

KRISHNAGURU ADHYATMIK VISVAVIDYALAYA
FYUGP (NEP2020)
COURSE AND CREDIT STRUCTURE
COURSE NAME- ARTS UG/ B.A
SYLLABUS- DEPARTMENT OF PHILOSOPHY
1st SEMESTER TO 8th SEMESTER

SEMESTER- I
PHLC-101-(I)
NON- VEDIC SCHOOLS OF INDIAN PHILOSOPHY (04)

Unit	Topic
Unit-I	Meaning and characteristics of Indian Philosophy, Nature & Scope of Indian Philosophy, Charges against Indian Philosophy.
Unit-II	Carvaka: Epistemology, Metaphysics, Ethics.
Unit-III	Jaina: Syadvada, Anekantavada, Meaning of Liberation in Jaina.
Unit-IV	Buddha: Four Noble Truths, Theory of Causation (Pratityasamutpada), Doctrine of Impermanence, No Soul Theory,

Course Learning Outcomes:

1. Students will articulate the meaning and characteristics of Indian philosophy.
2. Learners will critically analyze the Carvaka school's epistemology, metaphysics, and ethics, understanding its materialist perspective and the implications of its views on knowledge and morality.
3. Students will explore Jaina doctrines such as Syadvada and Anekantavada, as well as the concept of liberation (Moksha) in Jainism.
4. Learners will examine fundamental Buddhist concepts, including the Four Noble Truths, the theory of causation (Pratityasamutpada), the doctrine of impermanence, and the no-soul theory (Anatta), gaining insight into how these teachings address the nature of suffering and existence.

Books Recommended:

Hiriyana, M.: *The Essentials of Indian Philosophy*,
Chatterjee, S. & Dutta, D.M. : *An Introduction to Indian Philosophy*,
Sharma, C.D.: *A critical Survey of Indian Philosophy*,
Bhattacharjee, J.: *Bharatiya Darsan* (Assamese),
Sanyal, J.: *Guide to Indian Philosophy*

SEMESTER- I
PHLM-101-(I)
INTRODUCTION TO LOGIC

Unit	Topic
Unit-I	Nature and Scope of Logic, Inference: Inductive and Deductive Inference, Types of Induction.
Unit-II	Terms and Propositions, Square of Opposition of Propostion, Modern Classification of Propostion,
Unit-III	Nature of Argument, Nature of Valid Argument, Argument and Argument Form, Testing validity of an Argument with Truth Table Method.
Unit-IV	Venn- diagrammatic Representation of Propositions and Arguments, Testing Validity by Venn- diagram.

Course Learning Outcomes:

1. Students will articulate the nature and scope of logic.
2. Learners will distinguish between inductive and deductive inference, recognizing the various types of induction and their roles in forming conclusions, as well as understanding the implications of these types for logical reasoning.
3. Students will analyze the structure of terms and propositions, including modern classifications and the Square of Opposition.
4. Learners will demonstrate proficiency in using Venn diagrams and truth tables to represent propositions, test the validity of arguments, and analyze the relationships between different logical statements.

Books Recommended:

Copi, I.M. & Cohen, Carl: *Introduction to Logic*

Suppes, P.: *Introduction to Symbolic Logic*

Sharma, B. & Deka, J.: *A Text Book of Logic*

Smith, Peter: *An Introduction to Formal Logic*

SEMESTER- II
PHLC-201-(II)
GREEK PHILOSOPHY (04)

Unit	Topic
Unit-I	Philosophy of Thales, Anaxemander, Anaximenes
Unit-II	Socrates: Virtue, Self, Ethics.
Unit-III	Plato: Knowledge & Opinion, Theory of Ideas,
Unit-IV	Aristotle: Theory of Causation, Form and Matter, Actuality & Potentiality

Course Learning Outcomes:

1. Students will articulate the philosophical contributions of Thales, Anaximander, and Anaximenes, focusing on their views regarding the fundamental nature of reality and the origins of the cosmos.
2. Learners will analyze Socrates' ideas on virtue, the self, and ethics, understanding his method of inquiry and how it shapes moral philosophy and the pursuit of knowledge.
3. Students will examine Plato's distinctions between knowledge and opinion, as well as his Theory of Ideas (Forms), recognizing how these concepts contribute to his understanding of reality and the nature of knowledge.
4. Learners will explore Aristotle's theories of causation, form and matter, and the concepts of actuality and potentiality.

Books Recommended:

Stace W.T.: *A critical History of Greek Philosophy*

Masih Y.: *A Critical History of Western Philosophy*

Thilly Frank: *A History of Philosophy*

Copleston F.: *History of Philosophy, Vol: I*

SEMESTER- II
PHLM-201-(II)
INDIAN ETHICS (04)

Unit	Topic
Unit-I	Ethics of the Vedas and Upanisads, Purusartha, Rta, Rna
Unit-II	Gita- Niskama Karma, Truth & Non- Violence
Unit-III	Varna Dharma, Asrama Dharma
Unit-IV	Buddhists' Astangikamarga, Jaina Pancasila,

Course Learning Outcomes:

1. Students will articulate the ethical frameworks presented in the Vedas and Upanishads, including concepts such as Purusartha, Rta (cosmic order), and Rna, and how these ideas shape moral conduct.
2. Learners will analyze key ethical principles in the Bhagavad Gita, particularly the concepts of Niskama Karma, truth, and non-violence, exploring their relevance to personal and social ethics.
3. Students will examine the concepts of Varna Dharma (the duties associated with social classes) and Asrama Dharma (the duties associated with life stages), understanding their significance in guiding ethical behavior and societal roles.
4. Learners will explore the Eightfold Path (Astangikamarga) in Buddhism and the Five Great Vows (Pancasila) in Jainism, gaining insights into how these practices promote ethical living.

Books Recommended:

Srinivasa, V.: *A History of Indian Literature*
Radhakrishnan, S.: *Indian Philosophy, Vol I & II.*
Mashih, Y.: *A Comparative Study of Religion*
Ravi, Illa: *Foundations of Indian Ethics*
Tiwari, K.N.: *Classical Indian Ethical Thought*

SEMESTER- III
PHLC-301-(III)
ANCIENT INDIAN PHILOSOPHY (04)

Unit	Topic
Unit-I	Basic concepts of Vedas, The notion of Dharma (duty/ethics)
Unit-II	Major themes: Brahman, Atman, and the Nature of Reality; Ethical implications of Upanishadic teachings
Unit-III	Niskama Karma (Selfless Action), Concepts of truth and non-violence
Unit-IV	Goals of human life and cosmic order, Ethical implications of obligations.

Course Learning Outcomes:

1. To understand the fundamental concepts and schools of thought in ancient Indian philosophy.
2. To analyze the ethical implications of various philosophical teachings.

Books Recommended:

Hiriyana, M.: *The Essentials of Indian Philosophy*,
Chatterjee, S. & Dutta, D.M. : *An Introduction to Indian Philosophy*,
Sharma, C.D.: *A critical Survey of Indian Philosophy*,
Bhattacharjee, J.: *Bharatiya Darsan* (Assamese),
Sanyal, J.: *Guide to Indian Philosophy*
Srinivasa, V.: *A History of Indian Literature*
Radhakrishnan, S.: *Indian Philosophy, Vol I & II.*

SEMESTER- III
PHLC-302-(IV)
ETHICS (04)

Unit	Topic
Unit I	Definition and importance of ethics; Branches of ethics: normative, descriptive, and applied ethics.
Unit II	Utilitarianism: Jeremy Bentham and John Stuart Mill.
Unit III	Deontological Ethics: Immanuel Kant Virtue Ethics: Aristotle and Hume.
Unit IV	Anthropocentrism vs. Ecocentrism Animals Rights; Human Rights; Euthanasia.

Course Learning Outcomes:

1. Students will grasp the definition and significance of ethics, enabling them to appreciate its role in guiding moral behavior and decision-making in personal and societal contexts.
2. Learners will be able to differentiate between the branches of ethics—normative, descriptive, and applied—allowing them to understand how ethical theories and principles are applied in real-world scenarios.
3. Students will analyze and critique key ethical theories, including utilitarianism, deontological ethics, and virtue ethics.
4. Learners will explore pressing ethical issues such as anthropocentrism vs. ecocentrism, animal rights, human rights, and euthanasia.

Books Recommended:

Blackburn, Simon, "Ethics: A Very Short Introduction"
James Rachels and Stuart Rachels, "The Elements of Moral Philosophy"
John Stuart Mill, "Utilitarianism"
Jeremy Bentham, "An Introduction to the Principles of Morals and Legislation"
Immanuel Kant, "Groundwork for the Metaphysics of Morals"
Aristotle, "Nicomachean Ethics"
Peter Singer, "Animal Liberation"

SEMESTER- III
PHLM-301-(III)
INTRODUCTION TO INDIAN PHILOSOPHY (04)

Unit	Topic
Unit-I	Development of Indian philosophy: Meaning and Scope of Indian Philosophy, Schools of Indian Philosophy, Common characteristics of Indian Philosophy.
Unit-II	Four Noble Truths, theory of Impermanence, No-Soul theory, Jaina Syadvada, Anekantavada.
Unit-III	Sankhya theory of Purusa and Prakarti, Evolution, Nyaya theory of Pramanas.
Unit-IV	Sankara's Brahma Avidya and Adhyasa, Ramanuja's refutation of Sankara's concept of Avidya (Maya) Prakarti and Jiva.

Course Learning Outcomes:

1. To understand the meaning, scope and features of Indian Philosophy.
2. To know the metaphysical concepts of Buddha and Jaina Philosophy.
3. To know the theory of creation in Sankhya Philosophy.
4. To understand the concept of reality in Sankara's and Ramanuja's philosophy

Books Recommended:

Dasgupta, S.N: A History of Indian Philosophy.
 Chandradhar Sharma: Indian Philosophy: A Critical Survey.
 M. Hriyanna: The Essentials of Indian Philosophy.
 S. Radhakarishnan: Indian Philosophy, Volume-I
 S. Radhakarishnan: Indian Philosophy, Volume-II

SEMESTER- IV
PHLC-401-V
VEDIC SCHOOLS OF INDIAN PHILOSOPHY (04)

Unit	Topic
Unit-I	Sankhya: Puruṣ; Prakṛti; Causation Yoga: Cittavṛti and its Nirodha; Astangika Mārga
Unit-II	Nyaya: Pramanas Vaiśeṣika: Padarthas; Atomistic theory of Creation
Unit-III	Mimamsa: Pramanas; Pramayavada; Khyativada
Unit-IV	Śankara: Brahman; Atman; Adhyasa and Avidya Rāmānuja; Brahman; Jiva and Jagat; Aprāhaksiddhi Sankardeva's concept of God and Bhakti

Course Learning Outcomes:

1. Students will gain a comprehensive understanding of key philosophical concepts from various Indian philosophical schools, including Sankhya, Yoga, Nyaya, Vaiśeṣika, Mimamsa, and the contributions of philosophers like Śankara and Rāmānuja.
2. Learners will develop critical thinking and analytical skills by engaging with complex philosophical arguments, especially in the context of pramāṇas (means of knowledge) and theories of causation.
3. This paper will facilitate an exploration of the spiritual and ethical dimensions of philosophy, particularly in the context of Bhakti and the concepts of God, self (Atman), and the universe (Jagat).
4. Students will be able to perform comparative analyses between different schools of thought, such as the differences between the views of Brahman in Śankara's and Rāmānuja's philosophies.

Books Recommended:

Chatterjee, S.C.: *Nyaya Theory of Knowledge*
Chatterjee, S.C & Dutta, D.M.: *An Introduction to Indian Philosophy*
Dasgupta, S.N.: *A History of Indian Philosophy*
Hiriyana, M.: *Outlines of Indian Philosophy*
Radhakrishnan, S.: *Indian Philosophy*
Sharma, C.D.: *A Critical Survey of Indian Philosophy*
Sinha, J.N.: *Indian Philosophy*, Volume I & II

SEMESTER- IV
PHLC-402-VI
MODERN WESTERN PHILOSOPHY (04)

Unit	Topic
Unit-I	Descartes: Methods of Doubt, Cogito ergo Sum.
Unit-II	Spinoza: Substance, Attributes and Modes Leibnitz: Theory of Monads, Pre-Established Harmony.
Unit-III	Locke: Refutation of Innate Ideas, Theory of Knowledge Berkeley: Esse est percipi, Subjective Idealism.
Unit-IV	Hume: Ideas and Impressions, Skepticism.

Course Learning Outcomes:

1. Students will develop the ability to critically engage with foundational concepts in modern philosophy, particularly the methods of doubt in Descartes' work and the implications of his famous assertion "Cogito ergo sum," fostering a deeper understanding of epistemology.
2. Learners will be equipped to compare and contrast the metaphysical views of Spinoza and Leibniz, particularly regarding substance, attributes, and the theory of monads.
3. Students will explore Locke's refutation of innate ideas and Berkeley's subjective idealism, and how these concepts challenge traditional views of reality.
4. Hume's analysis of ideas and impressions, students will engage with the themes of skepticism and empiricism, developing skills to critically assess the limits of human understanding.

Books Recommended:

R.K. Pati- A History of Modern European Philosophy
 Ira Sengupta- A History of Western Philosophy
 Barlingay and Kulkarni- A History of Western Philosophy
 Ray and Das- Paschatya Darshanra Itihasa
 Y. Masih- A Critical History of Western Philosophy
 Falkenberg- A History of Philosophy.

SEMESTER- IV
PHLC-403-VII
CONTEMPORARY INDIAN PHILOSOPHY (04)

Unit	Topic
Unit I: Aurobindo	Evolution; Super mind; Synthesis of Yoga.
Unit II: Radhakrishnan	Religious experience; Intellect and intuition; Man and his destiny.
Unit III: Gandhi	Religion, Truth, Non-violence; Satyagraha, Sarvodaya, Swadeshi; Critique of Industrialisation, Trusteeship.
Unit IV: Vivekananda	Universal religion; Practical Vedanta; Philosophy of Education.

Course Learning Outcomes:

1. Students will gain an understanding of the synthesis of yoga and the concept of the super mind, exploring how these ideas contribute to personal and spiritual evolution, fostering a holistic approach to self-realization and higher consciousness.
2. Learners will critically engage with key ethical principles such as non-violence, truth, and the philosophy of Satyagraha, understanding their relevance in contemporary social movements and their implications for individual and collective destiny.
3. Students will analyze critiques of industrialization and explore concepts like trusteeship and sarvodaya.
4. The paper will promote a dialogue on the notion of a universal religion and the philosophy of practical Vedanta, leading students to contemplate the role of education.

Books Recommended:

Complete works of Swami Vivekananda (relevant chapters)
 S. Radhakrishnan: *An idealist view of Life*
 S. K. Maitra : *An introduction to Philosophy of Sri Aurobindo*
 D. M. Datta : *The Philosophy of Mahatma Gandhi*
 N. K. Bose : *Selections from Gandhi*
 Nilima Sharma : *Twentieth Century Indian Philosophy*
 D. M. Datta : *Chief Currents of Contemporary Philosophy.*

SEMESTER- IV
PHLC-404-VIII
ANALYTIC PHILOSOPHY (04)

Unit	Topic
Unit-I	Moore: The Analytic Turn of Philosophy; Refutation of Idealism; Defence of Common Sense.
Unit-II	Russell: Logical Atomism; General Propositions and Existence; Theory of Description.
Unit-III	Wittgenstein: Picture Theory of Meaning; Meaning and Use; Language Game.
Unit-IV	Vienna Circle: Verification Theory and Rejection of Metaphysics

Course Learning Outcomes:

1. Students will develop a comprehensive understanding of the analytic turn in philosophy through Moore's refutation of idealism and defense of common sense.
2. Learners will explore Russell's logical atomism and the Vienna Circle's verification theory, critically examining the implications of these ideas for the nature of propositions and the rejection of metaphysics, enhancing their grasp of the relationship between language and reality.
3. Through Wittgenstein's picture theory of meaning and concepts of language games, students will engage in a nuanced exploration of how meaning is constructed and understood in context, fostering their ability to analyze linguistic and philosophical arguments effectively.
4. The paper will encourage students to critically engage with philosophical debates surrounding the nature of truth, existence, and the role of language in shaping our understanding of reality.

Books recommended:

Gross, B.R.: *Analytic Philosophy*

Moore, G.E.: "Defence of Common Sense"

Moore, G.E.: "Refutation of Idealism"

Russell, B.: *Logical Atomism*

Wittgenstein: *Tractatus Logico Philosophicus*

Pradhan, R.C.: *Recent Developments in Analytic Philosophy*

SEMESTER- IV
PHLM-401-IV
RELIGION (04)

Unit	Topic
Unit-I	Meaning, origin and characteristics of religion
Unit-II	Monotheism- Judaism, Islam, Christianity Polytheism- Hinduism, Shintoism, Vodou
Unit-III	Bondage and Liberation: Hinduism, Judaism, Islam, Christianity.
Unit-IV	Proofs for the existence of God: Ontological argument, Cosmological argument, Teleological argument, Moral argument

Course Learning Outcomes:

1. Students will develop a nuanced understanding of the meaning, origin, and characteristics of religion.
2. Learners will gain insights into monotheism through the study of Judaism, Islam, and Christianity, as well as polytheism via Hinduism, Shintoism, and Vodou.
3. Students will analyze the themes of bondage and liberation in Hinduism, Judaism, Islam, and Christianity, encouraging them to reflect on how these concepts shape moral and ethical frameworks within each tradition.
4. Through examining various arguments for the existence of God—ontological, cosmological, teleological, and moral—students will develop critical thinking skills.

Books Recommended:

John Hick : *Philosophy of Religion*

B. Mitchell : *Philosophy of Religion*

John Hick : *Classical and contemporary readings in the philosophy of Religion*

Nilima Sharma : *Philosophy of Sankardeva: An appraisal*

Y. Masih: *Introduction to Religious Philosophy*

Peterson and others: *Philosophy of Religion. Selected Readings*

Maheswar Neog: *Sankardeva and His Times*

SEMESTER- V
PHLC- 501 (IX)
COMPARATIVE RELIGION (04)

Unit	Topic
Unit-I	Introduction to Comparative Religion, Concept of God: Gnosticism, Agnosticism, Naturalism, Monotheism, Pantheism, Panentheism, Atheism.
Unit-II	Hinduism: Origin and development ; Polytheism; Vedas and its types.
Unit-III	Islam: Origin and development; Monotheism; Five Pillars of Islam’.
Unit-IV	Christianity: Origin and development, Monotheism, Trimurti.

Course Learning Outcomes:

1. Students will acquire a foundational understanding of comparative religion, including various concepts of God such as Gnosticism, Agnosticism, Naturalism, Monotheism, Pantheism, Panentheism, and Atheism.
2. Learners will explore the origin and development of Hinduism, including its polytheistic aspects and the significance of the Vedas.
3. Students will investigate the origins and development of Islam, focusing on its monotheistic nature and the Five Pillars of Islam.
4. The paper will facilitate an exploration of the origins and development of Christianity, particularly its monotheistic framework and the concept of the Trimurti.

Books Recommended:

Trevor Ling, A History of Religion - East and West, Macmillan and Co. Ltd., London, 1968.
E.O. James, History of Religions, Harper & Brothers Publishers, New york, 1957.
John B. Noss, Man's Religions, The Macmillan Company, New york, 1992.
Trevor Ling, A History of Religion - East and West, Macmillan and Co. Ltd., London, 1958,
Masudul Hassan, History of Islam, Vols. I & II, Kitab Bhawan, New Delhi.
K. Ali, A Study of Islamic History, Adam pub & Dist., New Delhi.
M. Mujeeb, Islam in India, Kitab Bhawan, New Delhi.

SEMESTER- V
PHLC- 502 (X)
INDIAN LOGIC (04)

Unit	Topic
Unit-I	Nature and scope of Indian Logic, General features of Indian logic.
Unit-II	Pratyaksa-Its nature, stages and kinds: Nyaya, Buddha, Jaina.
Unit-III	Anumana- Definition, structure and classification of anumana - Nyaya, Buddha; Notion of Vyapti- Nyaya, Buddha.
Unit-IV	Nature of Pramanas- Upamana, Sabda, Arthapatti, Anupabladhi.

Course Learning Outcomes:

1. Students will develop a foundational understanding of the nature and scope of Indian logic, gaining insights into its general features and how it differs from Western logical traditions.
2. Learners will explore the nature, stages, and kinds of pratyakṣa (perception) as articulated in the Nyaya, Buddhist, and Jaina traditions, enabling them to evaluate the role of perception in the process of knowledge acquisition.
3. Students will engage with the definition, structure, and classification of anumāna (inference) as presented in Nyaya and Buddhist philosophy, particularly the notion of vyapti (invariable concomitance), enhancing their analytical skills in understanding deductive reasoning.
4. The syllabus will facilitate an exploration of the various pramanas (means of knowledge), including upamana (comparison), śabda (verbal testimony), arthapatti (postulation), and anupalabdhi (non-perception), allowing students to critically assess their significance in the Indian epistemological framework.

Books Recommended:

C. Bhattacharya : Elements of Indian Logic and Epistemology.
S. S. Barlingay : A Modern Introduction to Indian Logic.
S.C. Chatterjee : The Nyāya Theory of Knowledge.
Gopinath Bhattacharya (Elucidated) : Tarka Samgraha with Dipika Indira Mukhopadhyay
(Translated) : Tarka SaMgraha with Dipika Kanailal Poddar (ed.) : Tarka Samgraha with Dipika
I. N. Copi, Introduction to Logic (latest Ed.)

SEMESTER- V
PHLC- 503 (XI)
PHILOSOPHY OF GITA (04)

Unit	Topic
Unit-I	Law of Karma; Akarma; Vikarma; Freedom and Choice.
Unit-II	Puruṣ, Prakṛi; Uttama, Puruṣ and Ultimate Reality; Relation of Individual Self and Ultimate Reality.
Unit-III	Conception of Yoga; Karma Yoga, Jñāa Yoga, Bhakti Yoga; Reconciliation of the Yogas.
Unit-IV	Svabhāa, Svakarma; Svadharma; Niṣamakarmayoga; Lokasaṃ graham; Liberation.

Course Learning Outcomes:

1. Students will develop a comprehensive understanding of the law of karma, including the distinctions between akarma, vikarma and the concepts of freedom and choice.
2. Learners will analyze the relationship between puruṣa and prakṛti, as well as the concept of ultimate reality.
3. Students will engage with different forms of yoga-karma yoga (the yoga of action), jñāna yoga, and bhakti yoga and explore how these paths can be reconciled, enhancing their understanding of spiritual practice and personal development.
4. The paper will facilitate an exploration of svabhāva, svakarma, and svadharma, alongside the notions of niṣkāmakarmayoga and lokasaṃgraha.

Books Recommended:

Aurobindo: *The Bhagavad Gita*

Gandhi, M.K.: *Gita*

Radhakrishnan, S.: *The Bhagavad Gita*

Ranade, R.D.: *Bhagavad Gita-A Philosophy of God Realization*

Tilak, B.G.: *Gita Rahasya*

SEMESTER- V
PHLC- 504 (XII)
SOCIAL PHILOSOPHY (04)

Unit	Topic
Unit I	Rights and Duties; Justice; Equality & Liberty.
Unit-II	Anarchism; Socialism; Marxism.
Unit-III	Monarchy; Theocracy; Democracy.
Unit-IV	Humanism; Secularism; Multiculturalism.

Course Learning Outcomes:

1. Students will develop a nuanced understanding of the relationship between rights and duties, exploring concepts of justice, equality, and liberty.
2. Learners will engage with anarchism, socialism, and Marxism, examining their principles, historical contexts, and implications for society.
3. Students will compare and contrast various forms of governance, including monarchy, theocracy, and democracy, enabling them to assess the strengths and weaknesses of each system and their impact on individual freedoms and societal structure.
4. The paper will encourage students to explore humanism, secularism, and multiculturalism.

Books Recommended:

Benjamin, M. (ed): *Science and Sensibility, Gender and Scientific Enquiry*,
1780-1945
Durkheim, E.: *Sociology and Philosophy*
Joshi, N. V.: *Social and Political Philosophy*
Mackenzie, J.S.: *Outlines of Social Philosophy*
Raphael, D. D.: *Problems of Political Philosophy*
Rout, B. C.: *Political Theory and Ideology*
Roy & Bhattacharya.: *Political Theory*
Sinhha, A. K.: *Outlines of Social Philosophy*

SEMESTER- V
PHLM- 501 (V)
WESTERN PHILOSOPHY (04)

Unit	Topic
Unit I:	Descartes: Cartesian Method, Mind-Body dualism; Spinoza: God and Substance.
Unit II:	Leibnitz: Theory of monads, Pre-established Harmony; Locke: Critique of Innate Ideas.
Unit III:	Berkeley: <i>Esse Est Percipi</i> ; Hume: Impression and Ideas, Concept of Self.
Unit IV:	Kant: Possibility of Synthetic a priori Judgement; Space and Time; Categories.

Course Learning Outcomes:

1. Students will gain a foundational understanding of key philosophical concepts and methods introduced by Descartes, Spinoza, and Leibniz, enabling them to appreciate the evolution of philosophical thought.
2. Learners will critically examine Locke's critique of innate ideas and Berkeley's assertion that "esse est percipi," enhancing their understanding of the nature of knowledge, perception, and the implications of empirical philosophy.
3. Students will explore Hume's distinctions between impressions and ideas, as well as his concept of self.
4. The syllabus will facilitate an in-depth exploration of Kant's ideas on synthetic a priori judgments, the nature of space and time, and the role of categories in shaping human experience, equipping students to engage with the complexities of Kantian thought.

Books Recommended:

F. Thilly: *A History of Philosophy*
 Barlingay and Kulkarni: *Critical History of Western Philosophy*
 Y. Masih: *A Critical History Of Modern Philosophy*
 Anthony Kenny: *A New History of Philosophy*
 F. Copleston: *History of Philosophy*
 D.W. Hamlyn: *A History of Western Philosophy*
Routledge History of Philosoph.

SEMESTER- VI
PHLC-601 (XIII)
INDIAN EPISTEMOLOGY (04)

Unit	Topic
Unit I	The Indian method of Purvapaksa and Siddhanta; Anviksiki and Anumiti.
Unit II	Theories of Error (Khyativada): Yogacara Buddhist's Atmakhyativada; Prabhakara Mimamsaka's Akhyativada; Naiyayika's Anyathakhyativada; Advaitin's Anirvacaniyakhyativada; Bhatta's Viparitakhyativada; Samkhya's Sadasad-Khyativada; Visistadvaitin's Satkhyativada
Unit III	Valid means of Knowledge (Pramana): Pratyaksa, Anumana, Sabda, Upamana, Arthapatti, Anupalabdhi.
Unit IV	The special status of Sabda Pramana; Svatah Pramanyavada and Paratahpramanyavada; Valid (Prama) and Invalid (Aprama) Cognition.

Course Learning Outcomes:

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

1. Evaluate the Theories of Error of different Indian Philosophical Schools.
2. Analyse the valid and invalid sources of knowledge.
3. Illustrate and classify various sources of knowledge.

Books Recommended:

Barlingay, S.S. (1965) A Modern Introduction to Indian Logic, New Delhi: National Publishing House.

Dasgupta, S. (2000) History of Indian Philosophy, New Delhi: Motilal Banarsidass.

Datta, D. M. (1997) The Six Ways of Knowing

A Critical Study of the Advaita Theory of Knowledge. New Delhi: Motilal Banarsidass.

Prasad, J. (1987) History of Indian Epistemology. Third Edition. New Delhi: Munshiram Manoharlal.

Potter, K.H. (2011) The Encyclopedia of Indian Philosophies, Currently in 19 Volumes. New Delhi: Motilal Banarsidass.

Rao, S. (1998) Perceptual Error: The Indian Theories. Series: Monographs of the Society for Asian and Comparative Philosophy, No. 15, Book 16. Honolulu, HI: University of Hawaii Press.

SEMESTER- VI
PHLC-602 (XIV)
EXISTENTIALISM (04)

Unit	Topic
Unit I	Existentialism as foreshadowed in Kierkegaard's notions of subjectivity as truth and the leap of faith,
Unit II	Nietzsche's notion of the death of God, nihilism and the over man.
Unit III	Heidegger- Existential Phenomenology; Being and Dasein, Authenticity: Being- towards-death
Unit IV	Sartre: Existentialism; Being-for-itself and being-in-itself; Being and nothingness; Bad faith; Authenticity and freedom. Existential Humanism.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Analyse the initial foundation of existential thoughts in Kierkegaard's idea of subjectivity as well as Nietzsche's nihilism and the notion of the death of god.
2. Recognise the distinctive use of the phenomenological method by Heidegger to arrive at ideas like dasein, authenticity and being-towards-death.
3. Defend the significance of Sartrean existentialism with crucial most ideas like being-foritself and being-in-itself, nothingness, bad faith, freedom, and existential humanism.

Books Recommended:

1. Kauffman, Walter, ed. (1975) Existentialism from Dostoevsky to Sartre. Revised and Expanded Edition. New York: Penguin.
2. Moran, Dermot. (2000) Introduction to Phenomenology. London: Routledge.
3. Moran, Dermot, and Timothy Mooney, eds. (2002) The Phenomenology Reader. London: Routledge.
4. Lewis, Michael, and Tanja Staehler. (2010) Phenomenology: An Introduction. London: Continuum.

SEMESTER- VI
PHLC-603 (XV)
WESTERN EPISTEMOLOGY (04)

Unit	Topic
Unit I	Cartesian method of Doubt; Spinoza's threefold division of knowledge; Leibnitz on knowledge.
Unit II	Rationalist notion of innate ideas and Locke's critique of it; Locke's account of knowledge, Berkeley's idealistic empiricism; Hume's skeptical empiricism.
Unit III	Knowledge as justified true belief.
Unit IV	The Gettier problem; Responses to it.

Course Learning Outcomes:

1. Appraise epistemological foundation of modern philosophy.
2. Compare Rationalism and Empiricism and explain their debate
3. Restate Spinoza, Leibnitz, Locke and Berkeley's contribution to epistemological theory.
4. Illustrate knowledge as justified true belief. They will also be able to point out to the Gettier's problem.

Books Recommended:

Cahn, Steven M., ed. (2012) Classics of Western Philosophy. Eighth Edition. Indianapolis, IN: Hackett Publishing.

Copleston, Frederick. (1993) A History of Philosophy. 11 Volumes. New York: Image.

Crumley II, Jack S. (2009) An Introduction to Epistemology. Second Edition, Series: Broadview Guides to Philosophy. Peterborough, ON: Broadview Press.

Pojman, Louis P. (2003) Theory of Knowledge: Classic and Contemporary Readings. Third Edition. Andover, UK: Cengage Learning.

Rescher, Nicholas. (2003) Epistemology: An Introduction to the Theory of Knowledge. Series: SUNY Series in Philosophy. Albany, NY: State University of New York.

SEMESTER- VI
PHLC-604 (XVI)
PHILOSOPHY OF BUDDHISM (04)

Unit	Topic
Unit I	Introduction to Buddhism, concept of knowledge in Buddhism.
Unit II	Four schools of Buddhism- Madhyatmika, Yogacara, Satrantika and Vaivasika.
Unit III	Pratityasamutpada, Momentariness, No-soul theory.
Unit IV	Four noble Truths, Astangika-marga; Nirvana.

Course Learning Outcomes:

1. Students will acquire a comprehensive introduction to Buddhism, including its historical development, key teachings, and the concept of knowledge.
2. Learners will explore the four major schools of Buddhism—Madhyamika, Yogacara, Sautrantika, and Vaibhashika—gaining insights into their distinct philosophies, interpretations of core doctrines, and contributions to Buddhist thought.
3. Students will engage with essential Buddhist concepts such as pratityasamutpada (dependent origination), momentariness, and the no-soul theory (anatta).
4. The paper will facilitate an exploration of the Four Noble Truths and the Eightfold Path (Astangika-marga), as well as the concept of Nirvana, equipping students with the knowledge to understand the Buddhist approach to suffering, ethical living, and ultimate liberation.

Books Recommended:

Chatterjee, S.C & Dutta, D.M: *An Introduction to Indian Philosophy*
Dasgupta, S.N.: *A History of Indian Philosophy*
Hiriyana, M. *Outlines of Indian Philosophy*
Radhakrishnan, S. *Indian Philosophy*
Sharma, C.D. *A Critical Survey of Indian Philosophy*
Sinha, J.N. *Indian Philosophy, Volume I & II*

SEMESTER- VI
PHLM-601
CONTEMPORARY INDIAN PHILOSOPHY (04)

Unit	Topic
Unit I	Swami Vivekananda: Reality and god The Doctrine of Māyā; Nature of Man.
Unit II	Aurobindo: Reality – Saccidananda; The Process of Evolution; The Super-mind; Integral Yoga.
Unit III	Mahatma Gandhi: Nature of Man; Karma and Re-birth; Truth and Non-violence, Religion and Morality.
Unit IV	S. Radhakrishnan: Ultimate Reality; The Doctrine of Rebirth; Human Destiny.

Course Learning Outcomes:

1. Students will gain a deep understanding of key philosophical ideas from prominent Indian thinkers, including Swami Vivekananda's views on reality and the doctrine of māyā.
2. Learners will explore Aurobindo's concepts of reality as Saccidananda, the process of evolution, and the notion of the Super-mind, providing insights into his vision of spiritual development and Integral Yoga.
3. Students will critically engage with Mahatma Gandhi's teachings on the nature of man, karma and rebirth, and the principles of truth and non-violence.
4. The paper will facilitate an exploration of S. Radhakrishnan's perspectives on ultimate reality, the doctrine of rebirth, and human destiny.

Books Recommended:

Lal, B. K. (1992) Contemporary Indian Philosophy, Motilal Banarsidass, Delhi.
 Margaret Chatterjee, (1998) Contemporary Indian Philosophy, Motilal Banarsidass.
 Mahadevan, T. M. P. & V. Saroja, (1985) Contemporary Indian Philosophy, New Delhi.
 Sri Aurobindo, (1977) The complete Works of Sri Aurobinda, Published by Sri Aurobindo Society, Pondicherry.
 J. Krishnamurti (1973) The Awakening of the Intelligence, Penguin Books.
 J. Krishnamurti (2006) A Flame of Learning, Krishnamurti Foundation.
 Mahatma Gandhi (1968) The Selected Works of Mahatma Gandhi , Navajivan Trust.

SEMESTER- VII
UG DEGREE (HONOURS) WITH RESEARCH PROGRAMME
PHLC-701 (XVII)
PHILOSOPHY OF CULTURE (04)

Unit	Topic
Unit I	Meaning of culture; Cultural Nationalism; Cultural Identity.
Unit II	Role of Vedic and Non- Vedic culture in India; Elements of material and non-material culture.
Unit III	Buddhist Culture; Tribal cultures of North East India.
Unit IV	Decolonization of Knowledge; decolonization of culture.

Course Learning Outcomes:

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

1. Analyze and critically evaluate the concept of culture and its philosophical underpinnings.
2. Develop an ethical understanding of cultural diversity and global interconnectedness.
3. Examine the relationship between cultural practices, values, and norms, and their influence on societal structures and worldviews.

Books Recommended:

Philip Smith, "Cultural Theory: An Introduction"
 Benedict Anderson, "Imagined Communities: Reflections on the Origin and Spread of Nationalism"
 Stuart Hall, "Cultural Identity and Diaspora"
 Roshen Dalal, "The Vedas: An Introduction to Hinduism's Sacred Texts"
 David Frawley, "The Non-Vedic Roots of Indian Civilization"
 David Held, "Culture and Society: An Introduction to Cultural Studies"
 John Strong, "Buddhism and Culture"
 N. K. Chadha, "Tribal Culture in India"
 M. N. Srinivas, "The Tribes of India: The Struggle for Survival" by
 Linda Tuhiwai Smith, "Decolonizing Methodologies: Research and Indigenous Peoples"
 Edward Said, "Culture and Imperialism"
 Frantz Fanon, "The Wretched of the Earth"

SEMESTER- VII
PHLC- 702 (XVIII)
PRAGMATIC PHILOSOPHY (04)

Unit	Topic
Unit I	Concept of pragmatism, Characteristics of Pragmatism.
Unit II	C. S Peirce: Peirce's Pragmatism; Theory of Meaning; Epistemology and Metaphysics.
Unit III	William James: Pragmatic theory of Truth; Epistemology; Radical Empiricism and pluralism.
Unit IV	John Dewey: Dewey's pragmatism; theory of Knowledge; instrumentalism,

Course Learning Outcomes:

1. Students will develop a comprehensive understanding of the core concepts and characteristics of pragmatism.
2. Learners will explore C. S. Peirce's pragmatism, focusing on his theory of meaning, epistemology, and metaphysics.
3. Students will critically examine William James's pragmatic theory of truth, his epistemological views, and the concepts of radical empiricism and pluralism.
4. The paper will facilitate an exploration of John Dewey's pragmatism, particularly his theory of knowledge and instrumentalism

Books Recommended:

William James, "Pragmatism: A New Name for Some Old Ways of Thinking"
Louis Menand (ed.), "Pragmatism: A Reader"
Nathan Houser and Christian J. W. Kloesel, (ed.) "The Essential Peirce: Selected Philosophical Writings" (Volumes 1 & 2)
Robert Brandom, "Peirce's Pragmatism: The Law of Mind"
William James, "Essays in Radical Empiricism"
John Dewey, "Democracy and Education"
Paul Thompson, "Pragmatism: A Very Short Introduction"
Richard J. Bernstein, "The Pragmatic Turn"

SEMESTER- VII
PHLC-703 (XIX)
META- ETHICS (04)

Unit	Topic
Unit-I	Introduction to Meta-Ethics, Definition and scope, Distinction between normative ethics, applied ethics, and meta-ethics.
Unit-II	Definition of Moral Realism, Arguments for moral realism and responses to challenges; Theories of meaning in ethics (cognitivism vs. non-cognitivism)
Unit-III	Emotivism and Expressivism (A.J. Ayer, C.L. Stevenson) Moral subjectivism vs. cultural relativism.
Unit-IV	The is-ought problem (Hume); The problem of moral disagreement.

Course Learning Outcomes:

1. To provide a comprehensive understanding of meta-ethical theories and debates.
2. To critically engage with key questions regarding the nature of morality and moral language.
3. To explore contemporary challenges and developments in meta-ethical thought.

Books Recommended:

Andrew Fisher, "Metaethics: A Introduction"
David Brink, "Moral Realism: A Defence"
J.L. Mackie, "Ethics: Inventing Right and Wrong"
A.J. Ayer, "Language, Truth and Logic"
C.L. Stevenson, "Moral Language"
Sam Harris, "The Moral Landscape: How Science Can Determine Human Values"
David Hume, "A Treatise of Human Nature"
Peter Railton, "Moral Disagreement"

SEMESTER- VII
PHL-704
Research Methodology (04)

Unit	Topic
Unit I	Meaning, types and characteristics of research.
Unit II	Methods of research: Experimental, Descriptive, Historical, Qualitative and Quantitative method.
Unit III	Steps of research; Research Ethics.
Unit IV	Format and style of referencing.

Course Learning Outcomes:

1. Students will grasp the meaning, types, and characteristics of research, enabling them to articulate the significance of systematic inquiry in various fields.
2. Learners will be able to identify and differentiate between various research methods.
3. Students will demonstrate knowledge of the steps involved in the research process, from problem identification to reporting results, equipping them with a clear framework for conducting research.
4. Learners will recognize the importance of ethical considerations in research and will be able to apply proper referencing styles (APA, MLA, Chicago), promoting academic integrity and responsible research practices.

Books Recommended:

Michael J. Holosko, Research Methods for the Social Sciences: An Introduction"

John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches"

Anthony M. Graziano and Michael A. Raulin, "Research Methods: A Process of Inquiry"

Michael Quinn Patton, "Qualitative Research & Evaluation Methods" A by Jason S. Wrench,
Angela M. Smith, and David W. Mc Croskey, "Quantitative Research Methods for
Communication: A Hands-On Approach"

SEMESTER- VIII
PHLC- 801 (XX)
CONTINENTAL PHILOSOPHY (04)

Unit	Topic
Unit I	Hegel: Dialectic method; The Phenomenology of the Spirit.
Unit II	Martin Heidegger Being and Nothingness.
Unit III	Jean-Paul Sartre: existentialism; Freedom and Responsibility; Bad Faith.
Unit IV	Merleau-Ponty: Phenomenology; The Body and Embodiment; Philosophy of Mind and Consciousness

Course Learning Outcomes:

1. Students will grasp the concept of the dialectic method as presented by Hegel in *The Phenomenology of Spirit*, recognizing its role in the development of self-consciousness and the unfolding of reality through thesis, antithesis, and synthesis.
2. Learners will be able to articulate Martin Heidegger's exploration of existence in *Being and Time*, examining the relationship between being, nothingness, and the nature of human existence.
3. Students will analyze Jean-Paul Sartre's existentialist themes, particularly the notions of freedom, responsibility, and bad faith, understanding how these concepts relate to human agency and authenticity in *Existentialism is a Humanism*.
4. Learners will explore Merleau-Ponty's contributions to phenomenology, particularly regarding the embodied experience, the philosophy of mind, and consciousness, recognizing the significance of the body in shaping perception and understanding.

Books Recommended:

Atkins, Kim (ed.), (2005) Self and Subjectivity. Malden: Blackwell Publishers

Critchley, Simon, (2001) Continental Philosophy: A Very Short Introduction, Oxford: Oxford University Press

Glendinning, Simon, (2006) The Idea of Continental Philosophy, Edinburgh: Edinburgh University Press.

SEMESTER- VIII
PHLC-802 (XXI)
PHILOSOPHY OF SCIENCE (04)

Unit	Topic
Unit I	Nature of Philosophy of Science; Scientific theories and laws
Unit II	Karl Popper's Philosophy of science: Falsifiability, Accumulation of human knowledge; Probability; knowledge and verisimilitude
Unit III	Thomas Kuhn's Philosophy of Science: The idea of the development of science
Unit IV	Kuhn's concept of paradigm; Incommensurability; Paradigm shift; Kuhn and the social sciences

Course Learning Outcomes:

By the end of the course students will be able to –

1. Explain the nature of philosophy of science.
2. Summarize what scientific explanation is.
3. Distinguish between scientific theories and laws, appraise Popper's concept of Falsifiability, human knowledge, Probability and Verisimilitude.
4. Restate Thomas Kuhn's concepts of Philosophy of Science such as paradigm-paradigm shift, incommensurability, development of science and views of Kuhn on social science.

Books Recommended:

Fuller, Steve, (2004) Kuhn vs. Popper: The Struggle for the Soul of Science. Series: Revolutions in Science, New York: Columbia University Press.

Gattei, Stefano, (2009) Karl Popper's Philosophy of Science: Rationality without Foundations, New York: Routledge.

Hempel, Carl. (1966) Philosophy of Natural Science, New Jersey, Prentice Hall.

Kuhn, Thomas S. (2012) The Structure of Scientific Revolutions, Fiftieth Anniversary Edition.

Popper, Karl. (2002) The Logic of Scientific Discovery. New York: Routledge.