III: Problems of God

(15 Lectures)

3.1. Grounds for belief in God

- Ontological, Cosmological, Teleological, Moral arguments.

3.2. Grounds for disbelief in God

- Karl Marx's view
- Sigmund Freud's view
- Challenges from science
- Challenges from evil

Unit IV: The progress and destiny of man

(15 Lectures)

4.1. The goal of human history

4.2. The idea of immortality

4.3. Law of Karma

Books for Study

1. Edward, Paul. (1972). *Encyclopedia of Philosophy*. New York: Macmillan Publishing Co.
2. Galloway, George. (1954). *Philosophy of Religion*. New York: Charles Scribner's Son's.
3. Hick, John. (1991). *Philosophy of Religion*. New Delhi: Prentice Hall of India Private Limited.
4. Honer, S.M.et.al. (2006). *Invitation to Philosophy*. USA: Thomson Learning Academic Resource Center.
5. Lewis, H.D. (1975). *Philosophy of Religion*. London: St. Paul's House.
6. Masih, Y. (1995). *Introduction to Religious Philosophy*. New Delhi: Motilal Banarsidass Publishers Private Limited.
7. Mohapatra, A.R. (1985). *Philosophy of Religion - An Approach to World Religions*. New Delhi: Sterling Publishers Private Limited.
8. Wright, W. K. (1958). *A Students' Philosophy of Religion*. New York: Macmillan Company.

Paper Title: **PRACTICAL ETHICS**

Paper code: **PHI-II.C-4**

Credits: 04

Marks: 100

Objective: The objective of the paper is

1. Expose students to multiple view points on situations of daily life.
2. To give guidance in analyzing the conflicting positions.
3. To develop decision making skill among the students.

Learning Outcome : After completing the course students should

1. Be able to identify situations which are morally conflicting.
2. Develop the skill to think critically.
3. Be able to form their own opinion on any morally conflicting situation.

Each paper in non-experimental subject shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Content

Introduction

Unit I : Bio-ethics

(15 Lectures)

- 1.1 Euthanasia
- 1.2 Abortion
- 1.3 Animal experimentation
- 1.4 Cloning
- 1.5 Surrogacy

Unit II : Professional Ethics

(15 Lectures)

- 2.1. Medical ethics
- 2.2. Legal ethics.
- 2.3. Media ethics
- 2.4. Business ethics

Unit III : Social Ethics

(15 Lectures)

- 3.1. Homosexuality, gay and lesbian marriages
- 3.2. Racism
- 3.3. Gender discrimination.
- 3.4. Corruption

Unit IV : Environmental Ethics

(15 Lectures)

- 4.1. Eco-crisis
- 4.2. Dominion Perspective
- 4.3. Participation Perspective
- 4.4. Stewardship Perspective.

Books for Study:

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Learning.
2. DesJardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata McGraw Hill Education Pvt. Ltd.
3. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
4. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
5. Reich, Warren T.(1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
6. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
7. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: Cenagage Learning India Pvt. Ltd.

Course Title: Classical Indian Philosophy (up to schools of Buddhism)

Course Code: PHI-III,C-5

Credits:04

Marks:100

The papers shall have sixty lectures of one-hour duration i.e, four lectures per week over a period of fifteen weeks of a semester

Objective: The objective of the paper is to—

- Expose students to the foundations of Indian Philosophy
- Enable the student to understand some of the classical systems of Indian Philosophy

Learning Outcome—At the end of the course students should—

- Understand why certain scriptures are considered as foundations of Indian Philosophy
- Be able to compare different systems of Indian Philosophy
- Be able to analyse and evaluate the philosophical thought of different Indian systems

Course Content

Introduction

Unit I—Foundations of Indian Philosophy

(15 lectures)

1.1. The Vedas

1.2. The Upanisads

1.3. The Bhagwadgita

1.4. Sutras and Prasthanas-trayas

Unit II—Charvaka Philosophy

(15 lectures)

2.1. Epistemology

2.2. Metaphysics

2.3. Ethics

Unit III – Jaina Philosophy

(15 lectures)

- 3.1. Epistemology
- 3.2. Metaphysics
- 3.3. Relativism

Unit IV – Buddhist Philosophy

(15 lectures)

- 4.1. Four Noble Truths
- 4.2. Philosophical Doctrines of Buddhism.
- 4.3. Schools of Buddhism.

Books for Study

- 1) Bishop, Donald H. (Ed). (1975). *Indian thought an Introduction*. Delhi: Willey Eastern Pvt. Ltd.
- 2) Chatterjee, Sand D M Datta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
- 3) Chandradhar, Sharma (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarasi Dass Publishers Pvt. Ltd.
- 4) Ramakrishna, Puligandla (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K. Printworld Pvt. Ltd.
- 5) Dasgupta, Surendranath. (2010 Reprint). *A history of Indian Philosophy (Vol I)*. New Delhi: Motilal Banarasi Dass Publishers Pvt. Ltd.
- 6) Hiriyana, M. (1973) *Essentials of Indian Philosophy*. Bombay: George Allen & Unwin (India) Pvt. Ltd.

Course Title: STUDY OF WORLD RELIGIONS

Course code: PHI-III.E-1

Naik. Credits: 04

Marks: 100

The papers shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to:

- Introduce the students to the major religions of the world.
- Study the belief system and teachings in particular religion.
- Enable the students to compare different religions.

Learning Outcome: At the end of this course students should be able to-

- Understand the beliefs and teachings of different religions.
- Make a comparative analysis of different religions.

Course Content

Unit I: Hinduism

(15 lectures)

- 1.1. History
- 1.2. Concepts
- 1.3. Myths, beliefs, Customs and Practices
- 1.4. Sacred Texts and Scriptures.

Unit II: Buddhism, Jainism and Sikhism

(15 lectures)

- 2.1. Buddhism: Origin, History and Development, Schools, Practices
- 2.2. Jainism: History, Schools, Principles, Teachings, Ethics and Sects
- 2.3. Sikhism: History, Propounders, Worship, Beliefs and Practices

Unit III: Judaism, Christianity and Islam

(15 lectures)

3.1. Judaism: History; Old Testaments; Torah; Ten Commandments; Beliefs and practices.

3.2. Christianity: Origin; Concepts of Christianity; Beliefs and Practices; New Testament; Major Denominations.

3.3. Islam: Origin; Beliefs and Practices; Five Pillars; Sects.

Unit IV: Confucianism, Taoism and Universal Religion

(15 lectures)

4.1. Confucianism: Founders and Teachings; Beliefs and Practices

4.2. Taoism: Founders and Teachings; Beliefs and Practices

4.3. Elements of Universal Religion

Books for study:

1. Bakshi S.R. and Lipi Mahajan. (2000). *Encyclopaedic History of Indian Culture and Religion: Religion of India*. India: Deep & Deep Publications.
2. Chatterjee, P.B. (1971). *Studies in Comparative Religion*. Calcutta.
3. Eliade, Mircea. (2005). *Encyclopedia of Religions*. USA: McMillan Publishers.
4. George, Galloway. (2009). *Philosophy of Religion*. Charleston: Biblio Bazar.
5. Haneef Suzanne. (1994). *What everyone should know about Islam and Muslims*. United States.
6. Helm, E. Thomas. *The Christian Religion An Introduction*: Western Illinois University, Prentice Hall, Englewood Cliffs.
7. Jacob, Hermann (1990). *Jaina Sutras*. Atlantic Publishers and Distributors, New Delhi.
8. Krisnamurthy, V. (1989). *Essentials of Hinduism*. Narosa Publishing House.
9. Mohapatra, A.R. *Philosophy of Religion (An Approach to World Religions)*. New Delhi: Sterling Publishers Pvt. Ltd.
10. Robert S. Ellwood, Gregory D. Alles. (2008). *The Encyclopedia of World Religions* InfoBase Publishing.
11. Shustery, A.M.A (1954). *Outlines of Islamic Culture - Historical and Cultural Aspects*: The Bangalore Printing and Publishing Co, Ltd.
12. Singh, Karan. (1983). *Religions of India*. University of Michigan. Clarion Books
13. Wright Beth. (2013). *A Study Companion to Introduction to World Religions*. Augsburg Fortress Publishing

Course Title: PHILSOPHYOF MIND

Course code: PHI-III.E-2

Credits:04

Marks:100

The papers shall have six lectures i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to:

- Introduce the student to various theories of mind.
- Study the nature of mind, mental functions and mental events.
- Enable the student to have knowledge about the current issues in philosophy of mind.

Learning Outcome: At the end of this course students should be able to-

- Understand and critically evaluate the different philosophical approaches covered in this course.
- Assess and learn the argumentative strategies adopted by the philosophers and thinkers.

Course Content

Introduction

Unit I: (15 lectures)

- 1.1. Nature of Philosophy of Mind.
- 1.2. Survey of the Problems of Philosophy of Mind.
- 1.3. Ancient and modern concepts of mind.

Unit II: (15 lectures)

- 2.1. Theory of personality-Freud, Adler and Jung.
- 2.2. Theory of Dreams-Freud.
- 2.3. Parapsychology-Telepathy, clairvoyance, Psychokinesis

Unit III:**(15 lectures)**

- 3.1. Mind-body relation-Interactionism, Psycho-physical parallelism and Epiphenomenalism.
- 3.2. Personal Identity-Memory criterion and Bodily criterion.
- 3.3. Our Knowledge of other minds.

Unit IV:**(15 lectures)**

- 4.1. Concept of mind in Yoga, Nyaya and Vedanta.
- 4.2. Difference between mind and self in Indian philosophy.
- 4.3. Difference between Antahkarana and the western concept of mind.

Books for study:

1. Chennakesavan, Saraswati (1960). *Concept of mind in Indian Philosophy*. Bombay: Asia Publishing House.
2. Datta, D.M. (1972) *Six ways of knowing: A Critical Study of the Vedanta Theory of Knowledge*. Calcutta: University of Calcutta.
3. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind*. U.K: Blackwell Publishers Ltd.
4. Hospers, John (1971). *Introduction to Philosophical Analysis*. Madras: Allied Publishers private Limited.
5. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind*. UK: Cambridge University Press.
6. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research*. California: Wiley- Blackwell.
7. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind*. USA: Wiley- Blackwell.
8. Paul Edwards (1972 Reprinted edition). *Encyclopedia of Philosophy*. New York: Macmillan Publishing Co. and Free Press.
9. Shaffer, Jerome (1968). *Philosophy of Mind*. Prentice-Hall. California

Course Title: Symbolic Logic

Course Code: PHI-III,E-3

Credits: 04

Marks:100

The papers shall have sixty lectures of one hour duration i.e, four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to—

- Expose the students to modern logic
- Enable the students to realize the difference between traditional and modern logic
- Enable the students to realize the advantage of modern logic over traditional logic
- Enable the students to understand and use symbolic logic procedures for analyzing and assessing deductive arguments.

Learning Outcome: At the end of the course students should be able to—

- Symbolize any given argument
- Identify the statement forms
- Exhibit with greater clarity the argument and determine its validity using different method.

Course Content

Introduction

Unit I—Propositional Logic (15 lectures)

- 1.1. Simple and compound propositions
- 1.2. Symbolising the statements
- 1.3. Truth Table
- 1.4. Identifying statement forms using truth-table
- 1.5. Testing the validity of truth functional arguments using truth-table

Unit II—Method of Formal Proof—I (15 lectures)

- 2.1. Formal proof of validity
- 2.2. Rules of Inference
- 2.3. Rules of Replacement

Unit III— Method of Formal Proof—II (15 lectures)

- 3.1. Rule of Conditional Proof

- 3.2. Rule of Indirect Proof
- 3.3. Proving invalidity by the method of assigning truth value.

Unit IV – Predicate Logic

(15 lectures)

- 4.1. The need for quantification
- 4.2. Universal and Existential quantifiers.
- 4.3. Rules of quantification
- 4.4. Testing the validity of quantificational arguments.

Books for Study

1. Bason, A.H. & Daniel John O'Conner. (1968). *Introduction to Symbolic Logic*. University Tutorial Press.
2. Copi, Irving M. (1979), *Symbolic Logic* (5th edition). New York: Macmillan Publishing Co.
3. Copi, Irving M., Cohen, Carl & McMahon (2013), *Introduction to Logic* (14th edition). New York: Pearson
4. Goswami, Chinmay & Singh Arindam *Symbolic Logic*
5. Hurley, Patrick J. (2007) *Introduction to Logic*. New Delhi: Cengage Learning India Pvt. Ltd.
5. Langer, Susanne K. (2013). *An Introduction to Symbolic Logic*. Literary Licensing, LLC

Course Title: Value Education

Course Code: PHI-III.E-4

Credits: 04

Marks: 100

Each paper in non-experimental subjects shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks.

Objective: The paper is designed with following objectives –

- Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- Values are related to the norms of a culture hence values tend to influence attitudes and behaviour and help to solve common human problems.
- Enable the learner to select within the context of debate and struggle, those values that support the Good Society and its citizens and he or she must be capable of persuading others that at least on ground level values such as peace, love, respect and justice theoretically can be understood.

Learning Outcome: At the end of the course the student should be able to –

- Approach about the degree of effectiveness of traditional approaches to the teaching of morals and values. As well as a implication of those values in personal and social domain.
- Tactfully manage the relationship of Individual-Group Behaviour; such as conformity and non conformity to values in a group, interacting with people as necessary for building relations, conjugal, fraternal and filial relationships, restraints and limitations to a relationship.
- Appropriate the issues and situations not simply as a biased person but as an ethical person.

Course Content

UNIT- I Value Education

(15 Lectures)

- 1.1 Value education-its purpose and significance
- 1.2. Value Education: Then and Now
- 1.3. Value enculturation: Family, School, Society
- 1.4. Role of Culture and Civilization.
- 1.5. Present deterioration in Value System

UNIT- II Psychological, Ethical and Aesthetic Values

(15 Lectures)

- 2.1 Emotional Maturity
- 2.2 Virtues for Self
- 2.3 Creativity
- 2.4 Imagination

UNIT–III Personality Development

(15 Lectures)

3.1. Leadership

3.2. Communication

3.3. Attitude and Aptitude

3.4. Self Esteem

UNIT-IV Towards an Ethics of Sustainability

(15 Lectures)

4.1 Social Equality and Peace

4.2 Conservation and Development

4.3 Women Empowerment.

4.4 Environmental Awareness

Books for Study

1. Chakravarthy, S.K. (1999). *Values and ethics for Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Values among Young adults: A changing Scenario*. New Delhi: M.D. Publications.
4. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Rutledge.
5. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Rutledge.
6. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
7. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
8. Satchidananda, M.K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
9. Wringe, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

Course Title: Current Ethical Issues (Interdisciplinary)

Credits: 04

Marks: 100

The papers shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The paper is designed with following objectives–

- To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
- To challenge the learner to address these issues not in an abstract or impersonal sense, but to practically apply them in specific cases studied through, class discussions, papers, and presentations.
- To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enable to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

Learning Outcome: At the end of the course the students should be able to–

- Understand and comprehend a broad outline on which ethics as an applied approach is based.
- Take a justified stand on any situation. Increase the need and motivation to raise ethical questions along with the development of skills such as presentation, participation, group discussion etc.
- Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge

COURSE CONTENT

UNIT - I Ethics and Applied Ethics

(15 hours)

1.1. Traditional and Modern theories

1.2. Applied Ethics Areas

UNIT – II Current Ethical Issues: Individual and Social (15 hours)

- 2.1. Homosexuality
- 2.2. Prostitution and Pornography
- 2.3. Abortion, Euthanasia and Suicide (Self-Killing)
- 2.4. Capital Punishment
- 2.5. Human trafficking/ child abuse

UNIT – III Science, Technology and Environmental Ethics (15 hours)

- 3.1. Sex Selection, Cloning, and Surrogate Motherhood
- 3.2. Bio Diversity and Chemical Waste
- 3.3. Cyber Security
- 3.4. Animal Health and Welfare
- 3.5 Ecology and Associate Movements

UNIT – IV Ethics in Business, Research, Politics and Media (15 hours)

- 4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment
- 4.2 Plagiarism
- 4.3 Political Violence – Torture, War, Naxalism and Terrorism,
- 4.4 Ethics in Media

Books for Study

- 1. Bowie, Norman. (1989). Business Ethics. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
- 2. Cudd, Ann E; Andreasen, Robin O. (2005). Feminist theory: A Philosophical Anthology. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.
- 3. Frey, R. G. And Christopher Heath Wellman (eds). (2003). A Companion to Applied Ethics. USA: Blackwell Publishing Ltd.

4. Helga Kuhse and Peter Singer (eds.) (1999). *Bioethics: An Anthology*. USA: Blackwell publisher.
5. Hugh La Follette (ed.) (2003). *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.
6. Küng, Hans. (2009). *A Declaration towards Global Ethics*. Geneva: Globethics.
7. Paul, Oliver. (2010). *The Student's Guide to Research Ethics*. USA: Open University press.
8. R.G. Frey and Christopher Heath Wellman (eds.) (2003). *A Companion to Applied Ethics*. USA: Blackwell.
9. Rawls, John. (2001). *Justice as Fairness: A Restatement*, Cambridge MA: Belknap Press.
10. Weston. Anthony. (2001). *A Practical Companion to Ethics*. Oxford: Oxford University Press.

Paper Title: ORTHODOX INDIAN PHILOSOPHY

Paper Code: PHI-IV.C-6

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Introduce the different orthodox systems to the students.
2. Enable the students to understand the commonalities and differences among the different orthodox systems.
3. Enable the students to frame their own opinion on different philosophical issues.

Learning Outcome: At the end of the course students should be able to –

1. Compare the different orthodox systems of Indian Philosophy.
2. Realize that there is a practical side to philosophy.
3. Understand the uniqueness of each orthodox system.

Course Content

Unit I –Nyāya-Vaiśeṣika Philosophy. (15 Lectures)

- 1.1. Nyāya Philosophy – Epistemology and Causation.
- 1.2. Vaiśeṣika Philosophy – Padārthas and Atomism.

Unit II –Sāṃkhya-Yoga Philosophy. (15 Lectures)

- 2.1. Sāṃkhya Philosophy – Concepts of Prakṛti and Puruṣa, Theory of evolution.
- 2.2. Yoga Philosophy – Aṣṭāṅga Yoga and The problem of God.

Unit III –Mīmāṃsā and Advaita Philosophy (15 Lectures)

- 3.1. Mīmāṃsā Philosophy – Theory of truth and validity, Theories of error.
- 3.2. Advaita Philosophy – Concept of Brahman, Māyā and the world, Brahman and Ātman.

Unit IV – Viśiṣṭādvaita and Dvaita Philosophy (15 Lectures)

- 4.1. Viśiṣṭādvaita Philosophy - Concept of God, nature and status of the world, liberation and means to attain it.
- 4.2. Dvaita Philosophy – Concept of Difference and five-fold differences, Concept of God, Liberation and means to attain it.

Select Bibliography:

1. Bishop, Donald H. (ed).(1975). *Indian Thought and Introduction*. Delhi: Wiley Eastern Pvt.Ltd.
2. Chatterjee, S.C. and D.M.Datta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
3. Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy* (Vol I). New Delhi: Motilal Banarsidass Publishers Pvt.Ltd.
4. Hiriyanna M. (1973). *Essentials of Indian Philosophy*. Mumbai: George Allen & Unwin (India) Pvt. Ltd.
5. Mohanty, J.N. (2000). *Classical Indian Philosophy*. U.K; Oxford University Press.
6. Puligandla, Ramakrishna. (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K.PrintworldPvt.Ltd.
7. Sharma. C.D. (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
8. Sinha, J.N. (2006). *Indian Philosophy* (Vol-1&II). New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

Paper Title: PROBLEMS OF PHILOSOPHY

Paper Code: PHI-IV. E-5

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Introduce to the students some of the main philosophical topics.
2. Introduce the students to the philosophical modes of thought.

Learning Outcome: At the end of the course student should be able to –

1. Describe the distinctive agendas of different areas of philosophy.
2. Identify and access arguments and information from the academic literature.
3. Form independent philosophical views on different issues.

Course Content

Introduction

Unit I – Metaphysics (15 Lectures)

- 1.1. Realism v/s Idealism
- 1.2. Appearance and Reality
- 1.3. Substance and Universals
- 1.4. Causation and Human Freedom

Unit II – Epistemology (15 Lectures)

- 2.1. Rationalism v/s Empiricism
- 2.2. Knowledge and its sources
- 2.3. Scepticism
- 2.4. Truth : Western Theories

Unit III – Meta-ethics (15 Lectures)

- 3.1. Normative Ethics and Meta-ethics
- 3.2. Meta-ethical theories:
Emotivism,
Prescriptivism,
Naturalism
Intuitionism

Unit IV – Philosophical Methods (15 Lectures)

- 4.1. Introduction to Philosophical Methods
- 4.2. Phenomenology
- 4.3. Hermeneutics

4.4. Apophasis/ *Via-Negativa*

Select Bibliography:

1. Edward, Paul. (1972). *Encyclopedia of philosophy*. New York: Macmillan
2. Gensler, Harry. J. (1988). *Ethics: A Contemporary Introduction*. London and New York: Routledge Publishers
3. Hospers, John. (1994). *An Introduction to Philosophical Analysis*. Mumbai: Allied Publishers Pvt. Ltd.
4. Moran, Dermot. (2000). *Introduction to phenomenology*. USA: Routledge Publishers.
5. Miller, Alexander (2003). *An Introduction to Contemporary Meta ethics*. UK: Blackwell Publishers.
6. Rai, Chhaya. (1980). *Studies in Philosophical Methods*. University of Jabalpur
7. Russell, Bertrand. (1912). *The Problems of Philosophy*. U.K: Oxford University Press.
8. Sherrat, Yvonne. (2006). *Continental Philosophy of Social Science*. Cambridge: Cambridge University Press.

Paper Title: POLITICAL PHILOSOPHY

Paper code: PHI-IV.E-6

Credits: 04

Marks: 100.

This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Introduce the students to the ancient, modern and contemporary political thinkers and the theories.
2. To study the theories as foundations of the political set up.

Learning Outcome: At the end of the course students should be able to –

1. Critically analyze the political ideas, concepts and theories of different thinkers.
2. Understand which ideas and theories continue to impact and influence the contemporary reality.

Course Content

Unit I – Ancient Political Philosophers

(15 lectures)

- 1.1. *Plato*
- 1.2. *Aristotle*
- 1.3. *Cicero*
- 1.4. *Kautilya*

Unit II – Contemporary Political Philosophers.

(15 lectures)

- 2.1. *J. S. Mill*
- 2.2. *John Rawls*
- 2.3. *B.R Ambedkar*
- 2.4. *Mahatma Gandhi*

Unit III – Political ideology - I

(15 lectures)

- 3.1. *Monarchism*
- 3.2. *Contractualism*
- 3.3. *Democracy*
- 3.4. *Communism*

Unit IV – Political ideology - II

(15 lectures)

- 4.1. *Fascism*

- 4.2. Sarvodaya
- 4.3. Radicalism
- 4.4. Multiculturalism

Select Bibliography:

1. Cahn, Steve. M (2010.). *Political Philosophy – (3rd Ed.)*.U.K: Oxford University Press.
2. Coleman, Janet. (2000). *A History of Political Thought: From Ancient Greece to Early Christianity*. U.K: Blackwell Publishers Ltd.
3. Dunning, William. A. (1902). *A History of Political Theories-Ancient and Medieval*. New York: The Macmillan Company.
4. Eva, Pfostrl. (2014). *Between Ethics and Politics: Gandhi Today*. New Delhi: Routledge.
5. Ghoshal, Upendra. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Age*. London: Oxford University Press.
6. Gokhle, B.K. (1985). *Study of Political Theory*. Mumbai: Himalaya Publishing House.
7. Haworth, Alan. (2012). *Understanding the political philosophers: From ancient to modern times – (2nd Ed)*. New York: Routledge.
8. Jayapalan, N. (2003). *Indian Political Thinkers*. New Delhi: Atlantic Publishers.
9. Mashruwala, K.G. (195). *Gandhi and Marx*. Ahmadabad: JivanjiDahyabhai Desai Navajivan Press.
10. Owen, David and Laden, Anthony Simon. (2007). *Multiculturalism and Political Theory*. Cambridge: Cambridge University Press.
11. Rawls, John. (1973). *A Theory of Justice*. Oxford: Oxford University Press.
12. Shamasastri, R. (1956). *Kautilya's Arthashastra*. Mysore: Mysore Printing and Publishing House.

Paper Title: PHILOSOPHY OF HUMAN RIGHTS

Paper code: PHI-IV.E -7

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

Learning Outcome: At the end of the course students should be able to –

1. Understand the importance of human rights in the development of individual and the society.
2. To protect and promote various human rights.

Course Content

Unit I – Introduction (15 lectures)

- 1.1. Meaning, nature and ethical foundation of Human Rights
- 1.2. Philosophical Evolution of Human Rights
- 1.3. Rights, Responsibilities and Freedom

Unit II – Basic Concepts (15 lectures)

- 2.1. Freedom, Equality and Justice
- 2.2. Individual Rights v/s Group Rights
- 2.3. Universal Rights v/s Relativism

Unit III – Types of Human Rights (15 lectures)

- 3.1. Social and Economic Rights.
- 3.2. Rights of Women and Children
- 3.3. Civil and Political Rights
- 3.4. Minority Rights

Unit IV – Governance of Human Rights (15 lectures)

- 4.1. Universal declaration of human rights
- 4.2. Indian Constitution and Human Rights
- 4.3. Human Rights in International Context

Select Bibliography:

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. Cook, Rebecca J. (1994). *Human Rights of Women: National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
3. [Donnelly, Jack.](#) (2013). [*Universal Human Rights in Theory and Practice*](#). New York: Cornell University Press.
4. Douzinas, Costas. (2007). *Human Rights and Empire*. U.K: Routledge.
5. Morsink, Johannes. (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.
6. Philip, Alston. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford: Clarendon Press.
7. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
8. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights*. U.K : Oxford University Press.
9. Raphael, D. D. (1970). *Problems of Political Philosophy*. London: Pall Mall Press
10. Rosenbaum, S. (1980). *The Philosophy of Human Rights: International Perspectives*. Westport: Greenwood Press.

Paper Title: ECO-PHILOSOPHY

Paper Code: PHI-IV.E-8

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Offer a uniform and synthesized understanding of the philosophy and ecology.
2. Break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
3. Differentiating Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

Learning Outcome: At the end of the course student should be able to –

1. Understand the relationship between Ecology and Philosophy .i.e. Philosophy can also be ecological based on broader theoretical knowledge.
2. Establish a sense of responsibility for one's moral and obligatory relationship to the environment.
3. Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside the human development and advancements.

Course Content

Unit I – Origins

(15 Lectures)

- 1.1. What is Ecology?
- 1.2. Genesis: Religious
- 1.3. Nature and Value
- 1.4. Metaparadigm
- 1.5. Ecological Humanism

Unit II – Contemporary Movements: Indian

(15 Lectures)

- 2.1. Simple Living: Buddhist Perspective
- 2.2. Ethics and Standards: Jaina Perspective
- 2.3. Spiritual Ecology and Holism: Hinduism
- 2.4. Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda
- 2.5. Twenty first century India and Ecology

Unit III – Contemporary Movements: Global

(15 Lectures)

- 3.1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
- 3.2. Eco- Feminism
- 3.3. Deep Ecology

3.4. Social Ecology and Bioregionalism

Unit IV – Environmental Crises (Case Studies)

(15 Lectures)

- 4.1. Climate Change, Global warming, Green-house effect
- 4.2. Effects of Pesticides, Eco-farming
- 4.3. Obligation towards Future Generation
- 4.4. Biodiversity, E-waste

Select Bibliography:

1. Cooper, G.J. (2007). *The Science of the Struggle for Existence: On the Foundations of Ecology*, Cambridge University Press.
2. Drengson, A. and Y. Inoue (eds.). (1995). *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.
3. Drengson A. & B. Devall (eds.). (2008). *The Ecology of Wisdom: Writings by Arne Naess*. Berkeley: Counterpoint Press.
4. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). *A Companion to Applied Ethics*. USA: Blackwell Publishing.
5. Hicks, C. Dietmara, R. Eugsterb, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in *Environmental Impact Assessment Review* 25 (5): 459–471.
6. Joseph R. Des Jardins. (2001). *Environmental Ethics: An Introduction to Environmental Philosophy* 3rd Ed. Belmont CA: Wadsworth.
7. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
8. Louis P. Pojman. (2001). *Environmental Ethics: Readings in Theory and Application* 3th Ed. USA: Wadsworth/Thomson Learning.
9. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry*, 16:95-100.
10. Singer, Peter. (ed.) (1986). *Oxford readings in Philosophy: Applied Ethics*. Oxford: Oxford University Press.
11. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.

Paper Title – PHILOSOPHY AND FILMS (Interdisciplinary Paper)

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. Enable the students to approach a movie not only as a mode of entertainment but also as a spectator to evaluate it as a critique so that they get exposed to the field of interdisciplinary work in aesthetics and cognitive science.

Learning Outcome: At the end of the course student should be able to –

1. Recognize a philosophical question/issue through a work of art.
2. Uphold a philosophical position, initiate discussions and develop criticism for various positions – including one's own.
3. Relate a clear sense of the applicability of philosophical ideas to contemporary concerns, i.e. they will be able to bridge the gap between theory and practice easily.

Course Content

Unit I – Analytic and cognitive approaches (15 Lectures)

- 1.1. Philosophy around films
- 1.2. Document, Documentary and Narratives
- 1.3. Thought orientation through motion picture
- 1.4. Text, Context and Non-text

Unit II – Film and Art forms (15 Lectures)

- 2.1. Photography and Representation
- 2.2. Beauty, Symbolism and Metaphors
- 2.3. Music, Dance and Drama
- 2.4. Presentation: Reality and Fiction

Unit III – Psychological Elements (15 Lectures)

- 3.1. Films and Emotions : Fear, Comedy, Empathy, Suspense
- 3.2. Imagination
- 3.3. Identification and Spectatorship
- 3.4. Communication and Persuasion

Unit IV–Ethics in films (15 Lectures)

- 4.1. Teachings through Cinema
- 4.2. Authorship and copyright

- 4.3. Film Criticism and Virtue theory
- 4.4. Evils and Issues: Pornography, Freewill, Civil Rights Ordinance

List of Movies: (Tentative)

Cognitive Fiction: Matrix, The Purple Rose of Cairo, The Rules of the Game, Citizen Kane, The Lady from Shanghai.

Narrative: Mulholland Drive, Rear Window.

Horror: Jurassic Park; The Fly; Repulsion; Scream; The Man Who Knew Too Much; Alien; An American Werewolf in London. The Atomic Cafe (Comedy, Horror, fiction)

Indian Movies: Queen, English Vinglish, Rajneeti, Sarkar, Gangajal. AankhonDekhi, Oh My God, PK, Astitva.

N.B.: Above mentioned list of movies are subject to availability and also tentative. The showcasing of the movies may also differ based on the topic and context (Participants).

Select Bibliography:

1. Allen, Richard and Malcolm Turvey (eds.). (2001). *Wittgenstein, Theory and the Arts*. London: Routledge.
2. Bordwell, David. (1997). *Narration in the Fiction Film*. New York: Routledge.
3. Carroll, Noël and Jinhee Choi. (2006). *Philosophy of Film and Motion Pictures*. Malden: Blackwell Publishing.
4. Colman, Felicity. (ed). (2009). *Film, Theory and Philosophy: the key thinkers*. Montreal and Kingston: McGill-Queens University Press.
5. Currie, Gregory. (1995). *Image and Mind: Film, Philosophy, and Cognitive Science*. Cambridge: Cambridge University Press.
6. Freeland, Cynthia A. and Thomas E. Wartenberg (eds.). (1995). *Philosophy and Film*. New York: Routledge.
7. Plantinga, Carl. (1997). *Rhetoric and Representation in Nonfiction Film*. Cambridge: Cambridge University Press.
8. Tan, Ed S. (1996). *Emotion and the Structure of Narrative Film: Film As An Emotion Machine*. London: Routledge.
9. Tredell, Nicholas, (ed.). (2002). *Cinemas of the Mind: A Critical History of Film Theory*. Cambridge: Icon Books.

SEMESTER V

Course Title: **ANCIENT GREEK AND MEDIEVAL PHILOSOPHY**

Course Code: PHI-V.C-7

Credits: 04

Marks: 100

The Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objectives: The objective of the Course is to:

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western philosophical thought.

Learning Outcomes: At the end of the course students should be able to –

1. Identify the main theme of ancient and medieval philosophy.
2. Notice the change in the philosophical thinking of ancient and medieval thinkers.

COURSE CONTENT

Unit I – Ancient Greek Philosophy (upto Socrates) (15 hours)

1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Empedocles, Anaxagoras and Atomists.

1.2 Sophists and Socrates

a) Sophists – Protagoras and Gorgias

b) Socrates - Socratic Method and Socratic ethics.

Unit II –Post - Socratic Ancient Greek Philosophy (15 hours)

2.1 Plato – Epistemology, Theory of ideas, Cosmology.

2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.

Unit III – St. Augustine, Anselm and Arabic Philosophy (15 hours)

3.1 St.Augustine – Epistemology, God and the problem of evil, Freedom of the will.

3.2 St.Anselm – The problem of God.

3.3 Arabic Philosophy(Islamic and Jewish philosophies).

Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam (15 hours)

4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.

4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.

4.3 William of Occam- Occam’s Razor.

Basic References:

1. Copleston, Frederick(1993) *A Critical History of Philosophy*. New York: Image Publishers.

2. Masih, Y (2016) *A Critical History of Western Philosophy*. (Greek, Medieval, Modern). New Delhi: Motilal Banarasidas.

3. O’Conner, D.J. (1985) *A Critical History of Western Philosophy*. New York: Free Press.

4. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.

5. Stace, W.C. (2015) *A Critical History of Greek Philosophy*. New York: Oxford University Press.

6. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.

Paper Title: PHILOSOPHY OF SCIENCE

Paper Code: PHI-V.E-9

Credits: 04

Mark: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of the semester.

Objective: The objective of the paper is to –

1. Enable the students to understand and apply correctly the basic concepts of science
2. Acquaint the students with fundamental concepts and issues in philosophy of science.

Learning Outcome: At the end of the course students should be able to –

1. Have a critical appreciation of the problems and issues in philosophy of science.
2. Apply correctly the concepts of science

Course Content

Introduction

Philosophy of science as epistemology and metaphysics.

Unit I – Science and Scientific Explanation (15 Hours)

- 1.1 Nature and types of sciences
- 1.2 Defining scientific explanation
- 1.3 Role of laws in scientific explanation
- 1.4 Scientific explanation and non-scientific explanation

Unit II- Scientific Method (15 Hours)

- 2.1 Deduction and Induction
- 2.2 The problem and justification of induction
- 2.3 Induction as a method of science
- 2.4 Hypothesis

Unit III - Revolutions in science (15 Hours)

- 3.1 Positivism v/s post-positivism
- 3.2 Karl Popper- Conjectures and refutations
- 3.3 Thomas Kuhn- Incommensurability, Relativism and Progress

Unit IV- Realism and anti-realism

(15 Hours)

- 4.1 Metaphysics of the external world
- 4.2 Scientific realism
- 4.3 Anti-realism
- 4.4 Under-determination.

Basic References:

1. Curd, Martin and Cover, J.A. (eds) (2012) *Philosophy of Science: The central issues*. New York: W.W. Norton & Co.
2. Godfrey-Smith, Peter (2003) *Theory and Reality: An Introduction to Philosophy of Science*. U.S.A: University of Chicago Press Ltd.
3. Kyburg, Henry E.(1968) *Philosophy of Science- A Formal Approach*. New York: The Macmillan Company.
4. Ladyman, James (2002) *Understanding Philosophy of Science*. New York: Routledge
5. Okasha, Samir(2008) *Philosophy of Science: A very short Introduction*. New York: Oxford University Press.
6. Rosenberg, Alex (2012) *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

Paper Title: Contemporary Indian Philosophy

Paper Code: PHI-V. E-10

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Acquaint the students with the philosophy of contemporary Indian thinkers.
2. Enable the students to connect the classical Indian Philosophy with contemporary Indian philosophy.

Learning outcome: At the end of the course students should be able to –

1. Analyse and understand the thoughts and ideas of contemporary Indian thinkers.
2. Compare classical Indian philosophy with contemporary Indian philosophy.

Course Content

Introduction – Characteristics of contemporary Indian Philosophy.

Unit I: Mahatma Gandhi and S. Radhakrishnan (15 Hours)

- 1.1 Mahatma Gandhi- Truth, Non-violence, Satyagraha, Sarvodaya
- 1.2 S. Radhakrishnan- Nature of ultimate reality, Nature of soul, Essence of religion

Unit II: Swami Vivekanand and Aurobindo (15 Hours)

- 2.1 Swami Vivekanand – Nature of religion, Ideal of universal religion, raj yoga, Practical Vedante.
- 2.2 Aurobindo – The super mind, Triple status of super mind, Integral yoga.

Unit III: Mohammad Iqbal and M.N.Roy (15 Hours)

3.1 Mohamad Iqbal- Nature of intuition, Human destiny

3.2 M.N.Roy – New humanism

Unit IV: Rabindranath Tagore and K.C.Bhattacharya (15 Hours)

4.1 Rabindranath Tagore – Humanism, Religion and God

4.2 K.C.Bhattacharya – Consciousness and its four grades, negation as a basis of philosophy.

Basic References:

1. Chartterjee Margret (1998) *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidass.
2. Iqbal, Mohammad (1980) *Reconstruction of Religious Thought in Islam*. Delhi: New Taj Office
3. Krishna, Daya(2001) *New Perspectives in Indian Philosophy*. Jaipur: Rawat Publications.
4. Lal, B.K. (2009) *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidass.
5. Mahadevan, T.M.P. & Saroja, G.V. (1981) *Contemporary Indian Philosophy*. New Delhi: Sterling Publishers Pvt.Ltd.
6. Nigam, R. (1988) *RadicalHumanism of M.N.Roy*. New Delhi: Indus Publishing Co.
7. Nirvane, V.S. () *Modern Indian Thought*. Mumbai: Asia Publishing House.
8. Radhakrishnan, S. (2009) *An Idealistic view of Life*. Noida: Harper Collins Publishers India Ltd.
9. Sharma, R.N. (1996) *Contemporary Indian Philosophy*. New Delhi: Atlantic Publishers & Distributers.
10. Sri Aurobindo(1972) *Integral Yoga*. Pondicherry: Sri Aurobindo Ashram.

SEMESTER VI

Paper Title: MODERN WESTERN PHILOSOPHY

Paper Code: PHI-VI.C-8

Credits: 04

Marks: 100

The paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Objective: The objective of the paper is to –

1. Acquaint the students with the developments in modern western philosophy
2. Acquaint the students with the major philosophical trends such as rationalism and empiricism.
3. Acquaint the students with the construction of conceptual structures and world views by different thinkers.

Learning outcome: At the end of the course students should be able to –

1. Identify the different stages in the development of modern western philosophy.
2. Distinguish between the philosophies of different thinkers.
3. Analyze the different philosophical concepts.

Course Content

Unit I – The Beginning of Modern Western Philosophy. (15 Hours)

- 1.1 The spirit of renaissance
- 1.2 Rene Descartes - Method of doubt, Theory of innate ideas, Mind-body problem, Proofs for God's existence.

Unit II – Spinoza and Leibniz (15 Hours)

- 2.1 Benedict Spinoza - Substance, Attributes, Modes, Pantheism.
- 2.2 Gottfried Leibniz - Theory of monadology, Doctrine of pre-established harmony, Principles of non-contradiction, sufficient reason, identity of indiscernibles

Unit III- Locke, Berkeley and Hume (15 Hours)

- 3.1 John Locke - Refutation of innate ideas, Epistemology, Substance and its qualities
- 3.2 George Berkeley - Rejection of materialism, Esse est percipi
- 3.3 David Hume - Impressions and ideas, Scepticism, Causality

Unit IV– Kant and Hegel (15 Hours)

4.1 Immanuel Kant - Epistemology, Categories of understanding, Rejection of transcendent metaphysics

4.2 Georg Hegel - Dialectical method, Idea of the absolute

Basic References:

1. Copleston, Frederick (1993) *A History of Philosophy* (vol.4, 5, 6). New York: Image Publishers.
2. Falkenberg, Richard (2015) *History of Modern Philosophy*. U.S.A.: Jefferson Publication.
3. Masih, Y. (2016) *A Critical History of Western Philosophy (Greek, Medieval, Modern)*. New Delhi: Motilal Banarasidas.
4. O'Conner, D.J.(1985) *A Critical History of Western Philosophy*. New York: Free Press
5. Rogers, A.K.(1935) *Students History of Philosophy*. New York: The Macmillan Co.
6. Scruton, Roger (2002) *A Short History of Modern Philosophy*. London: Routledge.
7. Solomon, R. and Higgins, K.(1996) *A Short History of Philosophy*. New York; Oxford University Press.
8. Thilly, Frank (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
9. Wright, W.K.(1958) *A History of Modern Philosophy*. New York: The Macmillan Co.

Paper Title: PHILOSOPHY OF LAW

Paper Code: PHI-VI.E-15

Credits: 04

Marks: 100

This paper shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of the semester.

Objective: The objective of the paper is to –

1. Acquaint the students with issues and problems in the theory and practice of law.
2. Throw light on the basic ideas and principles of law.
3. Help in the logical analysis of legal concepts.
4. Train the critical faculties of the mind of the students.

Learning Outcome: At the end of the course students should be able to –

1. Critically reflect on the issues and problems involved in the theory and practice of law.
2. Ascertain the principles on which legal rules are based.
3. Obtain a deeper understanding of the nature of law and legal reasoning.

Course Content

Introduction

Unit I – Analytic Jurisprudence (15 Hours)

- 1.1. Natural law theory
- 1.2. Legal positivism- Conventionalist thesis, Social fact thesis, separability thesis.
- 1.3. Ronald Dworkin's theory of law.

Unit II – Normative Jurisprudence (15 Hours)

- 2.1. Freedom and limits of law- Legal moralism, Legal paternalism, the offence Principle.
- 2.2. The obligation to obey the law.
- 2.3. The justification of punishment.

Unit III- Critical theories of law

(15 Hours)

- 3.1. Legal realism
- 3.2. Critical legal studies
- 3.3. Law and economics
- 3.4. Outsider jurisprudence.

Unit IV – Legal Relations

(15 Hours)

- 4.1. Rights and Justice
- 4.2. Law and society
- 4.3. Law and morality
- 4.4. Individual rights and the state

Basic References:

1. Feinberg, Joel (ed.) (1994) *Philosophy of Law*. California: Wadsworth publishing Co.
2. Marmor, Andrei. (2014) *Philosophy of Law*. U.S.A.: Princeton University Press.
3. Murphy, Mark C. (2013) *Philosophy of Law: The Fundamentals*. U.S.A.: Wiley-Blackwell.
4. Patterson, dennis (ed.) (2010) *A Companion to Philosophy of Law and Legal Theory*. U.S.A. :Wiley- Blackwell
5. Pound, Roscoe. (1982) *An Introduction to Philosophy of Law*. U.S.A.: Yale University Press.
6. Wacks, Raymond (2014) *Philosophy of Law*. New York: Oxford University Press.

INTERDISCIPLINARY COURSE (SEM VI) & ELECTIVE COURSE

Course Title: Philosophy of Existentialism in Literature and Films

Course Code: PHI.INT-03

Course Credits: 04

Course Duration: 60hrs

Total Marks: 100

COURSE OBJECTIVES: The main objectives of this course in Western Philosophy that developed in the 19th and 20th centuries are:

- (i) To provide the students with basic knowledge in the main areas of existentialism.
- (ii) To focus on human situations and its quest for authenticity through literature and films.

LEARNING OUTCOMES:

- i) Students will be able to confront existential crises in individual and social life.
- ii) Students should be able to practically apply the philosophy of existentialism to oneself and one's relationships.
- iii) Students will be driven to live life with passion and conviction.

COURSE CONTENT:

UNIT 1: INTRODUCTION TO EXISTENTIALISM (15 LECTURES)

- 1.1. Background of Existentialism as a Movement
- 1.2. Meaning and Characteristics of Existentialism
- 1.3. Relevance and Key Figures of Existentialism

UNIT 2: EXISTENTIALISM AND ONTOLOGY (15 LECTURES)

- 2.1. The Importance of Existence over Essence
- 2.2. Notion of Truth
- 2.3. The Concept of God

2.4. Being and Becoming

UNIT 3: CONCEPTS IN EXISTENTIALISM

(15 LECTURES)

3.1. The Self and the Other

3.2. Freedom and Choices

3.3. Evil and Suffering

3.5. Alienation, Estrangement and Absurd

3.6. Authentic Self

3.7. Death

UNIT 4. EXISTENTIALISM IN CONTEMPORARY CULTURE

(15 LECTURES)

4.1. Albert Camus' *The Stranger* (1942)

4.2. Jean Paul Sartre's *No Exit* (1947)

4.3. Rick and Morty (Television Series)

4.4. Groundhog Day, Indian Cinema

Essential Readings:

1) Sartre, Jean-Paul. (1957) *Existentialism and Humanism*, trans. Bernard Frechtman, New York: The Philosophical Library, 1957.

2) Kaufmann, Walter. (1968) *ed. Existentialism from Dostoevsky to Sartre*, Cleveland: World Publishing Company.

3) Kafka, Franz. (2009) *The Trial*, trans. Anthea Bell. New York: Oxford University Press.

4) Sartre, Jean Paul. (1989) *No Exit and Three Other Plays*. New York: Vintage International.

5) Camus, Albert. (1942) *The Stranger*, trans. Stuart Gilbert. New York, Vintage International.

Supplementary Readings:

1) Kierkegaard, Soren. (1946) *Either/Or*, trans. David Swenson, London: Oxford University Press.

2) Collins, James. (1935) *The Mind of Kierkegaard*, Chicago: Regnery.

3) Heidegger, Martin. (1962) *Being and Time*, trans. John Macquarrie, London: SCM.

- 4) Danske, J. (1970) *Being, Man and Death: A key to Heidegger*, Kentucky: University of Kentucky Press.
- 5) Sartre, Jean-Paul. (1966) *Being and Nothingness*, trans. Hazel Barnes, New York: Washington Square Press.
- 6) Masters, Brian. (1970) *A Student's Guide to Sartre*, London: Heinemann.
- 7) Marcel, Gabriel. (1949) *Being and Having*, trans. K. Farrer, Westminster: Dacre.

Course Title: Introduction to Feminist Philosophy

Course Code: PHLE-17

Credits: 04

Marks: 100

Duration: 60 hours

COURSE OBJECTIVES:

- i. To introduce students to the Philosophy of Feminism.
- ii. To offer a broad outline with regard to the nature and growth of women's movements in the modern age.

LEARNING OUTCOMES:

- i. Students would have a proactive change in their mindset with regard to women's rights and issues.

COURSE CONTENT:

UNIT 1: THE RISE OF FEMINIST THINKING (15 LECTURES)

- 1.1. The world before Feminism
- 1.2. Meaning and Characteristics of Feminism
- 1.3. Relevance of Feminism in today's world

UNIT 2: HISTORICAL DEVELOPMENT OF FEMINISM (15 LECTURES)

- 2.1. First, Second, and Third Wave Feminism
- 2.2. Feminism in the 21st Century: Fourth Wave?
- 2.3. Feminism in Africa and South America
- 2.4. Feminism in Asia (special reference to India)

UNIT 3: VARIETIES OF FEMINISM (15 LECTURES)

- 3.1. Socialist Feminism
- 3.2. Radical Feminism
- 3.3. Liberal Feminism
- 3.4. Post-Modern Feminism

UNIT 4: CONTEMPORARY FEMINIST ISSUES (15 LECTURES)

- 4.1. Work and Family
- 4.2. Woman's Body and Rights
- 4.3. Religion and Women
- 4.4. Politics and Gender

Essential Readings:

1. Beauvoir, Simone de. (1997) *The Second Sex*, London: Vintage.
2. Ingleheart, Ronald and Norris, Pippa. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge: Cambridge University Press.
3. Johnson, Allan G. (1997) *The Gender Knot: Unraveling our Patriarchal Legacy*, London: Pearson Longman.
4. Kimmel, Michael S. (2008) *The Gendered Society (Third Edition)*, New York: Oxford University Press.
5. Young, Iris Marion. (2005) *On Female Body Experience: "Throwing like a Girl" and Other Essays*, New York: Oxford University Press.
6. "Feminist Traditions" – The Internet Encyclopedia of Philosophy.
7. "Feminism" – Stanford Encyclopedia of Philosophy.

Supplementary Readings:

1. Desai, Neera and MaithreyKrishnaraj. (1987) *Women and Society in India*, Delhi: Ajantha.
2. Helmi Jarviluoma, Pirkko Moisala & Anni Vilkkko. (2003) *Gender and Qualitative Methods*, Chicago: The University of Chicago Press.
3. Mies, Maria. (1980) *Indian Women and Patriarchy*, Delhi: Concept.
4. Moore, Henrietta. (1988) *Feminism and Anthropology*, Minnesota: University of Minnesota Press.
5. Nanda, B.R. (1976) *Indian Women: From Purdah to Modernity*, Delhi: Vikas.
6. Ramazanoglu C. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage.
7. Scott, Joan W. (1988) *Gender and the Politics of History*, New York: Columbia University Press.
8. Wallace, Ruth. (Ed.) (1989) *Feminism and Sociological Theory*, California: Sage.
9. De Souza, Alfred. (Ed.) (1987) *Women in Contemporary India*, Delhi: Ajanta.
10. John, Mary. (Ed.) (2008) *Women's Studies in India: A Reader*, New Delhi: Penguin.

Course Title: **CURRENT ETHICAL ISSUES**

Credits: 04

Marks: 100

The Course shall have sixty lectures of one hour duration i.e. four lectures per week over a period of fifteen weeks of a semester.

Course Objective: The Course is designed with following objectives –

1. To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principle and examples to a variety of contemporary ethical dilemmas.
2. To challenge the learners to address these issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through, class discussions, papers, and presentations.
3. To equip and motivate students toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situation and evaluation among the learners.

Learning Outcome: At the end of the course the students should be able to –

1. Understand and comprehend a broad outline on which ethics as an applied approach is based.
2. Take a justified stand on any situation. Increase the need and motivation to raise ethical questions along with the development of skills such as presentation, participation, group discussion etc.
3. Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge.

COURSE CONTENT

UNIT - I Ethics and Applied Ethics (15 hours)

- 1.1. Traditional and Modern theories
- 1.2. Applied Ethics Areas

UNIT – II Current Ethical Issues: Individual and Social (15 hours)

- 2.1. Homosexuality
- 2.2. Prostitution and Pornography
- 2.3. Abortion, Euthanasia and Suicide (Self-Killing)
- 2.4. Capital Punishment
- 2.5. Human trafficking/ child abuse

UNIT – III Science, Technology and Environmental Ethics (15 hours)

- 3.1. Sex Selection, Cloning, and Surrogate Motherhood
- 3.2. Bio Diversity and Chemical Waste
- 3.3. Cyber Security

3.4. Animal Health and Welfare

3.5 Ecology and Associate Movements

UNIT – IV Ethics in Business, Research, Politics and Media (15 hours)

4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment

4.2 Plagiarism

4.3 Political Violence – Torture, War, Naxalism and Terrorism,

4.4 Ethics in Media

Books for Study

1. Bowie, Norman. (1989). Business Ethics. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Cudd, Ann E; Andreasen, Robin O. (2005). Feminist theory: A Philosophical Anthology. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.
3. Frey, R. G. And Christopher Heath Wellman (eds). (2003). A Companion to Applied Ethics. USA: Blackwell Publishing Ltd.
4. Helga Kuhse and Peter Singer (eds.) (1999). Bioethics: An Anthology. USA: Blackwell publisher.
5. Hugh La Follette (ed.) (2003). The Oxford Handbook of Practical Ethics. Oxford: Oxford University Press.
6. K ng, Hans. (2009). A Declaration towards Global Ethics. Geneva: Globethics.
7. Paul, Oliver. (2010). The Student's Guide to Research Ethics. USA: Open University press.
8. R.G. Frey and Christopher Heath Wellman (eds.) (2003). A Companion to Applied Ethics. USA: Blackwell.
9. Rawls, John. (2001). Justice as Fairness: A Restatement, Cambridge MA: Belknap Press.
10. Weston. Anthony. (2001). A Practical Companion to Ethics. Oxford: Oxford University Press.

LEARNING OUTCOME MATRIX

SEMESTER I

	CLO\ PLO	PLO-1: techno logy and analysi s..	PLO-2: environ ment sustaina bility and ethics	PLO-3: team work and communi cation skills	PLO-4: reserachap ptitude and social responsibili ty	PLO 5 subject knowled ge and underst aning	PLO 6 Critica l and analyt ical thinki ng	PLO 7 Logic al think ing	PLO 8 Practi cal appro ach to life
CC1	CO 1	✓	✓	✓			✓		✓
(Moral	CO 2	✓	✓	✓					✓
Philoso phy)	CO 3	✓	✓	✓			✓	✓	✓
	CO 4	✓	✓	✓		✓	✓		✓
CC 2	CO 1	✓		✓			✓	✓	
(Logic)	CO 2	✓		✓			✓	✓	
	CO 3	✓		✓			✓	✓	✓
	CO 4	✓		✓		✓	✓	✓	✓
CC 3	CO 1	✓	✓	✓		✓			
(Eco- Philoso phy)	CO 2	✓	✓	✓					✓
	CO 3	✓	✓	✓		✓	✓		✓
	CO 4	✓	✓	✓					✓
CC 4	CO 1	✓	✓	✓					
(Current ethical issues)	CO 2	✓	✓	✓					
	CO 3	✓	✓	✓		✓	✓		✓
	CO 4	✓	✓	✓		✓	✓		✓

SEMESTER II

	CLO\PL O	PLO-1: technol ogy and analysi s..	PLO-2: environm ent sustainab ility and ethics	PLO-3: team work and communi cation skills	PLO-4: reserach apptitud e and social responsi bility	PLO 5 subject knowled ge and underst aning	PLO 6 Critica l and analyt ical thinki ng	PLO 7 Logic al think ing	PLO 8 Practi cal appro ach to life
CC1	CO 1	✓		✓		✓	✓		
(Phil osop hy of Religi on)	CO 2	✓	✓	✓		✓			✓
	CO 3	✓		✓		✓	✓		
	CO 4	✓	✓	✓		✓	✓		
CC 2	CO 1	✓	✓	✓			✓	✓	
(Prac tical Ethic s)	CO 2	✓	✓	✓		✓	✓		✓
	CO 3	✓	✓	✓		✓	✓	✓	
	CO 4	✓	✓	✓		✓	✓	✓	
CC 3	CO 1	✓	✓	✓					
(Valu e Educ ation)	CO 2	✓	✓	✓					
	CO 3	✓	✓	✓					✓
	CO 4	✓	✓	✓		✓			✓
CC 4	CO 1	✓	✓	✓					
(Curre nt ethic al issue s)	CO 2	✓	✓	✓					
	CO 3	✓	✓	✓		✓	✓		✓
	CO 4	✓	✓	✓		✓	✓		✓

