

PONDICHERRY UNIVERSITY



NATIONAL EDUCATION POLICY (NEP) REGULATIONS

2023–2024



PONDICHERRY UNIVERSITY
(SCHOOL OF HUMANITIES)

DEPARTMENT OF PHILOSOPHY

COURSE STRUCTURE AND SYLLABUS

B.A. PHILOSOPHY (HONOURS – FOUR YEARS COURSE)

(Effective from Academic Year 2023–2024)

OBJECTIVES OF THE PROGRAMME AND OUTCOMES

- 1. Name of the Department:** PHILOSOPHY
- 2. Name of the Programme:** B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy
- 3. Objectives of the Programme:**
 - i. Training the students rigorously in logical reasoning and thereby developing their critical thinking skill.
 - ii. Nurturing the students to become integrated human beings.
 - iii. Providing the students with appropriate ambiance to know the thoughts of the philosophers (Indian as well as Western) along with the factors (historical, social, cultural, economic, political, etc.) that will shape their thoughts.
- 4. Programme Outcomes:**
 - i. Students will be acquainted with the epistemological, metaphysical, axiological and social issues.
 - ii. Students will develop interest in philosophy.
 - iii. Students will capacitate themselves to observe the happenings in and around them, and to arrive at proper solutions and act accordingly for the betterment of the society.
 - iv. Students will develop logical reasoning and critical thinking so as to face any real life-situation.
 - v. Students will gain the art of articulation with philosophical arguments.
 - vi. Students will realize their inner strength and make efforts to actualize their hidden potentials.
 - vii. Students will become conscious of their social responsibilities and their leadership qualities.
 - viii.** Students will learn to appreciate their life and values: To put in the words of Francis Bacon, “Seek ye first the good things of the mind, and the rest will either be supplied or its loss will not be felt.”

PONDICHERRY UNIVERSITY

NATIONAL EDUCATION POLICY-REGULATIONS FOR 2023–2024

1.0. Major Highlights

- NEP-Regulations are applicable from the Academic Year 2023-24
- All Schools/ Departments are mandated to launch Integrated UG (Honours/Honours with Research) with entry- exit facility.
- These academic programs will have lateral entry facility in all the years of study.
- First Year ends with the award of a Certificate, second year with a Diploma, third year with a UG degree and 4th year ends with an Honours/Honours with Research Degree.
- Skill development and holistic-multi-disciplinary learning are the focus of NEP.
- Summer vacation is proposed for conducting Internships/field studies/exploring scientific Innovations/—conducting social/community outreach programmes and other similar field/work related programmes.
- Boards of Studies with inputs from programme committee would design curriculum as per the NEP guidelines of Pondicherry University outlined hereunder.
- Faculty members are encouraged to design courses having components of job-oriented skills. They are also encouraged to adopt innovative methods of Teaching-Learning for imparting the same and to have suitable assessment practices.
- Internationalisation of Higher Education is encouraged by designing Joint/Dual/twinning Degree programmes under MoU with Foreign Universities/National Institutes.
- All Departments/Schools to network with Industry/R&D Labs/PSUs/Govt. Departments/Academic Institutions for facilitating student internships.
- Overall monitoring and implementation of NEP-2020 will be the responsibility of a standing committee of NEP.

1.1. Transformative initiatives in Higher Education envisaged by NEP

- Introduce holistic and Multidisciplinary Undergraduate Education, that would help develop all capacities of human beings- intellectual, aesthetic, social, physical, emotional, ethical, and moral- integrating other soft skills along with specialised immersion in academics.
- The transformed education should improve employability of students by providing internships/skill development.
- The hard separation line between General Education, Vocational Education and Experiential learning will be removed, so that mobility between different types of learning is enhanced.

- Holistic education is visualised across the sciences, social sciences, arts, humanities and sports.
- Credit based courses on community engagement and service, environmental education, and value-based education.
- Opportunities for Internships with local industry, businesses, artists and craft persons to improve the employability of students.
- Flexibility for students to move from one institution to another
- Learning Outcome based approach to Higher Education

2. SHORT-TITLES AND DEFINITIONS

2.1. Short- title, Commencement and Application

- a) The Regulations brought out to implement GOI's National Education Policy shall be called as NEP-Regulations of Pondicherry University-2023.
- b) These Regulations shall come into force from the Academic Year 2023-24.
- c) These Regulations shall apply to all the Schools/Departments and Centres of the of the University for award of Degrees/Diplomas/Certificates.

The UG/PG programmes governed by other statutory bodies/professional associations including NCTE, AICTE, BCI will adopt the pattern approved by those organisations.

2.2 Definitions

Terms used in the NEP- Regulations shall have the meaning assigned to them as given by the NEP.

- a) **“Credit”** is a unit by which the coursework is measured. It determines the number of hours of instruction required per week during a semester (Minimum 15 weeks). One credit is equivalent to 15 hours of teaching (lecture and /or tutorial) or 30 hours of practical and/or field work or community engagement and service per semester.
- b) **“Academic Year”** means the year starting in the month of June and ending in the succeeding month of May.
- c) **“Semester”** means 15-16 weeks of teaching-learning session of which two weeks shall be set apart for examination and evaluation; A semester comprises 90 working days and an academic year is divided into two semesters.
- d) **“Summer term”** is for 8 weeks during summer vacation. Internship/apprenticeship/work based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study.

- e) **“Grade”** means a letter grade assigned to a student in a Course for her/his performance at academic sessions as denoted in symbols of: O(outstanding), A+(Excellent), A (Very good), B+(Good), B(Above average), C(Average), P(Pass) F(Fail) and Ab(Absent) with a numeric value of O=10, A+=9, A=8, B+=7, B=6, C=5 P=4, and F=0, Ab=0;
- f) **“Semester Grade Point Average (SGPA)”** is computed from the grades as a measure of the students’ performance in a given semester.
- g) **“Cumulative GPA (CGPA)”** is the weighted average of all courses the student has taken in a given Programme;
- h) **“Programme”** means a set of Courses that allows a student to structure and study to attain the status of being admitted to a Degree/Diploma of the University;
- i) **“Programme Committee”** means an Academic Committee constituted by the University for the purpose of conducting an Academic Programme;
- j) **“Credit Requirement”** for a Degree/Diploma/Certificate Programme means the minimum number of credits that a student shall accumulate to achieve the status of being qualified to receive the said Degree, Diploma/Certificate as the case may be;
- k) **“Exit option”** means the option exercised by the students, to leave the Programme at the end of any given Academic year;
- l) **“Lateral entry”** means a student being admitted into an ongoing Programme of the University other than in the 1st year of the programme.

2.3. Duration of the Programme

The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in the table below). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme. Students may be permitted to take a break from the study, and ~~they~~ are allowed to re- enter the degree programme within 3 years and complete the programme within the stipulated maximum period of seven years.

2.4. Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4 (Levels in NHEQF).

3.0. AWARDING OF UG CERTIFICATE, UG DIPLOMA, AND DEGREES

UG Certificate: Students who opt to exit after completion of the first year and have earned a minimum of 42 credits will be awarded a UG certificate if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the first year.

UG Diploma: Students who opt to exit after completion of the second year and have earned a minimum of 84 credits will be awarded the UG diploma if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the second year.

3- year UG Degree: Students who wish to discontinue after the 3- year UG programme will be awarded a UG Degree in the Major discipline after successful completion of three years, earning a minimum of 124 credits and satisfying the minimum credit requirements as mentioned in the table below.

4- year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme, earning a minimum of 164 credits and have satisfied the credit requirements as mentioned in table below.

4-year UG Degree (Honours with Research): Students who secure a minimum of 7.5 CGPA in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the university. The research project/dissertation will be in the major discipline. The students who secure a minimum of 164 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

4.0. STRUCTURE OF THE UNDERGRADUATE PROGRAMME

Every Integrated Programme offered by the University shall conform to the structure specified hereunder. A programme must mandate the students to complete 124 credits to complete a basic Bachelor's Degree within first 3 years. With an additional 40 credits of course work one can pursue 4th Year Honours or Honours with Research Degree. The UG Programme will consist of the following categories of courses and the minimum credit requirements for 3-year UG and 4-year UG(Honours) or UG (Honours with Research) programmes are given below.

Table 1: Breakup of Credits and Courses- Minimum Requirement Outline

Sl.No.	Component	3 Year UG	4 Year UG (Honours/Honours With research)
1	Major Disciplinary/Interdisciplinary Courses	60 Credits (15 Courses of 4 credits)	80 Credits (20 Courses of 4 credits)
2	Minor Disciplinary/interdisciplinary Courses (Vocational programme included)	24 Credits (6 Courses of 4 Credits)	32 Credits (8 Courses of 4 credits)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits)	9 Credits (3 courses of 3 credits)
4	Ability Enhancement Courses	12 Credits (4 courses of 3 credits)	12 Credits (4 courses of 3 credits)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits)	9 Credits (3courses of 3 credits)
6	Value-added courses	8 Credits (4 courses of 2 credits)	8 Credits (4 courses of 2 credits)
7	Summer internship	(4credits- Included in Major courses of 60 credits)	(4 credits-Included in Major courses of 80 credits)
7	Community engagement and service	2 Credits (1 course)	2 Credits (1 course)
8	Research Dissertation Project	-	12 Credits
9	Total	124	164

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project/Dissertation.

4.2. Description of courses

The following are the types of courses in the UG Programme.

(i) Major Discipline (60 to 80 Credits)

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (not less than 50% of the total credits) through core courses in the major discipline. The major discipline would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. A student may choose to change the major discipline within the broad discipline at the end of the second semester provided all the prerequisites of the respective degree programme are fulfilled.

(ii) Minor Discipline (24 to 32 credits)

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a ~~bunch~~cluster of courses in Statistics, then the student will be awarded

B.A. degree in Economics with a Minor in Statistics.

- *24 credits of minor courses in the 3-year programme can be Disciplinary or Interdisciplinary courses or a mix of both. 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits can be from any discipline of students' choice.*
- 12 credits (50%) of the Minor (Disciplinary / Interdisciplinary) in the 3-year programme should be related to vocational education/training courses.

Type of Minor	Credits
Disciplinary/Interdisciplinary	12 cr
Disciplinary/Interdisciplinary vocational	12 cr

(iii) Multidisciplinary courses (MD): 9 credits

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are designed and developed by every department for the benefit of other discipline students and are pooled by SAMS under 5 baskets for students to choose any 3 courses from 3 broader areas (one each from any three broad areas from below) from the basket. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) under this category.

- a. ***Natural and Physical Sciences:*** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, and other related subjects.
- b. ***Mathematics, Statistics, and Computer Applications:*** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally and similar others. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
- c. ***Library, Information, and Media Sciences:*** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
- d. ***Commerce and Management:*** Courses include business management, accountancy, finance, financial institutions, fintech and other related subjects.
- e. ***Humanities and Social Sciences:*** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology,

Social Work, Sociology and other related subjects will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies and similar subjects. will be useful to understand society.

Note: As explained elsewhere in this regulation, all departments/centres/schools are mandated to participate in the conduct of these courses and offer at least one introductory course on the concerned subjects, in the above groups and the students can choose these subjects from the basket of courses.

(iv) Ability Enhancement Courses (AEC): 12 credits

Modern Indian Language (MIL) & English language focused on language and communication skills.

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and acquaint with the cultural and intellectual heritage of languages.

(v) Skill Enhancement Courses (SEC): 9 credits

These courses are aimed at imparting practical skills, hands-on training, soft skills, and other skills to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources. Skill based courses could be related to disciplinary/interdisciplinary minors and vocational education programmes chosen/offered.

(vi) Value-Added Courses (VAC) Common to All UG Students: 8 credits

- a) ***Understanding India:*** This course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student- teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- b) ***Environmental Science/Education:*** This course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- c) ***Digital and Technological Solutions:*** Courses in cutting- edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- d) ***Health & Wellness, Yoga Education, Sports, and Fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self- discipline and self-control, to learn to handle oneself well in all life situations.

(vii) Vocational Training/Education: 12 Credits

These courses are meant to provide the students with adequate knowledge and skills for employment and entrepreneurship. Departments are expected to incorporate the requirements of related industries while designing these courses to groom the students to take up gainful employment or becoming entrepreneurs. Vocational education courses designed by each department should relate the skills provided with the content of general education in order to ready the students for work at each exit point of the programme. A minimum of 12 credits will be allotted to the minor stream relating to vocational education and training.

Summer Internship: 4 Credits

All students will undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships to actively engage with the practical side of their learning and, as a by-product, further improve their employability. Summer internship shall be conducted for a minimum of 8 weeks.

(viii) Community Engagement and Service: 2 Credits

The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline. Community Engagement shall be conducted for a minimum of 2 weeks.

(ix) Research Project / Dissertation: 12 Credits

Students choosing a 4-Year Bachelor's degree (Honors with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester.

(x) Audit courses: 0 credits

Audit courses offered do not carry any credits. Evaluation will be based on continuous assessment. Students may be given a pass or fail(P/F) based on the assessment that may consist of class tests, homework assignments, and/or any other innovative assessment methodology suitable to the expected learning outcome, as determined by the faculty in charge of the course of study.

4.3. Levels of the Courses

Courses can be coded based on the academic rigor. The first four letters of the course code indicate the department/Centre, followed by the academic rigor level code in digits (For e.g., Engl 201). The coding structure follows:

0-99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

100-199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses.

200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300-399: Higher-level Courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

400-499: Advanced Courses would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year post-graduate theoretical and practical courses.

4.4 Credit-hours for different types of courses

A three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. One credit for tutorial work means one hour of engagement per week.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two- hour engagement per week. In a semester of 15 weeks' duration, a one-credit practicum in a course is equivalent to 30 hours of engagement. A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.

- ***Lecture courses:*** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation or professional practice
- ***Tutorial:*** Courses involving problem solving and discussions relating to a field or discipline.
- ***Seminar:*** A course requiring students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation or professional practice.
- ***Practicum:*** A course requiring students to participate in an approved project or practical activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation or professional practice.
- ***Internship:*** A course requiring students to participate in professional employment• related activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an employee of the given external entity.
- ***Laboratory work/activity:*** A course requiring students to discover/practice application of a scientific or technical principles/theories. The course may require scientific, or

research focused experiential work where students observe, test, conduct experiment(s) or practice application of principles/theories relating to field of learning, work/vocation or professional practice.

- ***Studio activities:*** Studio activities involve engagement of students in creative or artistic activities. Studio-based activities involve visual- or aesthetic-focused experiential work.
- ***Workshop-based activities:*** Courses involving workshop- based activities requiring engagement of students in hands- on activities related to work/vocation or professional practice.
- ***Field practice/projects:*** Courses requiring students to participate in field-based learning/project generally under the supervision of an employee of the given external entity.

5.0. PROGRAMMES OF STUDY, ELIGIBILITY AND GRADUATING REQUIREMENTS

5.1. Admissions by Lateral Entry

In all Academic programmes where admission was carried out adopting approved procedures in preceding years, subject to availability, lateral entry admission shall be permitted, subject to:

- i. that the University shall notify the admission process and number of vacancies open for lateral entry.
- ii. that the Lateral entrants shall be admitted only after such transparent screening process and such procedure that the University may prescribe from time to time. University may prescribe different methods of screening for different programmes depending on the circumstances prevailing in each case.

iii. Lateral entry shall be permissible only in the beginning of years 2,3,4 of the Under Graduate/honours programme; provided that students seeking lateral entry shall have

obtained the minimum pass marks/ grades fixed by the University in their previous academic years.

6.0. DEGREES, ~~_____~~DIPLOMAS ~~_____~~AND ~~_____~~CERTIFICATES ~~_____~~OF ~~_____~~THE UNIVERSITY AND MINIMUM CREDIT REQUIREMENTS

6.1. Programmes to be offered by the University

- Unless the Academic Council and Executive Council otherwise resolves, all the Programmes on offer in the University campus are based on the recommendations of duly constituted School Boards.
- School Boards are constituted with experts from different fields, academic, research institutes and from Industry who explore the manpower requirements of the society, technological advancements and skill sets required for different institutions of the economy and shall provide a vision plan for the school.
- Departments/Centres may operationalise the said plan by proposing different academic programmes of study and by suggesting modifications needed in existing programmes with due approval of Boards of Studies in respective disciplines.

7.0. ACADEMIC BANK OF CREDITS (ABC)

The scheme of academic bank of credits will facilitate the transfer and consolidation of credits by using an 'academic bank account' opened by students across the country by taking up courses in any of the eligible HEIs. The validity of the credits earned and kept in the academic credit account will be to a maximum period of seven years or as specified by the ABC time to time.

8.0. CURRICULUM DESIGN FOR FOUR-YEAR UNDERGRADUATE DEGREE WITH HONOURS/HONOURS WITH RESEARCH PROGRAMME

- a) The Curriculum for every Certificate/Diploma/Degree shall be prescribed by the University at the beginning of every academic year.
- b) The Curriculum shall be framed by each Department/School, as the case may be, by following such procedure specified by the Academic Council.
- c) Where the Programme is offered by the University Department, a duly constituted Programme Committee shall propose a draft curriculum design and detailed syllabus to the appropriate Board of Studies (BOS). Structured curricular framework and syllabus, learning outcomes specified in NHEQF (mentioned elsewhere in this

regulation as a link), prescribed resources, course session plan, pedagogy of Teaching/Learning process/Supplementary Learning, student engaged- method of assessment and any other related methodology need to be prepared after due deliberations. These shall be considered by the School Board and thereafter forwarded for approval of Academic council.

- d) The curriculum of any academic programme shall ensure compliance with the requirements of NEP by GOI or guidelines from time to time on different aspects of skill development, Internships, inter disciplinary knowledge for creating young talent for Innovations, Entrepreneurship and Community development.
- e) Notwithstanding to the said procedure, all faculty members shall propose newer courses for growing demand for a particular skill, subject to and to meet the requirements of MOUs with Industry, Students exchange from National/International institutions/Government institutes and other organisations.

9.0. MINIMUM CREDITS FOR ENROLMENT, ONLINE COURSES, STUDENT STRENGTH AND MENTORSHIP

- a) To be considered a full-time student, a student must be enrolled at least for 12 credits in each and every Semester. No student, unless specifically permitted by the Programme committee, be permitted to enrol in more than 30 credits in any semester (excluding the credits for writing arrear exams).
- b) 40% of the credits of minor courses may be earned through online mode (Swayam or such other similar platforms) approved by the department and the University as per the existing UGC regulations. Such decisions may be taken by the department/centres after considering the course requirements and learning outcomes planned and duly approved by the programme Committee. This does not apply to the major courses/internship/skill enhancement courses/community service/engagement or any other hands-on/vocational programmes. Such courses need to be completed offline/physical mode.
- c) Course code for online courses and the number of credits assigned to each course will be approved by the programme committee of respective department/Centre, and these will be uploaded in the PU-SAMS portal.
- d) A student will be permitted to register for only one minor course during one semester.
- e) Students will be permitted to drop online courses within the time limits prescribed in the Academic Calendar.
- f) Every student upon admission to the University shall be associated with a member of the faculty of the programme to which she/he is admitted to, who shall advise and help the student as a mentor in choosing courses that is most appropriate for the goals of

the student.

- g) No minor course shall be offered unless a minimum of 10 students are registered.

10.0. EXIT OPTIONS

- a) Students enrolled in any Programme shall have an option to exit at the end of 1st, 2nd and 3rd years of a programme, subject to fulfilment of conditions.
- b) A student desiring an exit shall give a notice of such intention in writing in the prescribed format at least 8 weeks before the scheduled end of the Academic year.
- c) The Department running the programme shall on receipt of the notice shall recommend for a Certificate/ Diploma/ Degree as the case may be from the University based on the requirements for such degrees. In case of arrear papers, the certificate shall be provided after passing the arrear paper.
- d) As soon as the student completes the requirements of the certificate/diploma/degree, as the case may be, the Department shall communicate to such officer as may be notified by the Administration.

11.0. PROGRAMME COMMITTEE AND BOARD OF STUDIES FUNCTIONS, DUTIES AND RESPONSIBILITIES

- a) For each Academic Programme of the University, a Programme Committee may be constituted consisting of the Head of the Department as its Chairperson (ex-officio), one nominee of the Vice-Chancellor from another department, all the faculty members of the department, and not more than two representatives from each batch of students. For programmes that are offered by more than one department in a School, the Dean of the School concerned shall appoint a Coordinator who shall act as the Chair of the Committee. For programmes involving more than one school, the University shall appoint a coordinator who shall serve as the Chair of the Committee.
- b) Programme Committee has the overall responsibility to implement the NEP guidelines in all Programmes of Study prescribed in a department. It reviews and monitors the implementation of approved Course structure and Coverage of syllabus, Time Table, Distribution of workload of faculty members and Conduct of Assessments.
- c) Programme Committee shall review and recommend infrastructure requirements for smooth conduct of teaching- learning activities in every Department.
- d) Programme Committee provides an opportunity for individual teachers to initiate steps to float newer courses, new methods of teaching, ICT implementation and any

other academic initiative.

e) The Programme Committee shall decide on the credits to be associated with SWAYAM and other similar platforms for on- line learning approved by the University.

f) The Programme Committee shall meet at least thrice in every semester. At first, in the beginning of the semester to chalk out time table and course session plans/ evaluation methods of faculty. Second time, in the middle of the semester to review the progress of academic activities. Third meeting shall review the fairness of evaluation/distribution of scores/ maintenance of standards in evaluation procedures and will finalise and recommend the grades for all the courses offered by the department/ centre in that semester. Student members shall not take part in the last meeting of Programme Committee in a semester.

g) The Learning Outcome-based curriculum planning requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. This outline for the programmes run by the department may be placed and approved in the BOS after the PC reviews them.

12.0. PEDAGOGICAL AND LEARNING OUTCOMES APPROACHES

12.1. The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. NEP 2020 mandates that the outcome-based approach be adopted in all programmes, particularly in the context of undergraduate studies, and it requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study run by the University need to lend itself to the well-structured and sequenced acquisition of knowledge and skills.

12.2. Outcome based approach to Higher Education (Graduate Attributes/Profile)

NHEQF is an outcome-based framework for qualifications of different types. It envisages the award of qualifications based on the demonstrated achievement of the expected learning outcomes that specify what students completing a particular programme of study associated with the chosen fields of learning, work/vocation are expected to know. The concerned departments/centres need to design the structure of the courses following the

suitable pedagogical approaches, learning outcomes and assessment methods following the guidelines given in the NEP regulations of Pondicherry University. Outcome based approach need to be followed so that students possess the characteristics of the graduate programme in both disciplinary areas and generic areas. The following link shall be used for a detailed outline from the National Higher Education Qualifications Framework (NHEQF): www.ugc.gov.in/pdfnews/2990035_Final-NHEQF.pdf

12.3. Learning assessment

12.4. Continuous Assessment and End Semester Examination marks and evaluation of skill based/vocational courses/ Internships and other hands on/field-based courses

- All theory courses in a UG programme shall carry a continuous assessment component of 40 marks and end semester assessment component of 60 marks.
- In case of skill-based courses, vocational education courses, internships, practical, lab/field/project works, community service and related skill-based activities, the evaluation pattern may be decided by the respective Programme Committees/BOS and be approved in Academic Council. The evaluation methods need to be drawn based on the learning outcomes planned for such courses following the NEP guidelines of Pondicherry University.

12.5. Continuous Assessment Component (Sessional)

- Evaluation will be based on continuous assessment carried out through activities spread over a complete semester based on the learning outcomes listed. Sessional work consists of class tests, at least one mid-semester examination, homework assignments, and any other innovative assessment methodology as determined by the faculty in charge of the course of study. Progress towards achievement of learning outcomes shall be assessed using the following: time- constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignments; laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessments, examination on demand, modular certifications and other suitable assessments methods.
- Total Marks from continuous assessments may be up to 40% of the total. Departments/Centres/Schools need to design suitable continuous assessment models

splitting the 40 marks into 2 to 4 different components including at least one mid semester test, duly approved by the PC/BOS. This splitting may match the requirements/nature of courses taught.

- The medium of instruction and examination shall be as per the policies and regulations of the Pondicherry University
- Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by Pondicherry University.
- The system of evaluation shall be as follows:

Each Course will carry 100 marks, of which 40 marks shall be reserved for internal assessment based on classroom participation, seminar, term papers, tests, viva-voce, and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher responsible for the course. Any student who fails to participate in classes, seminars, term papers, tests, viva- voce, will be debarred from appearing in the end semester examination in the specific course and no Internal Assessment marks will be awarded to such a candidate. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course in the next applicable semester. No special classes will be conducted or him/her during other semesters.

The remaining 60 marks in each paper shall be awarded on the basis of a written examination at the end of each semester. The duration of written end of semester examination for each paper shall be three hours.

Examinations for courses shall be conducted only in the respective odd and even Semesters as per the Scheme of Examinations. Regular as well as Ex-students shall be permitted to appear/re-appear/improve in courses of Odd Semesters only at the end of Odd Semesters and courses of Even Semesters only at the end of Even semesters.

12.6. End- Semester Examination and Evaluation

- End semester examinations shall be conducted for all courses offered in the department/centres after ensuring that the required number of classes and related activities are completed. The duration of the end semester examination may be 3 hours.

- A schedule of End semester examinations will be announced by the department/centre about 15 days ahead of the conduct of examinations.
- The responsibility of question paper setting, invigilation and valuation of answer papers lie with the course teachers. However, all assessments shall be conducted under the uniform practices of the department approved in the programme committee.
- However, the departments/faculty members are free to decide the components of continuous assessment and the method of assessment based on the nature of the course and are expected to communicate these to students and respective HODs at the beginning of the semester.
- Mid semester /end semester examinations schedule notified by the University in the academic calendar shall be uniformly followed.

12.7. Minimum Marks for Pass

A student shall be declared to have passed the course only if she/he gets,

- A minimum of 40% marks in end semester exam and
- A minimum of 50% marks in aggregate when continuous assessment and end semester examination marks are put together.

12.8. Supplementary examination

- A student who gets F grade in a course shall be permitted to register for the supplementary examination in the following semester or in the subsequent semesters.
- A student who gets F grade in a course shall be given an option either to retain the previously awarded continuous assessment mark or to improve it, and the higher mark out of these two options will be considered for the supplementary examination.
- A student who gets Ab grade I course/practicum/vocational course/internship/practicum or any other hands-on skill related course is mandated to repeat the course and undergo all the stages of assessment in subsequent semesters.

12.9. Attendance Requirement

No student who has less than 70% attendance in any course shall be permitted to participate in end semester examination and she/he shall be given 'Ab' grade, - failure due to lack of attendance. She/he shall be required to repeat that course as and when it is offered.

13.0. LETTER GRADES AND GRADE POINTS

Performance of students in each paper will be expressed as marks as well as Letter

Grades.

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

In case of fractions the marks shall be rounded off to nearest integer. The class interval K will be calculated by the formula given below:

$$K = (X-50)/6$$

where X is the highest mark secured.

According to K value, one of the following grading scheme will be followed.

(i) If $K \geq 5$, then the grades shall be awarded as given in Table II.

Table II		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of Attendance)	Ab	0

(ii) If $K < 5$, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

Computation of SGPA and CGPA

The following procedure shall be followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. **SGPA** (S_i) = $\Sigma (C_i \times G_i) / \Sigma C_i$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

(i) Example for Computation of SGPA where candidate has not failed in any course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20=6.95

(ii) Example for Computation of SGPA where candidate has failed in one course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			115
	SGPA				115/20=5.75

(iii) Example for Computation of SGPA where candidate has failed in two courses.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	F	0	3 X 0 = 00
I	Course 4	3	B	6	3 X 6 = 18
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			85
	SGPA				85/20=4.25

The CGPA shall also be calculated in similar way as shown in examples (i), (ii) and (iii) of SGPA for all subjects taken by the students in all the semesters. However, if any student fails more than once in the same subject, then while calculating CGPA, the credit and grade point related to the subject in which the student fails in multiple attempts will be restricted to one time only. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

In case of audit courses offered, the students may be given (P) or (F) grade without any credits. This may be indicated in the mark sheet. Audit courses will not be considered towards the calculation of CGPA.

Grade Card

The University shall issue a Grade card for the students, containing the marks and grades obtained by the student in the previous Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The grade card shall list:

- a. The title, semester and course code of the courses taken by the student.
- b. The credits associated with the course.
- c. The marks and grade secured by the student.
- d. The total credits earned by the student in that semester
- e. The SGPA of the student.
- f. The total credits earned by the students till that semester.
- g. The CPGA of the student.

On successful completion of the programme, students with a CGPA of 9.00 and above who passed all the courses in first attempt shall be awarded the degree in First Class with Distinction. University Rank in a programme will be awarded to the student who secures the highest CGPA in a batch and passed all the courses in first attempt. Students with CGPA between 6.00 and 8.99 shall be placed in First Class, students with CGPA between 5.00 and 5.99 shall be placed in Second Class, and students with CGPA between 4.00 and 4.99 shall be placed in Pass Class.

14.0. NEP IMPLEMENTATION

University may constitute a sStanding Committee to oversee the implementation of NEP in all Academic Programmes of the Schools/Departments/Centres. This Standing Committee may conduct periodic academic audits to ensure the quality of the academic programmes, teaching-learning process, fairness in evaluation after every semester exam, and benchmark the practices with national international institutes by following the regulations put in place by UGC/Government of India. In the event of any difficulty arising in the implementation of these regulations, the Chairman, Academic Council may issue such directions / clarifications/ modifications to ease the difficulties in implementation, whose decision is final.

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Certificate in Philosophy					
I Year (Semester – I)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-1	Major Disciplinary Courses (compulsory)	PHLMJD-1: Classical Indian Philosophy – I	4	5
2	PHLMID-1	Minor Disciplinary Courses	PHLMID-1(A): Principles of Philosophy – I	4	5
3	PHLMLD-1	Multi-Disciplinary Courses (compulsory)	PHLMLD-1: Critical Thinking	3	4
4	AEC-1	Ability Enhancement Courses I and II (English or Indian Language)	AEC-1:	3	4
	AEC-2		AEC-2:		
5	PHLSEC-1	Skill Enhancement Course	PHLSEC-1(A): Basics of Yoga	3	4
6	VAC-1	Value Added Common Courses I & II	VAC-1: Environmental Education	2	4
7	VAC-2		VAC-2: Understanding India	2	4
Total Credits / Total Hours of Work				21	30

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Certificate in Philosophy					
I Year (Semester – II)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-2	Major Disciplinary Courses (compulsory)	PHLMJD-2: Western Philosophy – I (Ancient and Medieval)	4	5
2	PHLMID-2	Minor Disciplinary Courses	PHLMID-2(A): Principles of Philosophy – II	4	5
3	PHLMLD-2	Multi-Disciplinary Courses (compulsory)	PHLMLD-2: Logical Reasoning for Competitive Exams	3	4
4	AEC-3	Ability Enhancement Courses III and IV (English or Indian Language)	AEC-3:	3	4
	AEC-4		AEC-4:		
5	SEC	Skill Enhancement Course	PHLSEC-2(B): Scientific Writing	3	4
6	VAC-3	Value Added Common Courses III & IV	VAC-3: Health and Wellness / Yoga Education	2	4
7	VAC-4		VAC-4: Digital Technology Education (Theory / Field based)	2	4
Total Credits / Total Hours of Work				21	30
Exit Option: Certificate in the field of learning / discipline					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Diploma in Philosophy					
II Year (Semester – III)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-3	Major Disciplinary Courses (compulsory)	PHLMJD-3: Classical Indian Philosophy – II	4	5
2	PHLMJD-4		PHLMJD-4: Western Philosophy – II (Modern Period)	4	5
3	PHLMID-3	Minor Disciplinary Courses	PHLMID-3(A): Eco-Philosophy	4	5
4	PHLMLD-3	Multi-Disciplinary Courses (compulsory)	PHLMLD-3: Art of Debating	3	4
5	AEC-5	Ability Enhancement	AEC-5:	3	4

	AEC-6	Courses V and VI (English or Indian Language)	AEC-6:		
6	PHLSEC-3	Skill Enhancement Course	PHLSEC-3(A): Philosophical Counselling as an Art	3	4
Total Credits / Total Hours of Work				21	27

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Diploma in Philosophy					
II Year (Semester – IV)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-5	Major Disciplinary	PHLMJD-5: Contemporary Indian Philosophy – I	4	5

2	PHLMJD-6	Courses (compulsory)	PHLMJD-6: Contemporary Western Philosophy	4	5
3	PHLMJD-7		PHLMJD-7: Traditional Western Logic	4	5
4	PHLMID-4	Minor Disciplinary Courses	PHLMID-4(A): Philosophy of Feminism	4	5
5	AEC-7	Ability Enhancement Courses VII and VIII (English or Indian Language)	AEC-7:	2+1	4
	AEC-8		AEC-8:		
6	Project	Winter Project / Internship	Community Engagement (15 days)	2	6
Total Credits / Total Hours of Work				21	30
Exit Option: Diploma in the field of learning / discipline					
Note: <i>Summer Internship is initiated during the summer vacation of the fourth semester and the Report of the internship to be submitted in the fifth semester.</i>					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Degree in Philosophy

III Year (Semester – V)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-8	Major Disciplinary Courses (compulsory)	PHLMJD-8: Modern Western Logic	4	5
2	PHLMJD-9		PHLMJD-9: Western Ethics	4	5
3	PHLMJD-10		PHLMJD-10: Socio-Political Philosophy (Western)	4	5
4	PHLMID-5	Minor Disciplinary Courses	PHLMID-5(A): Contemporary Indian Philosophy – II	4	5
5	SKD	Skill Development Course	PHLMJD-15: Summer Internship (60 days) Report submission on completion	4	6
Total Credits / Total Hours of Work				20	26

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Degree in Philosophy					
III Year (Semester – VI)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-11	Major Disciplinary	PHLMJD-11: Indian Logic	4	5

2	PHLMJD-12	Courses (compulsory)	PHLMJD-12: Indian Ethics	4	5
3	PHLMJD-13		PHLMJD-13: Socio-Political Philosophy (Indian)	4	5
4	PHLMJD-14		PHLMJD-14: Applied Philosophy	4	5
			PHLMID-6(C): Philosophy of Dr. B.R. Ambedkar	4	5
Total Credits / Total Hours of Work				20	25
Exit Option: Basic UG Degree in the field of learning / discipline					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Honours in Philosophy					
IV Year (Semester – VII)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-16	Major Disciplinary Courses (compulsory)	PHLMJD-16: Philosophy of Science	4	5
2	PHLMJD-17		PHLMJD-17: Philosophy of Mind	4	5
3	PHLMJD-18		PHLMJD-18: Philosophy of Language	4	5
4	PHLMID-7	Minor Disciplinary Courses	PHLMID-7(A): Philosophy of Sri Aurobindo	4	5
			PHLMID-8(C): Introduction to Indian Epistemology	4	5
Total Credits / Total Hours of Work				20	25

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Honours in Philosophy					
------------------------------	--	--	--	--	--

IV Year (Semester – VIII)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-19	Major Disciplinary Courses (compulsory)	PHLMJD-19: Hermeneutics and Deconstruction	4	5
2	PHLMJD-20		PHLMJD-20: Methodology of Research in Philosophy	4	5
3	PHLMID-21	Research Project on Major Disciplinary Course (choose one) <i>Or</i>	Research Project (Alternatively)	12	15
	PHLMID-22	3 MJD (Major Disciplinary) Courses	PHLMID-22: A Contemporary Study of Buddhism	12 (4 × 3)	15 (5 × 3)
	PHLMID-23		PHLMID-23: A Comparative Study of Vedantic Schools of Philosophy		
	PHLMID-24		PHLMID-24: Philosophy of Structuralism		
Total Credits / Total Hours of Work				20	25
Completion: UG (Honours / Honours with Research) Degree in the field of learning / discipline					

Certificate in Philosophy
I Year (Semester – I)
PHLMJD-1: Classical Indian Philosophy – I
(4 Credits)

Course Objectives

The course aims to provide students with a foundational understanding of Classical Indian Philosophy. Through exploration of key concepts and historical context, students will develop critical thinking skills for analyzing philosophical arguments. Emphasis is placed on fostering a comparative approach, enabling students to appreciate the interconnectedness of classical Indian philosophical ideas with global philosophical traditions.

Learning Outcomes

Upon completion, students will possess a comprehensive knowledge of major philosophical schools in Classical Indian Philosophy. The course hones analytical skills, allowing students to critically assess arguments in classical Indian philosophical texts. Cultural awareness is a key outcome, with students gaining insights into the deep connection between philosophical

thought and classical Indian culture. Effective communication skills are developed through articulate discussion and written expression of complex philosophical ideas. Additionally, students will reflect on the ethical implications of classical Indian philosophical theories and their relevance to contemporary ethical dilemmas.

UNIT – 1

Introduction

Common characteristics of Indian philosophy
Classification of Darsanas.

Vedic and Upanishadic Philosophy

Vedas: Four Vedas and the parts of the Vedas – Vedic religion and philosophy.
Upanishads: Brahman, Jiva and Jagat and their nature, function and inter-relation.

UNIT – 2

Carvaka

Pratyaksha as the only *pramana* – Rejection of other *pramanas*.
Materialism – Soul as an epi-phenomenon – Denial of God.
'Pleasure' as the *summum bonum*.

UNIT – 3

Jainism

Nature and kinds of knowledge – *Syad-vada* – *Saptabhanginaya-vada*.
Anekanta-vada and Classification of Substances – *Jiva*, its nature and classification.
Bondage and liberation of *jiva*.
Brief introduction to the schools of Jainism.

UNIT – 4

Buddhism

The Four-fold Noble Truths.
World as constantly changing flux (*Kshanikavada*) – *Anatma-vada*.
Bondage and liberation – Dependent Origination – Eight-fold Noble Path – *Nirvana*.
Brief introduction to the schools of Buddhism.

UNIT – 5

Nyaya – Vaisesika

Nyaya: Four *pramanas*

Sixteen categories according to Nyaya

Proofs for the existence of God.

Vaisesika: Seven categories – Atomic Theory – *Arambhavada*.

Essential Readings

1. Satish Chandra Chatterjee & Dharendra Mohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
2. Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
4. M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.
5. M. Hiriyanna, *The Essentials of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2015.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–5), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1 & 2), Oxford University Publishers, New Delhi, 2009.
3. (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1–3), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.

PHLMID-1(A): Principles of Philosophy – I

(4 Credits)

Course Objectives

This course aims to elucidate philosophy's significance, its ties to ontology and metaphysics, and its impact on human life. It examines how philosophy intersects with science, religion, art, and other disciplines, fostering interdisciplinary understanding. Analysis of logic, epistemology, and theories of truth, alongside exploration of judgment and reality interpretation, provide a comprehensive understanding. This exploration covers diverse philosophical frameworks, including realism, idealism, and pragmatism, within a concise framework.

Learning Outcomes

Students will demonstrate a solid grasp of philosophy's foundational concepts, including ontology, metaphysics, and the value of inquiry. They'll critically analyze philosophy's links to other disciplines, fostering interdisciplinary understanding. Evaluating theories of knowledge origin and skepticism will enhance critical thinking. Proficiency in analyzing experiences through judgment and inference will develop logical reasoning. Through critical reflection on reality and truth theories, students will assess philosophical frameworks' implications for understanding existence and truth.

UNIT – 1

Meaning, scope and value of philosophy: Meaning and scope of philosophy – Ontology, metaphysics and philosophy – Origin of philosophical enquiry – Philosophy and life – Value of the study of philosophy.

Philosophy and other Cognate studies: Philosophy and science – Philosophy, religion and art – Philosophy and epistemology – Philosophy and metaphysics.

UNIT – 2

Problems of Logic and Epistemology: Psychology, logic and epistemology – Theories of origin of knowledge – Empirical theory – Rational theory – Critical theory – Intuitionism – Empiricism and scepticism – Value of scepticism.

UNIT – 3

Interpretation of Experience: Knowledge and judgment – Definition and analysis of judgment – Propositions and its constituents – Affirmative and negative judgments – Judgements of fact and judgments of value – Characteristics of judgment – Judgments and construction of Reality – Inference – Meaning and forms of inference.

UNIT – 4

Theories of Reality: Reality and its types: Monistic, dualistic and pluralistic Realisms – Idealism and its types: Platonic idealism, Idealism of Berkeley, Idealism of Kant, Pluralistic spiritualism of Leibnitz and Absolute Idealism of Hegel.

UNIT – 5

Truth and Reality: Knowledge, Truth and Reality in Realism, in Subjective Idealism, Objective Idealism and in Pragmatism – Theories of Truth: Correspondence theory, Coherence theory, Pragmatic theory and Self-evidence theory.

Essential Readings

1. Hari Mohan Bhattacharyya, *The Principles of Philosophy*, University of Calcutta, 1959.
2. A.C. Ewing, *The Fundamental Questions of Philosophy*, Allied Publishers Pvt. Ltd., New Delhi, 1951.
3. Dev Raj Bali, *Introduction to Philosophy*, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
4. Avrum Stroll & Richard H. Popkin, *Philosophy Made Simple*, Heinemann, London, 1981.
5. David Stewart, H. Gene Blocker & James Petrik, *Fundamentals of Philosophy*, Pearson, Delhi, 2013.

Further Readings

1. Samuel Enoch Stump, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill Book Company, New Delhi, 1982.
2. Michael Scriven, *Primary Philosophy*, McGraw-Hill Book Company, New York, 1966.

PHLMLD-1: Critical Thinking

(3 Credits)

Course Objectives:

The course introduces critical thinking basics: claims, concealed claims, and arguments. Students learn premise evaluation, logical deduction, and argument repair. They develop skills in compound claim analysis, counterargument construction, and analogy comprehension. Critical thinking applications cover modeling, numerical analysis, generalization, cause and effect, and population dynamics. Students also explore explanations, fallacy identification, reasoning evaluation, coherent argument writing, and informed decision-making.

Learning Outcomes:

Students will grasp critical thinking basics, recognizing and analyzing claims and arguments. They'll learn to evaluate premises, conduct experiments, and draw logical conclusions. Proficiency in identifying and repairing flawed arguments, constructing counterarguments, and

using analogical reasoning will be developed. Practical skills in analyzing models, interpreting data, generalizing findings, and understanding cause and effect will be gained. Competence in recognizing fallacies, evaluating reasoning, constructing structured arguments, and making informed decisions will be demonstrated.

UNIT – 1

Introduction – Claims – Concealed claims – Arguments.

UNIT – 2

Evaluating premises – Experiments – The conclusion follows.

UNIT – 3

Repairing arguments – Compound claims – Counter arguments – General claims – Analogies.

UNIT – 4

Models – Numbers – Generalizing – Cause and effect – Cause in populations.

UNIT – 5

Explanations – Fallacies – Evaluating reasoning – Writing good arguments – Making decisions.

Essential Readings

1. Richard L. Epstein, *The Pocket Guide to Critical Thinking*, Wadsworth, Canada, 2003.
(Question paper must be set only from this book).

Further Readings

1. Alec Fisher, *Critical Thinking: An Introduction*, Cambridge University, 2011.
2. David A. Hunter, *A Practical Guide to Critical Thinking – Deciding what to do and Believe*, Wiley India Pvt. Ltd, 2012.
3. Madsen Pirie, *The Book of the Fallacy: A Training Manual for Intellectual Subversives*, Routledge & Kegan Paul, London, 1985.
4. Zygmunt Ziembski, *Practical Logic*, D. Reidel Publishing Co., U.S.A.,

PHLSEC-1(A): Basics of Yoga

(3 Credits)

Course Objectives

The course offers an understanding of yoga's meaning and historical development within Indian philosophy. It explores the macrocosmic and microcosmic nature of humanity, covering concepts like Panchakosha, consciousness states, trigunas, nadis, and chakras. Students are introduced to various yoga paths, including Karma, Bhakti, Jnana, Raja, Kundalini, and Hatha yoga. The concept of yoga siddhis, encompassing major and minor abilities, is explained. Practical aspects include various asanas and pranayama techniques in different positions.

Learning Outcomes:

Students will grasp yoga's historical and philosophical foundations, understanding its significance in Indian culture. They'll explore the human psyche through macrocosmic and microcosmic aspects. Knowledge of various yoga paths will empower them to choose a suitable path for personal growth. Understanding potential attainments (siddhis) in yoga practice will aid their spiritual journey. They'll apply learned principles and techniques to cultivate well-being through yoga asanas and pranayama.

UNIT 1

Introduction: Meaning of Yoga – Origin and the development of yoga – Place of yoga in Indian philosophy – Yoga school of Indian philosophy.

UNIT 2

Nature of Man: Macrocosm ((*Maha-brahmanda*) and microcosm (*Ksudra-brahmanda*) – *Panchakosha* – Four states of Consciousness – *Trigunas* – *Yoga Nadis* – *Chakras*.

UNIT 3

Yoga Margas: *Karma yoga* – *Bhakti yoga* – *Jnana yoga* – *Raja yoga* – *Kundalini yoga* – *Hatha yoga* – *Mantra yoga* – *Laya yoga* – *Nadha yoga* – *Poorna yoga*.

UNIT 4

Yoga Siddhis: Eight major *siddhis* (*Ashtamasiddhi*) – Minor *siddhis*.

UNIT 5

Asanas and Pranayama (Standing, Sitting, & Lying)

Essential Readings

1. Swami Satyanandha Saraswati, *Meditations from the Tantras*, Yoga Publications Trust, Munger, Bihar, 2000.
2. Swami Sivananda, *Kundalini Yoga*, The Divine Life Society, Uttaranchal, 2001.
3. Sir John Woodroffe, *Introduction to Tantra Sastra*, Ganesh & Co., Chennai, 2008.
4. T.N. Ganapathy, *The Philosophy of the Tamil Sidhas*, Indian Council of Philosophical Research, New Delhi, 1992.
5. Ananda Balayogi Bhavanani, *A Primer of Yoga Theory*, Puducherry, 2004.

Further Readings

1. Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Munger, Bihar, 2005.
2. Sir John Woodroffe, *The Serpent Power*, Ganesh & Co. Chennai, 1992

I Year (Semester -II)

PHLMJD-2: Western Philosophy – I (Ancient and Medieval)

(4 Credits)

Course Objectives

This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece. It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea. Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

Learning Outcomes

This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present-day times. Students of Delhi University read Indian Philosophy, this course in Greek Philosophy complements it fairly well for understanding of the classics.

Unit-1

Naturalism (Cosmos, Arche & Logos, Being & Becoming)

Thales, Anaxagoras, Anaximenes, Ionians, Pythagoras, Parmenides, Heraclitus and Democritus.

Unit-2

The Sophists and Socrates

Sophists (Protagoras): Relativism and Scepticism

Socrates: Critical Enquiry and Virtue is Knowledge

Unit-3

Plato – Theory of knowledge, knowledge and opinion, theory of Ideas, the method of dialectic, soul and God.

Unit -4

St. Augustine: Theory of knowledge – Theology – Problem of evil.

St. Anselm: Ontological Proof

St. Thomas Aquinas: Philosophy and theology – Theory of knowledge – Proofs for the existence of God.

Essential Readings

1. Y. Masih, *A Critical History of Western Philosophy*, Motilal Banarsidass, New Delhi, 2013.
2. B.A.G. Fuller, *A History of Philosophy*, Oxford and IBH Publication, 1989.
3. Frank Thilly, *A History of Philosophy*, SBW Publishers, 2015.
4. Bertrand Russell, *History of Western Philosophy*, Oxford University Press, 2004.
5. John Cottingham, *The Rationalists*, Oxford University Press, Oxford, 1988.

Further Readings

J. Barnes, *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by Richard D Mckirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011) ,p.13-19, p.39-65.

Warren, James & Frisbee Sheffield (eds.). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-1., 94-124, Part-II, chapters 13-16.

Kirk, G.S and Raven, J.E, *The Presocratic Philosophers: A Critical History with Selection of Texts* (Cambridge; At The University Press, 1957) pp 74-99

G.S Kirk and J.E. Raven, *The Presocratic Philosophers*, Chapters vi and

PHLMID-2(A): Principles of Philosophy – II

(4 Credits)

Course Objectives:

The course aims to explore fundamental philosophical inquiries about the world, including Aristotle's views on causality and evolution. It delves into the mind-body problem and the evolution of self-consciousness. Critical evaluation of arguments regarding self-immortality and transcendence is emphasized. Diverse conceptions of God and the problem of evil, along with arguments for God's existence, are examined. The course also investigates theories of reality and value, covering monistic, dualistic, and pluralistic perspectives on realism and idealism.

Learning Outcomes:

Students will grasp philosophical perspectives on causality, materialism, and evolution. They'll critically analyze the mind-body problem and theories of self-consciousness, understanding the self's nature. Evaluation of arguments about self-immortality and transcendence will be emphasized. Diverse conceptions of God and responses to the problem of evil will be explored. Students will engage in critical reflection on theories of reality and value, discerning philosophical frameworks' implications for existence and ethical decision-making.

UNIT – 1

Philosophy of the world: Aristotle's views of cause – Problem of matter and motion – Problem of space and time – Materialism – World as creation – World as evolution – Theories of evolution.

UNIT – 2

Philosophy of the Self: Body, Mind and the Soul – Mind–Body problem – Evolution of self-consciousness.

UNIT – 3

Problem of immortality of the Self: Man's desire for immortality – Arguments in favour of the immortality of the Self.

Unit – 4

Problem of God: God-idea – Origin of the consciousness of a God – God and the world – 'Isms' on God: Deism, Pantheism, Panentheism and Polytheism – Arguments for the existence of God – Problem of evil.

UNIT – 5

Theories of Reality: Reality and its types: Monistic, dualistic and pluralistic Realisms – Idealism and its types: Platonic idealism, Idealism of Berkeley, Idealism of Kant, Pluralistic spiritualism of Leibnitz and Absolute Idealism of Hegel.

UNIT – 5

Philosophy of value: Meaning of value – Fact and value – Value and Reality – Types of values: Physical value, Economic value and Psychical value – Extrinsic and intrinsic values, Subjective and objective values, Relative and Absolute values.

Essential Readings

1. Hari Mohan Bhattacharyya, *The Principles of Philosophy*, University of Calcutta, 1959.
2. A.C. Ewing, *The Fundamental Questions of Philosophy*, Allied Publishers Pvt. Ltd., New Delhi, 1951.
3. Gideon Rosen, Alex Byrne, et.al., *The Norton Introduction to Philosophy*, W.W. Norton & Company Inc., New York, 2018.
4. Cecile Landau, Andrew Szudek & Sarah Tomley, *The Philosophy Book*, DK Publishers, London, 2011.
5. Stephen Law, *Philosophy*, DK Publishers, Delhi, 2007.

Further Readings

1. Samuel Enoch Stump, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill Book Company, New Delhi, 1982.
2. Michael Scriven, *Primary Philosophy*, McGraw-Hill Book Company, New York, 1966.

PHLMLD 2: LOGICAL REASONING FOR COMPETITIVE EXAMS

(3 Credits)

Course Objectives:

Students will grasp proposition fundamentals, structure, and classification for logical statement analysis. They'll master deductive reasoning, covering inference, syllogism, truth, validity, and fallacy identification for improved logical skills. Exploring inductive reasoning principles, including postulation, aids in evidence evaluation and real-world conclusion drawing. Insight into symbolic logic, proposition classification, truth tables, and argument validity testing enhances understanding. Essential readings deepen comprehension and prepare for competitive exam applications in logic.

Learning Outcomes:

Students will achieve conceptual clarity in logical concepts, precisely identifying and analyzing propositions, inferences, and fallacies. They'll develop analytical skills to assess deductive argument validity, construct proofs, and discern reasoning patterns. Proficiency in inductive reasoning enables systematic evidence evaluation and sound conclusion formulation. Mastery of symbolic logic techniques, like truth-table analysis, enhances problem-solving efficiency. Engagement with logical reasoning principles fosters critical thinking skills, preparing students for success in exams and beyond.

UNIT – 1

Propositions

Proposition – Parts of a proposition – Classification of propositions into Unconditional and Conditional propositions – Euler's Circle and distribution of terms in the categorical propositions.

UNIT – 2

Deductive Logic

Inference – Classification of inference – Immediate inference by the method of opposition and by the method of eduction – Syllogism – Truth and validity – Proposition and propositional form – Argument and argument form – Classification of syllogisms – Validity of a pure categorical syllogism – Venn Diagram – Validity of hypothetical and disjunctive syllogisms – Fallacies.

UNIT – 3

Inductive Logic

Inductive reasoning – Postulation – Kinds of induction into scientific and imperfect inductions – Stages in a scientific induction – Fallacies.

UNIT – 4

Symbolic / Modern Logic

Classification of propositions – Constants and variables – Basic Truth-tables – Tautology, contradiction and contingency – Testing the validity of an argument using direct and indirect truth-table methods

Essential Readings

1. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
2. James E. Creighton & Harold R. Smart, *An Introductory Logic*, Macmillan, London, 1957.
3. Morris R. Cohen & Ernest Nagel, *An Introduction to Logic and Scientific Method*, Allied Publishers Pvt Ltd, New Delhi, 1989.
4. P. Balasubramanian, *An Invitation to Symbolic Logic*, University of Madras, 1977.
5. P. Balasubramanian, *Symbolic Logic and Its Decision Procedures*, University of Madras, 1980.

Further Readings

1. Irwing M. Copi, *Introduction to Logic*, Macmillan, London, 1990.
2. Irwing M. Copi, *Symbolic Logic*, Prentice Hall Publications, New Delhi, 2009.

PHLSEC-2(B) - Creative Writing

(3 Credits)

Course Objectives:

The Creative Writing course aims to provide participants with a foundational understanding of creative writing, exploring its various genres, including poetry, fiction, non-fiction, drama, and more. Participants will diversify their writing skills across different forms of creative expression and learn essential elements of crafting narratives, such as plot development and

characterization. The course also intends to familiarize participants with contemporary writing practices, including digital content creation, copywriting, and scriptwriting.

Learning Outcomes:

By the end of the course, participants will have acquired a versatile set of writing skills applicable across genres. They will be able to identify and employ key elements of narrative fiction, choose effective points of view, and refine their work through proofreading and editing. Additionally, participants will gain insights into contemporary creative writing practices, enabling them to engage with modern forms of expression, such as digital content creation and scriptwriting.

Unit-1

Fundamental of Creative Writing

What is Creative Writing?

Meaning and Significance of Creative Writing

Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms

Unit -2

Forms of Creative Writing

Fiction: short story, novella and novel, Drama

Poetry & Essay

Unit -3

Narrative Fiction

Elements of Narration – Story and Plot – Characterization

Choice of Medium of Narration – Point of View

Proof Reading and Editing

Unit -4

Contemporary Creative Writing

Digital Content, Copywriting, Script Writing

Essential Readings

1. LaPlante, Alice. *The Making of a Story: A Norton Guide to Creative Writing*. W.W. Norton & Company, 2007.
2. King, Stephen. *On Writing: A Memoir of the Craft*. Scribner, 2000.
3. Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage Books, 1991.

4. Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.
5. Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Shambhala Publications, 2005.

Further Readings

1. Dillard, Annie. *The Writing Life*. Harper Perennial, 1990.
2. Bell, Julia, and Paul Magrs, editors. *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry*. Macmillan, 2001.
3. Sellers, Heather. *The Practice of Creative Writing: A Guide for Students*. Bedford/St. Martin's, 2012.
4. Brooks, Larry. *Story Engineering: Mastering the 6 Core Competencies of Successful Writing*. Writer's Digest Books, 2011.

Diploma in Philosophy

II Year (Semester –III)

PHLMJD-3: CLASSICAL INDIAN PHILOSOPHY – II (4 Credits)

Course Objectives:

This course seeks to provide students with a comprehensive understanding of Classical Indian Philosophy. Objectives include delving into the foundational concepts of major philosophical schools such as Vedanta, Samkhya, Nyaya, and Vaisheshika. Students will explore the historical and cultural context that shaped these philosophical traditions, gaining insights into the interconnectedness of classical Indian thought. Emphasis will be placed on developing critical analysis skills for examining the intricate philosophical arguments present in classical texts. Additionally, students will engage in comparative studies, contrasting Classical Indian Philosophy with other philosophical traditions to foster a well-rounded perspective.

Course Outcomes:

Upon completion of the course, students will have acquired a nuanced knowledge of Classical Indian Philosophy, allowing them to articulate the key tenets of major philosophical schools. They will possess analytical skills to critically evaluate the complex arguments presented in classical Indian philosophical texts. Cultural awareness will be a prominent outcome, as students gain insights into the profound connection between philosophical thought and classical

Indian culture. Effective communication skills will be honed through discussions and written expressions of intricate philosophical ideas. Furthermore, students will reflect on the ethical implications embedded in classical Indian philosophical theories and apply these insights to contemporary ethical dilemmas. This course prepares students for a thoughtful engagement with the rich and diverse heritage of Classical Indian Philosophy.

UNIT – 1

Sankhya – Yoga

Satkaryavada and arguments by Sankhya in support of Satkaryavada.

Sankhya dualism of Purusha and Prakrti and arguments for their existence.

Sankhya's *Prakrtiparinamavada*.

Yoga: Modifications of *Citta* and its nullification – *Ashtanga yoga*.

UNIT – 2

Purva-Mimamsa

The authority of the Vedas.

Sources of knowledge.

Dharma, Karma, Apurva.

Doctrine of *Adrsta*.

UNIT – 3

Vedanta (Trans-theistic)

Advaita Vedanta: *Brahman, Jiva* and *Jagat*.

Doctrine of *Maya*.

Anirvacaniyakhyati – Brahma-Vivartavada.

Doctrine of *Jivanmukti*.

UNIT – 4

Vedanta (Theistic)

Visishtadvaita Vedanta: The inter-relation of *Brahman, Jiva* and *Jagat*.

Bhakti and *Prapatti* – *Sadhana Saptaka* – *Doctrine of Videhamukthi*.

Dvaita Vedanta: *Brahman, Jiva* and *Jagat*

Pancabheda – Nature, function and classification of Souls – *Doctrine of Videhamukthi*.

UNIT – 5

Saiva Siddhanta

The sources of knowledge.

Pati, Pasu and Pasa.
The thirty-six tattvas.
Bondage and liberation.

Essential Readings

1. Satischandra Chatterjee & Dharendra Mohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
2. Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
4. M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.
5. *The Essentials of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2015.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–5), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1 & 2), Oxford University Publishers, New Delhi, 2009.
3. (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1–3), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.

PHLMJD-4: Western Philosophy – II (Modern Period) (4 Credits)

Course Objectives:

This Course will grasp key modern philosophers' foundational ideas and methodologies, including Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. They'll analyze and evaluate each philosopher's arguments and concepts concerning truth, knowledge, existence, and metaphysics. Understanding modern philosophy's development and its impact on

subsequent thought, students will critically engage with diverse perspectives on fundamental questions about reality, consciousness, God, and human knowledge. They'll explore connections between Western philosophy and broader intellectual, cultural, and historical contexts.

Learning Outcomes:

Students will demonstrate a thorough grasp of major themes in modern Western philosophy, critically analyzing texts and arguments. They'll apply philosophical reasoning to contemporary debates, fostering interdisciplinary perspectives linking philosophy with science, religion, and ethics. Developing an appreciation for philosophical diversity, students will understand modern thought's relevance to contemporary inquiries. Through written and verbal communication, they'll engage deeply with philosophical concepts, enhancing their analytical skills and understanding of complex philosophical ideas..

UNIT – 1

Descartes: Conception of method, Criteria of truth, doubt and methodological scepticism, cogito ergo sum, innate ideas, Cartesian dualism: mind and matter, proofs for the existence of God, interactionism.

Spinoza: Substance, Attribute and Mode, the concept of 'God or Nature', Intellectual love of God, parallelism, pantheism, three orders of knowing.

UNIT – 2

Leibnitz: Monadology, truths of reason and fact, innateness of ideas, proofs for the existence of God, principles of non – contradiction, sufficient reason and identity of indiscernibles, the doctrine of pre -established harmony, problem of freedom.

UNIT – 3

Locke: Ideas and their classification, refutation of innate ideas, theory of substance, distinction between primary and secondary qualities, theory of knowledge, three grades of knowledge.

UNIT – 4

Berkeley: Rejection of the distinction between primary and secondary qualities, immaterialism, critique of abstract ideas, esse est percipi, the problem of solipcism; God and self.

Hume: Impressions and ideas, knowledge concerning relations of ideas and knowledge concerning matters of fact, induction and causality, the external world and the self, personal identity, rejection of metaphysics, scepticism, reason and the passions.

UNIT – 5

Immanuel Kant: Synthesis of Rationalism and Empiricism, Copernican Revolution – Judgments – a-priori, a-posteriori and synthetic a-priori, Phenomena and Noumena.

Hegel: Absolute Spirit, Reality and Actuality, Dialectics.

Essential Readings:

1. Y. Masih, *A Critical History of Western Philosophy*, Motilal Banarsidass, New Delhi, 2013.
2. B.A.G. Fuller, *A History of Philosophy*, Oxford and IBH Publication, 1989.
3. Frank Thilly, *A History of Philosophy*, SBW Publishers, 2015.
4. Bertrand Russell, *History of Western Philosophy*, Oxford University Press, 2004.
5. John Cottingham, *The Rationalists*, Oxford University Press, Oxford, 1988.

Further Readings:

- Frederick Copleston. S.J., *A History of Philosophy* (Vols I, II & IV), Image Books, New York, 1994.
2. Anthony Kenny, *A New History of Western Philosophy* (Vols I, II & III), Clarendon Press, Oxford, 2006.
 3. Nicholas Bunnin & E.P. Tsui-James (Eds), *The Blackwell Companion to Philosophy*, Blackwell Publishing Company, USA, 2003.
 4. Richard H. Popkin, *The Columbia History of Western Philosophy*, Columbia University Press, New York, 1998.

PHLMID 3(A): ECO-PHILOSOPHY
(4 Credits)

Course Objectives:

The course delves into the historical evolution of philosophical thought concerning knowledge, values, and ecological concerns. It critically analyzes contemporary philosophy's limitations in addressing ecological issues and explores eco-philosophy's distinct characteristics. Investigating ecological humanism's ethical implications, including co-defined ethics and cosmology, it examines architecture's relationship with eco-philosophy, showcasing how design reflects ecological values. Additionally, the course highlights religion's role in promoting a life-enhancing ethos and fostering reverence for the Earth.

Learning Outcomes:

Students will gain insight into the historical development and philosophical foundations of eco-philosophy. They'll critically assess contemporary philosophical paradigms' limitations in addressing ecological challenges, proposing alternative perspectives. Analyzing the ethical dimensions of ecological humanism, they'll consider its impact on individual and societal values. Applying eco-philosophical principles to architecture and spatial planning, students will emphasize sustainability and environmental stewardship. They'll also reflect on religion's role in promoting holistic approaches to ecological sustainability and well-being.

UNIT – 1

Knowledge and Values: Basic Historical Positions – The Eclipse of Values in the Nineteenth Century – Information, Knowledge and Wisdom.

UNIT – 2

Eco-Philosophy Versus Contemporary Philosophy: The Debacle of Contemporary Philosophy – The Characteristics of Eco-Philosophy.

UNIT-3

Ecological Humanism: At the Next Watershed – Ethics and Cosmology Co-Define Each Other – Three Alternatives: Kant, Marx, Schweitzer – The Promethean Heritage – The New Cosmology – The New Imperative.

UNIT – 4

Architecture and Eco-Philosophy: Form Follows Culture – Space and Life – The Quest for Quality.

UNIT – 5

Celebrating Life: Religion as a Life-Enhancing Phenomenon – Life as Knowledge.

Essential Readings:

1. Skolimowski, Henryk. *Eco-Philosophy: Designing New Tactics for Living*. Marion Boyers Publishers Ltd., London, 1981.
2. *Dancing Shiva in the Ecological Age*. Clarion Books, New Delhi, 1991.
3. *A Sacred Place to Dwell - Living with Reverence upon the Earth*. Elements Book Ltd., Australia, 1993.

Further Readings:

1. Skolimowski, Henryk. *The Participatory Mind - A New Theory of Knowledge and of the Universe*. Arkana, Penguin Books, Australia, 1994.

2. *Living Philosophy - Eco-Philosophy as a Tree of Life*. Arkana, Australia, 1992.
3. *Technology and Human Destiny*. University of Madras, 1983.

PHLMLD 3: ART OF DEBATING

(3 Credits)

Course Objectives:

This course will teach how to debate fundamentals, including topic selection, evidence gathering, and speech delivery. They'll grasp elements of proofs, analyzing evidence, constructing arguments, identifying fallacies, and refuting arguments. Skills for building compelling cases, such as defining terms, conducting proof surveys, identifying key issues, and drafting concise briefs, will be honed. Techniques for persuasion, speech organization, conviction building, and strategic planning within debates will also be emphasized.

Learning Outcomes:

Students will master debate fundamentals, enabling active participation. They'll analyze evidence, formulate coherent arguments, identify fallacies, and counter opposing viewpoints. Competence in constructing well-defined cases, conducting proof surveys, identifying crucial issues, and preparing concise briefs will be developed. Enhanced persuasive skills, effective speech composition, and strategic thinking will lead to compelling plea making during debates.

UNIT – 1

Some basic principles

Nature of debate – Choosing the subject – Assembling the proof – Making the speech.

UNIT – 2

Elements of Proofs

Evidence – Argument – Fallacy – Refutation.

UNIT – 3

Case construction

Defining the terms – Surveying the proof – Finding the issues – Drawing the brief.

UNIT – 4

Plea making

Conviction – Persuasion – Speech composition – Strategy.

Essential Readings

1. Warren Choate Shaw, *The Art of Debate*, Norwood Press, USA, 1922.
2. Jarod Atchison, *The Art of Debate – Course Guidebook*, The Great Courses, Virginia, 2017.
3. Mehdi Hasan, *Win Every Argument: The Art of Debating, Persuading and Public Speaking*, Henry Holt and Co., 2023.

Further Readings

1. Bo Seo, *How Debate Teaches Us to Listen and Be Heard*, Penguin Books, 2023.

SEC-3(A): Art of Philosophical Counselling

Course Objectives:

This course will introduce Philosophical Counselling, distinguishing it from Psychiatry and Psychotherapy. The efficacy and criticisms of Philosophical Counselling, compared to Existential Psychotherapy and Rogerian Therapy, will be explored. The role of philosophical inquiry in counselling, examining life, philosophical consultation, and limitations will be examined. Integration of Buddhist psychology, emphasizing mindfulness-based therapies, and theoretical orientations in psychotherapy will be analyzed, including philosophical and psychological perspectives on personality and the mind-body relationship.

Learning Outcomes:

Students will grasp Philosophical Counselling principles, differentiating it from traditional approaches. They'll critically assess its strengths and weaknesses compared to Existential Psychotherapy and Rogerian Therapy. Developing the ability to apply philosophical inquiry to personal consultation, they'll recognize limitations and benefits of Philosophical Counselling. Understanding the integration of Buddhist psychology, especially mindfulness-based therapies, and various theoretical orientations in psychotherapy, including philosophical perspectives, will be emphasized.

Unit 1

The Efficacy of Philosophical Counselling

What is Philosophical Counselling?

Five common philosophical criticisms of Psychiatry

The Relationship between Philosophical Counselling and Psychotherapy

Unit 2

Existential Psychotherapy

Philosophical Criticism of Existential Psychotherapy

Rogerian Therapy

Unit 3

The Life Examined in Philosophical Counselling

The Philosopher as Personal Consultant

What Philosophical Counselling Can't Do

How can Philosophy Benefit from Philosophical Practice?

Unit 4

Four Stages of Counselling

An Introduction to Buddhist Psychology and Counselling

Pathways of Mindfulness-Based Therapies

Nature of Counselling and Theoretical Orientations in Psychotherapy

Personality: Philosophical and Psychological Issues

Mind–Body Relationship and Buddhist Contextualism

The principles of Buddhist psychology

Essential Readings:

Marinoff, Lou. *Philosophical Practice*. City College, The City University of New York, 2001.

Marinoff, Lou, editor. *Philosophical Practice*. Journal of the APPA, The City College of New York, 2001.

de Silva, Padmasiri. *An Introduction to Buddhist Psychology and Counselling*. 5th ed., Palgrave Macmillan, 2014.

Kalupahana, David J. *The Principles of Buddhist Psychology*. State University of New York Press, 1987.

Further Readings

Schuster, Gerd A. *Philosophical Practice: An Alternative to Counselling and Psychology*. Peter Lang, 2001.

Raabe, Peter. *Philosophical Counselling*. Peter Lang, 2001.

Hadot, Pierre. *Philosophy as a Way of Life*. Translated by Michael Chase, Blackwell Publishing, 1995.

Creel, Richard. *Thinking Philosophically*. Blackwell Publishers, 1994.

Nelson-Jones, Richard. *Theory and Practice of Counselling and Therapy*. Sage Publications, 2005.

de Botton, Alain. *The Consolations of Philosophy*. Vintage Books, 2001.

II Year (Semester – IV)

PHLMJD-5: -CONTEMPORARY INDIAN PHILOSOPHY – 1

(4 Credits)

Course Objectives:

The course delves into Contemporary Indian Philosophy, highlighting its fusion of Eastern and Western ideas. Philosophical contributions of figures like Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo, and Dr. B.R. Ambedkar are analyzed. Key concepts such as Practical Vedanta, Truth, Ahimsa, Integral Yoga, and Social Justice within Indian philosophical traditions are evaluated. Reflection on the relevance of these perspectives to societal challenges and individual spiritual growth is emphasized.

Learning Outcomes:

Students will grasp the fusion of Eastern and Western philosophies in Contemporary Indian Philosophy. They'll critically evaluate ideas of notable Indian thinkers. Applying principles

like Practical Vedanta, Satyagraha, Integral Yoga, and Social Justice to personal and societal contexts will be emphasized. Through interdisciplinary dialogue and reflection, students will deepen understanding of Indian philosophical concepts and their relevance for modern life.

UNIT 1

Characteristics of Contemporary Indian Philosophy: East–West synthesis – Interpretative and creative – Faithful to the tradition – Monism – Reality of the world – Integral nature of man – Dignity of manness – Reality of human freedom – Importance of intuitive knowledge.

Swami Vivekananda: Practical Vedanta – *Maya* – Ways of Self-realization – Universal Religion.

UNIT 2

Rabindranath Tagore: *Jivan-Devata* – Humanism – Aesthetic mysticism – Surplus Man.

UNIT 3

Mahatma Gandhi: Truth – *Ahimsa* – *Satyagraha* – *Sarvodaya* – Trusteeship – *Sarvadharmasamobhava* – *Rama Rajya*.

UNIT 4

Sri Aurobindo: Concept of Absolute – Involution and Evolution – Integral Yoga – Gnostic Being

UNIT 5

Dr. B.R. Ambedkar: Anihilation of Caste – Critique of *Varnasrama dharma* – Social Justice – Views on Buddhism.

Essential Readings

1. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1980.
2. T.M.P. Mahadevan & G.V. Saroja, *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1985.
3. D.S. Sarma, *Hinduism Through the Ages*, Bharatiya Vidya Bhavan, Mumbai, 1989.
4. P. Nagaraja Rao, *Contemporary Indian Philosophy*, Bharatiya Vidya Bhavan, Bombay, 1970.

Further Readings

1. Vasant Moon (Compiler), *Dr. Babasaheb Ambedkar Writings and Speeches*, Vols III & IV (Relevant chapters only), Education Department, Government of Maharashtra, 1987.
2. Ramalingam, *Anmaikkalathu Indhiya Meipporuliyal* (Tamil), Tamil Nadu Textbook Society, Chennai.
3. Viswanath S. Naravane, *Modern Indian Thought*, Orient Longman Ltd, New Delhi, 1978.
4. D.S. Sarma, *Studies in the Renaissance of Hinduism*, Benares Hindu University, 1944.
5. Dhananjey Keer, *Babasaheb Ambedkar*, Popular Prakasan Pvt Ltd, 2011

PHLMJD 6: CONTEMPORARY WESTERN PHILOSOPHY (4 Credits)

Course Objectives:

The course aims to provide a comprehensive understanding of major movements in contemporary Western philosophy: Analytic, Pragmatic, Phenomenological, and Existentialist. It analyzes methodologies, key concepts, and contributions of major thinkers in each movement. Through examination of philosophical arguments, theories of truth, and concepts of reality, existence, and human experience, critical thinking skills are fostered. Relevance of Western philosophical ideas to contemporary issues is explored, while encouraging critical engagement with primary and secondary sources.

Learning Outcomes:

Students will exhibit nuanced understanding of historical context, foundational ideas, and key figures in major contemporary Western philosophy movements. They'll critically evaluate and compare methodologies, theories, and arguments within each movement. Developing clear and persuasive oral and written communication skills, they'll articulate complex philosophical concepts. Applying philosophical principles, they'll analyze contemporary societal, ethical, and existential issues. Proficiency in independent research, utilizing primary and secondary sources effectively, will be ~~demonstrated.~~ demonstrated.

UNIT – 1

Introduction

General outline of contemporary western philosophy.

Analytic Movement

The origin and development of the Analytic Movement – Vienna Circle – Anti-metaphysical attitude

Bertrand Russell: Logical Atomism – Naming theory of Meaning.

A.J. Ayer and Rudolph Carnap: Verification theory – Phenomenalism – Logical Positivism.
Ludwig Wittgenstein: Picture theory of Meaning – Language Games – Use theory of Meaning.

UNIT – 2

Pragmatic Movement

The origin and development of the Pragmatic Movement.

William James: Pragmatism as a method – Theory of Truth – The role and the status of the Will – Relevance of the Will to Believe.

John Dewey: The spectator versus experience – Habit, intelligence and learning – Value in a world of fact.

UNIT – 3

Phenomenological Movement

The origin and development of the Phenomenological Movement.

Franz Brentano: Theory of Intentionality.

Edmund Husserl: Philosophy as a rigorous science – Reductionism – Essence – The relation between ‘noema’ and ‘noesis’.

UNIT – 4

Existentialist Movement

The origin and development of the Existentialist Movement.

Soren Kierkegaard: Critique of Hegel – The three stages of existence.

Martin Heidegger: Dasein – ‘World’ and ‘Being-in-the-World’ – Authentic and inauthentic modes of disclosure.

Jean Paul Sartre: The distinction between the ‘for-itself’ and the ‘in-itself’ – Bad faith – The treatment of freedom.

Essential Readings

1. Barry R. Gross, *Analytic Philosophy: An Historical Introduction*, Oxford & IBH Publishing Co., New Delhi, 1981.
2. Mrinal Kanti Bhadra, *A Critical Survey of Phenomenology and Existentialism*, Allied Publishers & ICPR, ND, 1990.
3. S.V. Rajadurai, *Existentialism* (in Tamil), Kriya Publishers, Chennai, 1983.
4. S.V. Rajadurai, *IruththaliyamumMarxiyamum* (in Tamil), Vidiyal Pathipakam, Kovai, 2011.
5. M.S.M. Anas, *Meiyiyal: GirekkamMudhalTharkaalamvarai* (in Tamil), Adaiyalam Publishers, Tiruchi, 2013.

Further Readings

1. Frederick Copleston. S.J., *A History of Philosophy* (Vols. VIII & IX), Image Books, New York, 1994.
2. Anthony Kenny, *A New History of Western Philosophy* (Vol. IV), Clarendon Press, Oxford, 2006.
3. Nicholas Bunnin & E.P. Tsui-James (Eds), *The Blackwell Companion to Philosophy*, Blackwell Publishing Company, USA, 2003.
4. Richard H. Popkin, *The Columbia History of Western Philosophy*, Columbia University Press, New York, 1998.

PHLMJD-7: Traditional Western Logic

(4 Credits)

Course Objectives:

This logic course aims to provide students with foundational skills in logical reasoning. Objectives include mastering basic concepts such as propositions, deductive and inductive arguments, and understanding truth, validity, and soundness. In traditional logic, students will comprehend terms, categorical propositions, and immediate inference techniques. Unit-III introduces symbolic logic, focusing on truth functions, statements, and logical analysis using the indirect truth table method. The course concludes with an exploration of informal fallacies, specifically Ignoratio Elenchi, aiming for students to recognize and understand faulty reasoning in arguments.

Learning Outcomes:

By the end of the course, students are expected to possess a strong grasp of both traditional and symbolic logic, enabling them to construct valid arguments, assess logical propositions, and identify common fallacies. Recommended readings from prominent logicians supplement theoretical knowledge, ensuring practical insights into logical reasoning and fostering critical thinking skills applicable across various disciplines.

UNIT 1

Introduction to logic and propositions: Definition and scope of logic – Logic as formal and normative science – Its relation to other sciences – Reduction of sentences to propositions – Categorical propositions – Distribution of Terms and the Euler's Circle – Hypothetical propositions – Disjunctive propositions.

UNIT 2

Deductive inference: Immediate inference: Opposition of propositions and Education method (Obversion and Conversion only) – Mediate Inference: Categorical Syllogism – Formal Rules and Testing the Validity – Moods and Figures – Testing the validity of a categorical syllogism using Venn Diagram.

UNIT 3

Deductive inference (continued): Hypothetical Syllogism – Pure and Mixed Hypothetical Syllogisms – Finding the validity of hypothetical syllogisms - Disjunctive Syllogisms – Pure and Mixed Disjunctive Syllogisms – Finding the validity of disjunctive syllogisms – Fallacies.

UNIT 4

Dilemma: What is a dilemma? – Simple constructive dilemma – Simple destructive dilemma – Complex constructive dilemma – Complex destructive dilemma – Taking the dilemma by horns – Escaping between the horns of a dilemma – Rebutting the dilemma.

UNIT 5

Inductive Inference: Meaning and nature of induction – Problem of induction – Inductive leap – Postulates of induction – Enumeration and Analogy – Fallacies - The concept of Cause – Observation and Experiment – Facts – Hypothesis – Theory – Law.

Essential Readings

1. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
2. Krishna Jain, *A Textbook of Logic*, D.K. Printworld (P) Ltd, New Delhi, 2009.
3. James E. Creighton & Harold R. Smart, *An Introductory Logic*, Macmillan, London, 1957.
4. Morris R. Cohen & Ernest Nagel, *An Introduction to Logic and Scientific Method*, Allied Publishers Pvt Ltd, New Delhi, 1989.

Further Readings

1. Irwing M. Copi, *Introduction to Logic*, Macmillan, London, 1990.

PHLMID-4(A): Feminist Philosophy

(4 Credits)

Course Objectives:

This course in Feminist Philosophy and Gender Studies aims to provide students with a comprehensive understanding of key concepts, theories, and movements within the feminist discourse. The course begins by examining the historical roots of patriarchy, utilizing texts such as Gerda Lerner's "The Creation of Patriarchy," to establish a foundational understanding of systemic gender oppression. It progresses to explore feminist epistemology, critically engaging with Sandra Harding's work on the existence of a feminist method and Moira Gatens' critique of traditional philosophical frameworks.

Learning Outcomes:

Upon completion of the course, students are expected to critically engage with feminist literature, analyze complex issues related to gender, and contribute to discussions on women's experiences in various societal and cultural domains. The course aims to foster a nuanced understanding of feminist philosophy and its implications for societal structures.

UNIT 1

Introduction: Meaning of feminism – Need for feminism – The diversity of feminist thinking.

UNIT 2

Liberal and Radical feminism

UNIT 3

Marxist and Social feminism

UNIT 4

Psychoanalytic and Care-focused feminism

UNIT 5

Post-colonial feminism, Eco-feminism, Postmodern and Third-Wave feminism

Essential Readings

1. Rosemarie Tong, *Feminist Thought: A More Comprehensive Introduction*, Westview Press, Colorado, 2009.
2. Neeru Tandon, *Feminism: A Paradigm Shift*, Atlantic Publishers & Distributors (P) Ltd., New Delhi, 2012.

3. Brooke Noel Moore & Kenneth Bruder, *Philosophy: The Power of Ideas*, Tata McGraw-Hill Publishing Company Ltd, New Delhi, 2005. (Chapter on 'Feminist Philosophy' only).
4. Chris Beasley, *Gender & Sexuality: Critical Theories, Critical Thinkers*, Sage Publications, New Delhi, 2005.
5. Bell Hooks, *Feminism is for Everybody: Passionate Politics*, South End Press, Cambridge, 2000.

Project: Winter Project / Internship: - Community Engagement (15 days)

Degree in Philosophy III Year (Semester – V)

**PHLMJD 8: MODERN WESTERN LOGIC
(4 Credits)**

Course Objectives:

In this course Students will explore symbolic logic's evolution, highlighting its superiority over Aristotelian logic and its role in modern analysis. They'll grasp proposition classification, emphasizing constants, variables, and symbolizing processes. Understanding truth tables as tools for propositional and argument analysis, focusing on truth functions, is emphasized. Skills to assess argument validity using methods like Direct Truth-table, Case Analysis, and Indirect Truth-table are provided. Decision procedures, including equivalence rules and CNF, RAA, and Truth-tree techniques, are introduced.

Learning Outcomes:

Students will understand the principles and benefits of symbolic logic, appreciating its importance in contemporary analysis. Proficiency in symbolizing propositions and constructing truth tables will aid in evaluating complex expressions and arguments. They'll assess argument validity using direct and indirect methods, enhancing critical thinking. Application of decision procedures will enable effective analysis and validation of arguments, deriving logical conclusions and identifying fallacies. Grasping quantifiers' role in logical quantification allows precise analysis and formulation of statements.

UNIT 1

Symbolic Logic: Advancement of symbolic logic over traditional / Aristotelian logic – Modern classification of propositions – Constants and Variables – Symbolizing simple and compound propositions – Well-formed formula (wff) and Ill-formed formula (iff).

UNIT 2

Truth Tables: Propositional forms and Argument forms – Truth functions and the Basic Truth-tables.

UNIT 3

Validity of arguments: Finding the validity of an argument using the Direct Truth-table method – Case Analysis method – Tautology, Contradiction and Contingency – Indirect Truth-table method.

UNIT 4

Decision Procedures: Rules of Equivalence and Rules of Inference – Finding the validity of an argument by method of derivation by substitution – CNF (Conjunctive Normal Form) method – RAA (Reductio ad absurdum) method – Truth-tree technique.

UNIT 5

Quantifiers: What is a quantifier? – Universal and existential quantifiers – Quantification Rules.

Essential Readings

2. P. Balasubramanian, *An Invitation to Symbolic Logic*, University of Madras, 1977.
3. P. Balasubramanian, *Symbolic Logic and Its Decision Procedures*, University of Madras, 1980.
4. A.H. Basson and D.J. O'Connor, *Introduction to Symbolic Logic*, The Free Press of Glencoe, Illinois, 1960.
5. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
6. Krishna Jain, *A Textbook of Logic*, D.K. Printworld (P) Ltd, New Delhi, 2009.
7. James E. Creighton & Harold R. Smart, *An Introductory Logic*, Macmillan, London, 1957.

8. Morris R. Cohen & Ernest Nagel, *An Introduction to Logic and Scientific Method*, Allied Publishers Pvt Ltd, New Delhi, 1989.

Further Readings

3. Irwing M. Copi, *Introduction to Logic*, Macmillan, London, 1990.
4. Irwing M. Copi, *Symbolic Logic*, Prentice Hall Publications, New Delhi, 2009.

PHLMJD-9: Western Ethics

(4 Credits)

Course Objectives:

In this course Students will be introduced to fundamental Western ethical concepts, exploring notions of good, justice, and virtue, along with various ethical theories. They'll analyze perspectives like Eudaemonism and Deontological Theories, contrasting frameworks such as Egoism and Universalism. Kant's moral theory and Utilitarianism, including principles by Bentham and Mill, will be examined. Ethical issues in punishment and the distinction between cognitivism and non-cognitivism will also be discussed. Motivism, Prescriptivism, and Descriptivism in understanding moral judgments.

Learning Outcomes:

Students will understand foundational Western ethical concepts, facilitating engagement with ethical discourse. They'll develop analytical skills to evaluate diverse moral frameworks. Insight into Kant's moral theory and Utilitarianism will enable critical assessment of moral principles. Analyzing theories of punishment and ethical cognitivism/non-cognitivism fosters deeper moral reasoning understanding. Proficiency in articulating ethical issues allows engagement in discourse and application of theories to real-world scenarios.

Unit – 1

Concepts of Good, right, justice, duty, obligation, cardinal virtues, Eudaemonism, Intuition as explained in Teleological and Deontological Theories.

Unit -2

- Egoism, Altruism, Universalism
- Subjectivism, Cultural Relativism, Super-naturalism.
- Ethical realism and Intuitionism,

Unit – 3

- Kant's moral theory: Postulates of morality, Good-will, Categorical Imperative, Duty, Mean and ends, Maxims.
- Utilitarianism: principle of utility, problem of sanction and justification of morality, kinds of utilitarianism, Moral theories of Bentham, J. S. Mill, Sidgwick

Unit –4

- Theories of Punishment
- Ethical cognitivism and non-cognitivism: Emotivism, Prescriptivism, Descriptivism

Essential Readings:

1. Mackenzie, J.S. *A Manual of Ethics*. Oxford University Press, 1977.
2. Lillie, W. *An Introduction to Ethics*. Methuen & Co. Ltd., London, 1948.
3. Nuttall, Jon. *Moral Questions: An Introduction to Ethics*. Polity Press, 1993.
4. Ayer, A.J. "Emotivism." *Language, Truth and Logic*, Dover, 1946.
5. Hare, R.M. "Prescriptivism: The Structure of Ethics and Moral." *Essays in Ethical Theory*, Oxford University Press, 1989.

PHLMJD-10: Socio-Political Philosophy (Western)

(4 Credits)

Course Objective:

The objective of the course is to explore the socio-political philosophies of Western thinkers, spanning from classical antiquity to contemporary times, with a focus on understanding concepts of justice, liberty, equality, and community.

Learning Outcomes:

Students will grasp classical socio-political thought through Plato's ideal state and social contract theories by Locke, Hobbes, and Rousseau. Insights into liberty, as per Isaiah Berlin, and its implications on governance will be gained. They'll critically evaluate contemporary theories including liberalism by Rawls, Nozick, and Dworkin, alongside Marxist perspectives. Communitarian critiques of liberal individualism and multiculturalism, feminism, and its various strands will be explored, analyzing recognition politics and minority rights.

Unit 1

Plato: Ideal State and Justice

Locke, Hobbes, Rousseau: Social Contract Theory

Isaiah Berlin: Conceptions of Liberty

Unit 2

Bernard Williams: Idea of Equality

Liberalism: Rawls; Distributive justice, Nozick; Justice as Entitlement, Dworkin; Justice as equality;

Amartya Sen: Global Justice, Freedom and Capability.

Marxism: Dialectical Materialism, Alienation, Critique of Capitalism, Doctrine of Class Struggle and Classless Society.

Unit 3

Communitarianism: Communitarian critique of liberal self, Universalism Vs. Particularism, Theory of Charles Taylor, MacIntyre, Michael Sandel

Multiculturalism: Charles Taylor; Politics of recognition, Will Kymlicka; conception of Minority Rights

Unit 4

Feminism: Basic Concepts: Patriarchy, misogyny, Gender, Theories of Feminism; Liberal, Socialist, radical and eco-feminism

Essential Readings:

- Plato. *The Republic*. c. 380 BCE.
- Locke, John. *Second Treatise of Government*. 1689.
- Hobbes, Thomas. *Leviathan*. 1651.
- Rousseau, Jean-Jacques. *The Social Contract*. 1762.
- Berlin, Isaiah. *Four Essays on Liberty*. 1969.
- Williams, Bernard. *Equality and Discrimination: Essays in Freedom and Justice*. 1990.
- Rawls, John. *A Theory of Justice*. 1971.

Further Readings

- Nozick, Robert. *Anarchy, State, and Utopia*. 1974.
- Dworkin, Ronald. *A Matter of Principle*. 1985.
- Sen, Amartya. *Development as Freedom*. 1999.
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. 1848.
- Marx, Karl. *Das Kapital*. Volume I published in 1867.
- Taylor, Charles. *Sources of the Self: The Making of the Modern Identity*. 1989.

PHLMID 5(A): CONTEMPORARY INDIAN PHILOSOPHY – II (4 Credits)

Course Objectives:

The course examines philosophical ideas of notable Indian thinkers and contemporary concepts of self, society, and spirituality. Relevance of philosophical perspectives in addressing social issues is critically assessed. Diverse philosophical schools and their implications for modern Indian thought are compared and contrasted.

Learning Outcomes:

The course delves into the philosophical foundations of Muhammad Iqbal, Dheendayal Upadhyaya, Jiddu Krishnamurthy, and other thinkers, assessing their impact on Indian society and culture. Through engagement with primary texts and secondary literature, students develop critical thinking skills. They synthesize insights from diverse philosophical traditions to tackle contemporary challenges in Indian society.

UNIT – 1

Muhammad Iqbal: Self – God – Man and Superman – Intellect and intuition

UNIT – 2

Dheendayal Upadhyaya: Integral Humanism – Advaita Vedanta – Purusharthas.

Jiddu Krishnamurthy: Conception of Thought – Freedom from the known – Analysis of the Self – Choiceless awareness.

UNIT – 3

Jyotiba Phule: Critical understanding of Caste system.

Narayana Guru: The spiritual freedom and the social equality – One caste, one religion and one God.

UNIT – 4

M.N. Roy: Radical Humanism – Materialism.

Periyar E.V. Ramasamay: Casteism – Rationalist Movement – Self-Respect Movement

UNIT – 5

Thiruvalluvar: The ethical thoughts of Thiruvalluvar.

Saint Ramalinga: Jivakarunyam – Anmaneya orumaippadu – Maranamillaa peruvazhvu.

Sri Ramana Maharshi: Enquiry into the Self.

Essential Readings

1. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1980.
2. T.M.P. Mahadevan & G.V. Saroja, *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1985.
3. Dev Raj Bali, *Modern Indian Thought (Rammohan Roy to M.N. Roy)*, Sterling Publishers Pvt Ltd, New Delhi, 1980.
4. M.N. Jha, *Modern Indian Political Thought (Ram Mohan Roy to Present Day)*, Meenakshi Prakashan, Meerut, 1975.
5. Mahesh Chandra Sharma, *Pandit Deendayal Upadhyaya (Builders of Modern India Series)*, Publications Division, New Delhi, 2015.

Further Readings

1. Dhananjey Keer, *Mahatma Jotirao Phooley: Father of the Indian Social Revolution*, Popular Prakashan Pvt. Ltd, 2005.
2. T. Bhaskaran, *Brahmarshi Sree Narayana Guru*, Sahitya Academy Publications, New Delhi, 2013.
3. Swami Muni Narayana Prasad, *The Philosophy of Narayana Guru*, D.K. Print World (P) Ltd., New Delhi, 2010. (Relevant Chapters only)
4. Aru. Azhagappan, *Periyar E.Ve.Ra.* (in Tamil), Sahitya Akademi, New Delhi, 2014.
5. M.N. Roy, *Materialism: An Outline of the History of Scientific Thought, Renaissance Publication*, UP, 1940.

PHLMJD-15: Summer Internship (60 days) Report submission on completion

Degree in Philosophy III YEAR (SEMESTER – VI)

PHLMJD-11: Indian Logic

(4 Credits)

Course Objectives:

The course explores Indian logic's unique features, closely tied to metaphysics and epistemology. It examines methods used in establishing philosophical systems and refuting

opposing views. Analysis of Anumana (inference) from Nyaya, Buddhist, Jaina, and Advaitic perspectives is conducted. Investigations delve into Anumana's types and constituents, along with inductive elements and logical processes within Indian philosophical traditions.

Learning Outcomes:

The course explores the synergy of logic, epistemology, and metaphysics in Indian philosophical systems. It assesses the importance of logical reasoning in shaping and scrutinizing philosophical stances. Comparative analysis of Anumana definitions, constituents, and processes across traditions is conducted. Through engagement with essential readings and primary sources, students demonstrate comprehension of advanced topics in Indian logic.

Unit -1

The close relationship of logic, epistemology and metaphysics in the Indian tradition; primacy of logical reasoning in establishing one's own system and refuting all rival systems; the method of purvapaksa and siddhanta; the concepts of anviksiki and anumiti.

- a) Logic or anumana pramana as part of epistemology (pramana sastra)
- b) Logic or anumana pramana as rooted in metaphysic (pramey sastra)
- A) Logic or anumana pramana as Hetuvidya or Vadavidhi and Anviksiki

Unit -2

Definition of Anumana: Nyaya and Buddhist perspectives

Constituents of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives

Process of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives

Unit-3

Types of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives

Nyaya: paksata; paramarsa; definition of vyapti

Inductive elements in Indian Logic: the concepts of vyaptigrahopaya, samanya laksana pratyasatti, tarka, upadhi.

Unit- 4

Hetucakra Damaru of Dinnaga

Hetvabhasas

Essential Readings:

- Barlingay, S.S. *A Modern Introduction to Indian Logic*.
- Guha, D.C. *Navya Nyaya System of Logic*.
- Banyopadhyay, Nandita. *The Concept of Logical Fallacies*.
- Matilal, B.K. *The Navya Nyaya Doctrine of Negation*.
- *Logic, Language and Reality*.
- Stcherbatsky, F. Th. *Buddhist Logic* Vols. I & II.
- Bhatt, S. R. (Tr). *Buddhist Epistemology*.

PHLMJD-12: Indian Ethics

(4 Credits)

Course Objectives:

The course aims to explore Indian ethics, delving into the foundational concepts, principles, and practices derived from ancient Indian philosophical traditions, including Hinduism, Jainism, Buddhism, and Carvaka's Hedonism.

Learning Outcomes:

The course offers a comprehensive understanding of core Indian ethical concepts like Purusārtha, Dharma, Karma, and Varṇāshrama, emphasizing their role in guiding conduct and ethical decisions. Principles of Karma-yoga and Svadharma are analyzed for their impact on personal growth, social harmony, and spiritual enlightenment. Ethical implications of Apurva, Adṛṣṭa, and the Law of Karma are explored. Practical ethics in Hinduism, Jainism, and Buddhism are examined, alongside critical analysis of Carvaka's Hedonism.

UNIT -1

Concept of Purusārtha, Śreyas and Preyas

Varṇāshrama, Dharma, Sādhāraṇa Dharma

Ṛna and yajña, Concept of duty

UNIT-2

Karma-yoga, Sthitprajñā, Svadharma, Lokasaṃgraha

UNIT -3

Apurva and Adṛṣṭa

Sādhya-Sādhana, Itikartavyata

Law of Karma: ethical implications

Ṛta and Satya

Yoga-kṣema

UNIT -4

Yoga: Astānga Yoga

Jainism: Samvara-nirjarā, Tri-ratna, Panch-vrata.

Buddhism: Upāya-Kaushal, Brahma-vihāra: matri, karuṇā, muditā, upeksha, bodhi-sattva

Carvaka's Hedonism

Essential Readings:

- Maitra, S.K. *The Ethics of the Hindus*.
- Prasad, R. *Karma, Causation and Retributive Morality*.
- Brahma, N.K. *Philosophy of the Hindu Sadhana*.
- Sri Aurobindo. *Essays on the Gita*.
- Tilak, B.G. *Srimadbhagavadgita Rahasya*.

Further Readings

- Hiriyan, M. *The Indian Conceptions of Values*.
- Sharma, I.C. *Ethical Philosophies of India*.
- Dasgupta, Surama. *Development of Moral Philosophy in India*.

PHLMJD-13: Socio-Political Philosophy (Indian)

(4 Credits)

Course Objectives:

The course delves into ancient Indian texts like the Mahabharata, Kautilya's Arthashastra, and Kamandaki's Nitisara, examining their relevance to modern governance and law. It analyzes Kautilya's theoretical framework on statecraft and governance, and Kamandaki's concept of social order. It also explores contemporary governance issues such as constitutional morality, secularism, and colonialism's impact on Indian social institutions, offering insights into post-colonial challenges and transformations.

Learning Outcomes:

The course explores governance, law, and ethics in the Mahabharata, focusing on Danda-niti and Rajdharma, and applies insights to contemporary political dilemmas. It evaluates Kautilya's concepts of sovereignty and statecraft, proposing strategies for modern challenges. Kamandaki's theories on social order are examined for governance implications. It critiques constitutional morality and secularism's impact on inclusive societies. Lastly, colonialism's effects on Indian social institutions are analyzed, with a focus on post-colonial resilience.

Unit -1- Mahabharata: Danda-niti, foundations, Raj dharma, Law and Governance, Narada's Questions to King Yudhisthir

Unit-2- Kantilla: Sovereignty, Seven Pillars of State-craft, State, Society, Social-life, State administration, State economy, law and justice, internal security, welfare and external affairs

Unit -3 -Kamandaki: Social order and State elements

Unit -4 - Constitutional Morality, Secularism and Fundamental Rights

Constitutionalism, Total revolution, terrorism, Swadeshi, Satyagrah, Sarvodaya, Social Democracy, State Socialism, Affirmative Action, Social Justice

Social Institutions: Family, Marriage, property, education and religion

Colonialism

Essential Readings:

- "The Constitution of India." 1950.
- Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. 2007.
- Khilnani, Sunil. *The Idea of India*. 1997.
- Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. 2005.

Further Readings

- Mehta, Pratap Bhanu. *The Burden of Democracy*. 2003.
- Srinivas, M. N. *Caste in Modern India and Other Essays*. 1962.
- Doniger, Wendy. *The Hindus: An Alternative History*. 2009.
- Uberoi, Patricia (ed.). *The Family in India: Critical Essays*. 2002.
- Bose, Subhas Chandra. *The Indian Struggle*. 1935.
- Tharoor, Shashi. *An Era of Darkness: The British Empire in India*. 2016.
- Cohn, Bernard S. *Colonialism and Its Forms of Knowledge: The British in India*. 1996.

PHLMJD-14: Applied Philosophy

(4 Credits)

Course Objectives: -

This course in moral philosophy and applied ethics is designed to equip students with a comprehensive understanding of ethical theories and their application to real-world situations. The course begins by introducing students to the fundamental concepts of moral philosophy, human rights, and ethical principles. It aims to foster critical thinking and ethical reasoning skills that students can apply to various contexts.

Learning Outcomes: -

By the end of the course, students are expected to have a deepened understanding of moral philosophy, applied ethics, and human rights. They should be able to critically analyze ethical issues, articulate well-reasoned ethical positions, and apply ethical principles to navigate the complexities of moral decision-making. The course aims to empower students with the knowledge and skills necessary for ethical reasoning and decision-making in their personal and professional lives.

UNIT – 1

Applied philosophy: Nature of applied philosophy – Value of applied philosophy.

Philosophy of technology: Technology, dominance, power and social inequalities – Democratization of technology – Ethical implications of information technology and bio-technology.

UNIT – 2

Environmental Ethics: Nature as means or end – Land ethics of Aldo Leopold – Deep ecology of Arne Naess – Animal rights of Peter Singer.

UNIT – 3

Medical ethics: Surrogacy – Doctor–Patient relationship – Abortion – Euthanasia–Female infanticide.

Professional ethics: Corporate governance and ethical responsibilities.

UNIT – 4

Media ethics: Ethical issues in privacy – cyber space – pornography – representation and differences – Marginalization.

Legal ethics: Law and morality – Legal obligation – Authority and validity of law.

UNIT – 5

Social ethics: Dowry – Subjugation of women – Increasing Old Age Homes – Caste and communalism – Corruption in public life – ‘Turn a blind eye’ towards social evils attitude.

Theories of Punishment: Retributive, Deterrent and Reformative.

Essential Readings

1. Harold Titus, *Ethics for Today*, Eurasia Publishing House, New Delhi, 1966.
2. Jacques P. Thiroux & Keith W. Kraseman, *Ethics – Theory and Practice*, Pearson Higher Education, 2014.
3. Barbara MacKinnon, *Ethics: Theory and Contemporary Issues*, Thomson Wadsworth, Canada, 2004.
4. Stephen Satris, *Taking Sides: Clashing Views on Controversial Moral Issues*, Dushkin / McGraw Hill, USA, 1998.
5. Andrew I. Cohen & Christopher Heath Wellman (Eds), *Contemporary Debates in Applied Ethics*, Blackwell Publishing Ltd, USA, 2005.

Further Readings

1. Steven M. Cahn & Peter Markie (Eds), *Ethics: History, Theory and Contemporary Issues*, Oxford University Press, New York, 2012.
2. Emmett Barcalow, *Moral Philosophy: Theories and Issues*, Thomson Wadsworth, UK, 2007.
3. T.M.P. Mahadevan (Edr), *Philosophy: Theory and Practice (Proceedings of the International Seminar on World Philosophy)*, University of Madras, 1970.

PHLMID-6(C): Philosophy of Dr. B.R. Ambedkar

(4 Credits)

Learning Objectives:

The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B R Ambedkar. This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society. This course introduces the essential philosophical writings of contemporary Indian Thinker B R Ambedkar by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Ambedkar in particular.

Learning Outcomes:

Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.

Critical engagement with social reality conditioned by the caste system.

Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.

To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1 Life world of B R Ambedkar

1. Life and Essential Writings of Ambedkar
2. Concepts and methodology of B.R.Ambedkar

Unit 2 Philosophy of Religion

Philosophy of Religion and Hindu Social Order

Buddhism and Marxism

Unit 3 Socio-Political Philosophy

Annihilation of Caste and Ideal society

State Socialism

Unit -4 On Emancipation

Nation and Nationalism

Democracy

Essential Readings:

Ambedkar, B.R. "The Hindu Social order: Its Essential Principles." *Dr. Babasaheb Ambedkar Writings and Speeches*, vol. 3, Dr. Ambedkar Foundation, 2014, pp. 95-115.

Ambedkar, B.R. "Introduction." *The Essential Writings of B.R. Ambedkar*, edited by Valerian Rodrigues, Oxford Press, 2002, pp. 20-36.

Rodrigues, Valerian (ed.). "Introduction." *The Essential Writings of B.R. Ambedkar*, Oxford Press, 2002, pp. 267-268, 275-277, 294-304.

Rodrigues, Valerian (ed.). "Buddha or Karl Marx." *The Essential Writings of B.R. Ambedkar*, Oxford Press, 2002, pp. 173-189.

Rodrigues, Valerian (ed.). "Democracy." *The Essential Writings of B.R. Ambedkar*, Oxford Press, 2002, pp. 60-64.

Further Readings:

- Ambedkar, B.R. "Introduction." *The Essential Writings of B.R. Ambedkar*, edited by Valerian Rodrigues, Oxford Press, 2002, pp. 1-43.
- Ambedkar, B.R. "Krishna and His Gita." *The Essential Writings of B.R. Ambedkar*, edited by Valerian Rodrigues, Oxford Press, 2002, pp. 193-204.
- Ambedkar, B.R. "Basic Features of Indian Constitution." *The Essential Writings of B.R. Ambedkar*, edited by Valerian Rodrigues, Oxford Press, 2002, pp. 473-495.
- Ambedkar, B.R. "Caste, Class, and Democracy." *The Essential Writings of B.R. Ambedkar*, edited by Valerian Rodrigues, Oxford Press, 2002, pp. 132-148.
- Aloysius, G. *Nationalism without a Nation in India*. Oxford University Press, 1997.
- Aloysius, G. *Ambedkar on Nation & Nationalism*. Critical Quest, New Delhi, 2009.

Honours in Philosophy IV Year (Semester – VII)

PHLMJD-16: PHILOSOPHY OF SCIENCE

(4 Credits)

Course Objectives:

This course aims to provide students with a comprehensive understanding of the philosophy of science, fostering critical thinking and analytical skills. The overarching objective is to familiarize students with the nature of science, distinguishing it from non-science and pseudo-science, and examining the intricate relationship between natural and social sciences. Throughout the course, students will explore the foundations of scientific knowledge, grappling with issues of induction, theory confirmation, and models of explanation.

Course Outcomes:

Throughout this course, students will attain a multifaceted understanding of the philosophy of science, developing a nuanced perspective on the nature, foundations, and methodologies of scientific inquiry. By engaging with diverse topics, including the demarcation of science from non-science and pseudo-science, the distinctions between natural and social sciences, and the critical examination of scientific knowledge, students will cultivate analytical and evaluative skills.

UNIT 1. What is Science?

- (a) Science and non-science (b) Science and pseudo-science (c) Natural and social sciences (d) Scientific method and research

UNIT 2. Scientific Knowledge

- (a) Induction and its problem (b) What is theory? (c) Theory confirmation (d) Models of explanation

Contemporary Science and Philosophy

(a) Scientific verification (b) Biological conceptions (c) Revolution in physics (d) Science and logic

UNIT 3. The Logic of Science

(a) Causation and indeterminism (b) Elimination of psychologism (c) Deductive testing of theories (d) Falsifiability

Truth, Rationality and the Growth of Scientific Knowledge

(a) Background knowledge (b) Scientific growth Skepticism (c) The requirements for the growth of scientific knowledge

UNIT 4. Paradigms in Science

(a) Normal science (b) The paradigm concept (c) Puzzle solving (d) Scientific revolutions (e) Rationality and progress

Methodological Problems of Social Sciences

(a) Cultural relativism and social laws (b) functionalism and social science (c) Methodological individualism and social science

Essential Readings

1. Nagel, Ernest. *The Structure of Science*. New Delhi: Macmillan India Limited, 1984. First Indian Edition.
2. Popper, Karl. *The Logic of Scientific Discovery*. London & New York: Routledge and Kegan Paul, 2010.
3. Kuhn, Thomas. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, 1996. 3rd edn.
4. Bartolitti, Lisa. *An Introduction to Philosophy of Science*. Cambridge: Polity Press, 2008.

PHLMJD-17: Philosophy of Mind

(4 Credits)

Course Objectives:

Explore the nexus of philosophy and psychology concerning the mind's essence. Assess significant mind theories like Cartesian dualism, behaviorism, and materialism. Analyze

challenges these theories present in understanding mind-body relationships and consciousness. Investigate contemporary philosophy of mind debates, like phenomenal consciousness and cognitive science's role.

Learning Outcomes:

Grasp the historical and conceptual roots of philosophical inquiry into the mind's essence. Evaluate diverse perspectives on the mind-body problem and causal interactionism critically. Apply philosophical theories to real-world and scientific advancements in mental phenomena understanding. Foster interdisciplinary discourse among philosophy of mind, psychology, and cognitive science to tackle consciousness mysteries and related philosophical enigmas.

Unit -1

Philosophy and psychology of mind: mind in empirical psychology; mind in a priori philosophy; philosophical taxonomy of mental phenomena; sensations and propositional attitudes.

Unit – 2

Philosophical theories of mind: Cartesian dualism: the mind-body relation; problems of causal interactionism: mind and science

Unit – 3

Behaviourism; methodological and philosophical behaviourism: explanatory inadequacy; cognitivism in psychology

Materialism: mind-brain identity theory: problems of materialism: the problem of phenomenal consciousness

Unit –4

Functionalism: mind as a functional system: the computational mind; problems of inverted spectrum and absent qualia: criticism of strong Artificial Intelligence

Consciousness, cognitive science and philosophy: the mystery of consciousness and the explanatory gap naturalism about phenomenal consciousness.

Essential Readings:

Chalmers, David. *The Conscious Mind*. Oxford University Press, 1996.

Block, Flanagan, and Guzeldere (Eds). *The Nature of Consciousness*. MIT Press, 1997.

Lowe, E. J. *An Introduction to the Philosophy of Mind*. Cambridge University Press, 2000.

Churchland, Paul M. *Matter and Consciousness: A Contemporary Introduction to Philosophy of Mind*. Cambridge, Mass: MIT Press, 1998.

Wilkerson, T. E. *Minds, Brains, and People*. Oxford: Clarendon Press, 1974.

PHLMID -18: PHILOSOPHY OF LANGUAGE**(4 Credits)****Course Objectives:**

This course in Philosophy of Language aims to equip students with a comprehensive understanding of the fundamental theories, issues, and developments in the philosophy of language. Students will explore how language matters to philosophy, delving into metaphysical, logical, and analytical aspects. The course will critically examine various theories of meaning, including referential, ideational, picture, emotive theories, and the pragmatic view of meaning as use. It will also address the challenges and complexities of communication, exploring the nature of shared subjective experiences, barriers to effective communication, and the role of physical language. The course aims to familiarize students with the broad spectrum of linguistic philosophy, covering topics such as signs, conventions, and language as a system of symbols.

Learning Outcomes:

Upon completion of the course, students will be able to critically analyze and articulate the significance of language to philosophy, demonstrating an understanding of metaphysical, logical, and analytical dimensions. They will proficiently evaluate and compare various theories of meaning, recognizing the complexities of communication and the diverse challenges it poses. Students will gain a thorough understanding of linguistic philosophy, including the notions of signs, conventions, and symbolic systems.

Unit-1

Introduction

(a)How does language matter to philosophy (b) Metaphysics (c) Logic (d) Reform of language
(e)Philosophy as analysis

Unit-2

Theories of Meaning

(a) Referential theory (b) Ideational theory (c) Picture theory (d) Emotive theory (e) Meaning as use

Unit-3

Problems of Communication

(a) Is only structure communicated? (b) Removable and irremovable barriers to communication
(c)Sharing one's subjective experience to others (d) Physical language (e) What does mutual understanding presuppose?

Unit-4

Language and its Near Relations

(a) The generic notion of a sign (b) Regularity of correlation and regularity of usage (c) Icon, index and symbol (d) The notion of convention (e) Language as system of symbols

Unit-5

Empirical Criterion of Meaninglessness

(a) Meaningless sentences (b) The semantic stratification of stratification of language (c) Logical atomism (d) Verifiability as a criterion of meaning

Unit-6

Grammatical Models

(a)What is vagueness? (b) Ambiguity (c) Language-games (d) The metaphysical aura around certain words

New Horizons in Language

a) Speech acts (b) Generative grammar (c) Deconstruction (d) Private language

Essential Readings:

Alston, William P. *Philosophy of Language*. New Delhi: Prentice-Hall, 1988.

Waismann, F. *The Principles of Linguistic Philosophy*. London: Macmillan, 1968.

Miller, Alexander. *Philosophy of Language*. London and New York: Routledge, 2004. (First Indian Reprint).

Further Readings:

Searle, John. *Speech Acts: An Essay in Philosophy of Language*. London: Cambridge University Press, 1970.

Chomsky, Noam. *New Horizons in the Study of Language and Mind*. London: Cambridge University Press, 2000.

Norris, Christopher. *He: Theory and Practice*. London: Routledge, 2002.

**PHLMID-7(A)- PHILOSOPHY OF SRI AUROBINDO
(4 Credits)**

Course Objectives:

This course aims to provide students with a comprehensive understanding of SriAurobindo's life and integral philosophy. By exploring the foundational concepts of his philosophy, such as evolution and involution, students will gain insight into the profound nature of Aurobindo's thought. The modules dedicated to The Life Divine; and The Synthesis of Yoga; will deepen students' comprehension of key aspects like the human aspiration, the Supreme Consciousness, and the yogic path.

Course Outcomes:

By the end of the course, students are expected to have a profound grasp of SriAurobindo's integral philosophy, enabling them to analyze and interpret his ideas with depth and clarity. Overall, the course intends to instill in students a comprehensive understanding of Sri Aurobindo's philosophy and its relevance to contemporary thought.

UNIT -1

Sri Aurobindo's Integral Non-dualism (Poorna Advaita): Life sketch – The philosophical background – Integration of the Matter and the Spirit – Reality as Sat-Chit-Ananda.

UNIT- 2

Involution and Evolution: The world process as involution and evolution – Role of *lila* and *maya* in the world process – Nature of ignorance and the seven-fold ignorance – The two hemispheres in the realm of reality – The intermediary levels from Mind to Supermind.

UNIT -3

The Triple Transformation: The triple status of the Supermind – The triple transformation – Gnostic Being and its nature – Types of Gnostic Beings – Difference between Gnostic Beings and Jivanmuktas – The Divine life.

UNIT- 4

Integral (Poorna) Yoga: Meaning and aim of Yoga – Integral approach to yoga.

UNIT -5

Integral Education: Meaning and aim of integral education – Perfecting the physical, the vital, the psychic, the mental and the spiritual aspects of human.

Essential Readings

1. V.M. Reddy, *Sri Aurobindo's Philosophy of Evolution*, Sri Aurobindo Ashram, Pondicherry, 2004.
2. Aparna Banerjee, *Integral Philosophy of Sri Aurobindo*, Decent Books, 2012.
3. S.K. Maitra, *An Introduction to the Philosophy of Sri Aurobindo*, Sri Aurobindo Ashram, Pondicherry, 1986.
4. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1989.
5. Sri Aurobindo & The Mother, *On Education*, Sri Aurobindo Ashram, Pondicherry.

Further Readings

1. Sri Aurobindo, *The Life Divine*, Sri Aurobindo Ashram, Pondicherry.
2. Sri Aurobindo, *The Synthesis of Yoga*, Sri Aurobindo Ashram, Pondicherry.
3. Ragunath Pani, *Integral Education: Thought and Practice*, Ashish Publishing House, New Delhi, 1987.

PHLMID 6(B): INTRODUCTION TO INDIAN EPISTEMOLOGY

(4 Credits)

Course Objectives:

Investigate Indian epistemology's core principles, covering knowledge sources and philosophical traditions. Analyze perception, inference, truth theories, and error concepts. Evaluate truth and error theories. Explore knowledge acquisition methodologies in Indian philosophy.

Learning Outcomes:

Grasp Indian philosophy's tripartite knowledge system and its diverse knowledge sources. Differentiate perception and inference types, crucial in epistemological discussions. Critique truth and error theories like self-evidence and correspondence theories. Apply Indian epistemology's principles to modern philosophical debates.

UNIT 1

Introduction: Tripartite knowledge – Sources of Knowledge and the Schools of Indian philosophy.

UNIT 2

Perception: Perception – Indeterminate and Determinate perception – External and Internal perception – Normal and Supranormal perception.

UNIT 3

Inference: Inference – Inference for one's own sake and Inference for the sake of others.

UNIT 4

Theories of Truth: The Self-Evidence Theory –The Correspondence Theory

UNIT 5

Theories of Error: Asatkhyati – Atmakhyati – Anyathakhyati – Akhyati – Anirvacaniyakhyati
Yatharthakhyati – Abhinava-Anyathakhyati.

Essential Readings

Chatterjee, Satischandra, and Dhirendramohan Datta. *An Introduction to Indian Philosophy*. Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
Mahadevan, T.M.P. *Invitation to Indian Philosophy*. Arnold-Heinemann, New Delhi, 1982.
Banerjee, Nikunja Vihari. *The Spirit of Indian Philosophy*. Arnold-Heinemann Publishers Pvt Ltd, New Delhi, 1974.
Kar, Bijayananda. *The Theories of Error in Indian Philosophy: An Analytical Study*. Ajanta Publications (India), Delhi, 1978.

Further Readings

Datta, Dhirendramohan. *The Six Ways of Knowing*. University of Calcutta, Calcutta, 1998.
Bhatt, Govardhan P. *The Basic Ways of Knowing*. Motilal Banarsidass Publishers Pvt Ltd, Delhi, 1989.
Satprakashananda, Swami. *Methods of Knowledge*. Advaita Ashram, Kolkata, 2001.
Chatterjee, Satischandra. *The Nyaya Theory of Knowledge*. University of Calcutta, 1978.
Kandaswamy, S.N. *Indian Epistemology as Expounded in the Tamil Classics*. International Institute of Tamil Studies, Chennai, 2000.

IV YEAR (SEMESTER – VIII)

PHLMJD-19: Hermeneutics and Deconstruction

(4 Credits)

Course Objectives:

Hermeneutics delves into the fundamental theories of interpretation, exploring their application across various texts. This field examines the intricate relationship between language, culture, and interpretation, as elucidated by influential thinkers. Additionally, hermeneutics engages with deconstruction, critiquing modernist and Enlightenment ideologies. By scrutinizing deconstruction's ethical implications, this discipline contributes to contemporary discourse on societal norms and knowledge systems.

Learning Outcomes:

Explore interpretation theories by Scheleiermacher, Dilthey, Heidegger, and Gadamer. Assess hermeneutics' role in understanding cultural artifacts and historical contexts. Critically examine postmodernist notions, like metaphysical rejection and traditional concept deconstruction. Reflect on deconstruction's implications for societal power dynamics, language, and ethical norms.

Part 1 Hermeneutics

- 1.Scheleiermacher: Theory of Interpretation of The Bible
- 2.Wilhelm Dilthey: Theory of meaning and interpretation cultural products and the spirit of an age; the hermeneutics circle
- 3.Martin Heidegger Phenomenology as hermeneutics the defining capacity of Dasein as the interpretative understanding of its world; theoretical understanding and interpretation in an action

4.Hans-Georg Gadamer: theory of fore-conceptions and prejudices; consciousness as effective-historical; lived acquaintance with developing tradition; fusion of horizons.

Part-II Deconstruction

- 1.The connection between post-modernism and wider cultural movements
- 2.Modernism and post-modernism
- 3.Hostility to depth
- 4.The death of the author
- 5.Rejection of metaphysics as the ground for our basic practices, discourses and beliefs
- 6.Rejection of Enlightenment appeal to reason; incredulity towards metanarratives
- 7.The fall of the self as the rational subject
- 8.Michael Foucault relation between power and knowledge
- 9.Derrida: Rejection of the metaphysics of presence; logocentrism; language a species of writing
- 10.The ethics of deconstruction: liberation and alienation

Essential Readings

Dilthey, Wilhelm. *Selected Writing*. Translated by H. Rickman, Cambridge University Press, 1986.

Heidegger, Martin. *The Basic Problems of Phenomenology*. Translated by A. Hofstadter, Bloomington Indiana University Press, 1982.

Heidegger, Martin. *Being and Time*. Translated by J. Macquarrie and E. Robinson, Oxford Blackwell, 1980.

Heidegger, Martin. *Basic Writings*. Translated by D. F. Krell, London Routledge & Kegan Paul, 1978.

Dreyfus, H.L. *Being-in-the-world*. Cambridge Mass: MIT Press, 1991.

Further Readings:

Hans-Georg Gadamer: *Truth and Method*, Tr W. Glen-Doepel, London Sheed & Ward, 1979

J Bleicher(Ed): *Contemporary Hermeneutics* London: Routledge & Kegan Paul, 1980

H. Dreyfus & P. Rabinow: *Michael Foucault Beyond Structuralism and Hermeneutics* Chicago: University of Chicago Press, 1982

Jacques Derrida: *Writing and Difference*, Tr. A. Bass, London: Routledge & Kegan Paul, 1978

David Cooper: *World Philosophies: An Historical Introduction* Oxford Blackwell 1995

PHLMJD-20: RESEARCH METHODOLOGY IN PHILOSOPHY

(4 Credits)

Course Objectives:

This course aims to equip students with a comprehensive understanding of research methodology in philosophy, fostering the development of critical thinking and scholarly skills. The primary objective is to elucidate the nature of research in philosophy, exploring its multifaceted dimensions and the underlying methodology. Students will delve into the qualifications essential for engaging in philosophical research, emphasizing both general prerequisites and specialized capacities such as heuristic motivation and reflective ability.

Learning Outcomes:

By the end of the course, students will have honed their research skills, gained proficiency in topic selection and project execution, and developed the ability to present philosophical research effectively. The recommended readings will serve as valuable resources, ensuring a well-rounded understanding of research practices in philosophy.

UNIT I

What is Research Methodology?

- (a) The term “research” (b) The methodology of research (c) The finished products of research (d) Methods of philosophy

Qualifications for Research in Philosophy

- (a) General qualifications for research (b) Heuristic motivation (c) Reflective (d) ability (e) Special qualifications for research in philosophy (f) Capacity for (g) high degree of generalization

UNIT 2

Topics for Research

- (a) Types of topics (b) Thinker or text-based topics (c) concept-based topics (d) meta-philosophical topics (e) Inter-disciplinary topics

Principles and Steps in Choosing a Topic

(a) How to choose a topic? (b) Scope of topic for original contribution (c) The nature of originality in philosophy (d) Identifying an area

UNIT 3

Stages in the Execution of a Research Project

(a) The source of material (b) classification of data (c) Organization of materials (d) Methods of organization (e) Kinds of synthesis required for research

Presentation of thesis

(a) Form of the thesis and contents (b) introduction (c) Chapters (d) titles, sub-titles, foot or end-notes (e) Citation of quotations (f) Transliteration and bibliography

UNIT 4

Critical Edition of Works

(a) The meaning of critical edition (b) material required for critical edition (c) Equipment for a critical editor

Epistemology and Methodology of Research in Philosophy

(a) Epistemology as the methodology of metaphysics (b) The distinction between epistemology and the methodology of research in philosophy

Essential Readings

Ramachandran, T. *The Methodology of Research in Philosophy*. University of Madras, Madras

Lang, Berel, editor. *Philosophical Style: An Anthology about the Reading and Writing in Philosophy*. Nelson-Hall, 1980, Chicago.

PHLMID-21: RESEARCH PROJECT (Alternatively)

or

PHLMID-22: Extensive Study into Buddhist Philosophy

(4 Credits)

Course Objectives –

Since the time of the Buddha, Buddhists have developed a rigorous and profound tradition of philosophy. The Buddhist path consists in the combined practice of philosophical reasoning,

ethical practice and meditation. This course will focus on philosophical reasoning. For Buddhists, enlightenment is attained by gaining insight into the nature of reality (metaphysics), knowledge (epistemology), language (philosophy of language) and our ways of living (ethics). The course proceeds by analyzing some core texts of Buddhist philosophy (in English translation) together with some secondary literature.

Learning Outcomes –

Upon successful completion of this course, students will have the knowledge and skills to demonstrate a general knowledge and figures some issues in the Buddhist tradition of Philosophy. They can express and expound views and pre-suppositions of Buddhist philosophers clearly and lucidly and understand it critically. They also can evaluate theories, arguments and presuppositions of Buddhist philosophers.

Unit – 1 – Nyāyabindu - Dharmakīrti : Pratyakṣa Khanda

Unit – 2 – Nyāyabindu - Dharmakīrti : Anumāna Khanda

Unit – 3 – Mūlamadhyamakakārikā – Nāgārjuna (1st part)

Unit – 4 – Mūlamadhyamakakārikā – Nāgārjuna (2nd part)

Essential Readings

1. Dharmakīrti. Nyāyabindu: *With Dharmottara's Commentary*. L. D. Institute of Indology, 1 Jan. 1991.
2. Stcherbatsky, *Th. Buddhist Logic: In Two Volumes*. English translation of Nyāyabinduṭīkā, 1930.
3. Nāgārjuna. Mulamadhyamakakarika: *The Philosophy of the Middle Way*. Translated by David J. Kalupahana, Motilal Banarsidass Publishers, 1 Jan. 2015.
4. Siderits, Mark, and Shoryu Katsura. *Nagarjuna's Middle Way: Mulamadhyamakakarika*. Classics of Indian Buddhism, Wisdom Publications, 11 June 2013.

PHLMID 23: A COMPARATIVE STUDY OF VEDANTIC SCHOOLS OF PHILOSOPHY (4 Credits)

Course Objectives:

This course aims to explore Vedanta philosophy's foundational texts and interpretive literature in Indian philosophical traditions. It compares epistemological perspectives of Advaita, Viśiṣṭadvaita, and Dvaita Vedanta on knowledge, truth, and perceptual error. Metaphysical

frameworks of Vedantic schools, including Ultimate Reality, individual selves, world, and Maya, are analyzed. Concepts of bondage, liberation, and the path to liberation are evaluated, along with an overview of other Vedantic schools like Dvaitadvaita, Suddhadvaita, and Acintya-bhedabheda.

Learning Outcomes:

This course aims to equip students with a thorough grasp of Vedantic philosophy's foundational texts and interpretive literature. They'll critically examine epistemological positions of Advaita, Visistadvaita, and Dvaita Vedanta, analyzing their implications for truth and knowledge. Metaphysical frameworks of Vedantic schools will be evaluated, including key concepts and inter-school criticisms. Students will also delve into concepts of bondage, liberation, and ethical dimensions of Vedantic thought, fostering an understanding of its diverse schools and contributions to Indian philosophy.

UNIT – 1

Introduction: Place of Vedanta in Indian schools of philosophies – Foundations of Vedanta philosophy in the Upanishads, in Srimad Bhagvad Gita and the Brahmasutra of Badharayana – Commentarial tradition – A short introduction of the Vedantic schools of philosophies compared (Advaita Vedanta, Visistadvaita Vedanta and Dvaita Vedanta).

UNIT – 2

Epistemology of Vedantic Schools: Sources of knowledge – Theory of Truth – Theory of perceptual error – Criticisms levelled against the epistemological stands of one school by the other schools.

UNIT – 3

Metaphysics of Vedantic Schools: The Ultimate Reality – Individual Selves – World – Maya – Understanding the kind of relationship among them – Criticisms levelled against the metaphysical stands of one school by the other schools.

UNIT – 4

Bondage and Liberation of the Soul according to the Vedantic Schools: Cause of bondage of the Self – Doctrine of Karma – Path of liberation – Status of the liberated Self – Criticisms levelled against the ethical stands of one school by the other schools.

UNIT – 5

A short introduction to other Vedantic Schools: Dvaitadvaita of Nimbarka – Suddhadvaita of Vallabha – Acintya-bhedabheda of Sri Caitanya.

Essential Readings

- 1 Satischandra Chatterjee & Dhirendramohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.

- 2 Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
- 3 T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
- 4 M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.
- 5 Jadunath Sinha, *Outlines of Indian Philosophy*, Pilgrims Publishing, Varanasi, 2005.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–4), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1 & 2), Oxford University Publishers, New Delhi, 2009.
3. (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1 & 2), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.
6. Nikunja Vihari Banerjee, *The Spirit of Indian Philosophy*, Arnold–Heinemann Publishers Pvt. Ltd, New Delhi, 1974.

PHLMID 24: PHILOSOPHY OF STRUCTURALISM (4 Credits)

Course Objectives:

This course delves into structuralism's foundational concepts and methodologies, focusing on its approach to reality, knowledge, and binary oppositions. Key figures like Saussure, Levi-Strauss, Lacan, Althusser, and Barthes are examined for their contributions. The interplay between language, communication, and social structures is analyzed within structuralism. The transition to post-structuralism, critiques, and developments are explored. Implications for understanding language, ideology, and culture are critically evaluated.

Learning Outcomes:

This course ensures students grasp foundational principles of structuralism, including its treatment of language and social structures. They analyze major structuralist thinkers' works critically, understanding their impact on subsequent discourse. Students apply structuralist theories to interpret cultural texts and social phenomena. Transitioning to post-structuralism,

they identify key critiques and developments. Engaging with primary and secondary sources, they articulate informed critiques and original perspectives on these theories' relevance to contemporary philosophical debates.

UNIT – 1

Introduction: Rise of Structuralism as an intellectual movement – Reality and knowledge – Binary oppositions – Synchrony and Diachrony.

UNIT – 2

Ferdinand de Saussure: Langue – Parole – Signifier – Signified – Value or Differentiation.

Claude Levi-Strauss: Communication and social unity.

UNIT – 3

Jacques Lacan: Unconscious as the discourse of the other – Confirmation of the individual self-hood as the ultimate ideal.

UNIT – 4

Louis Althusser: Importance of ideologies – Ideology and language.

Roalnd Barthes: Mythologies and the ordinary things of the world.

UNIT – 5

Introduction to Post Structuralism.

Essential Readings

1. Richard Harland, *Superstructuralism: The Philosophy of Structuralism and Post-Structuralism*, Routledge, London, 1991.
2. Catherine Belsey, *Poststructuralism – A Very Short Introduction*, Oxford University Press, 2002.
3. John Sturrock (Edr), *Structuralism and Since – From Levi Strauss to Derrida*, Oxford University Press, Madras, 1979.
4. Edith Kurzweil, *The Age of Structuralism: Levi Strauss to Foucault*, Columbia University Press, New York, 1980.

Further Readings

1. Madan Sarup, *An Introductory Guide to Post-structuralism and Postmodernism*, The University of Georgia Press, Athens, 1989.

2. Gopi Chand Narang, *Structuralism, Post-Structuralism and Eastern Poetics* (in Hindi and in Tamil), Sahitya Akademi, New Delhi.