

# **Assam University, Silchar**



## **Four Year Undergraduate Programme**

**Implemented under NEP 2020**

**Effective from the Academic Year 2023-24**

### **Syllabus of Philosophy**

**(Complete Syllabi for the Eight (08) Semesters, including DSC, DSM, IDC & SEC Modules -**

**\*\* The 'Course Objectives and Course Outcome' of the DSC Papers/Syllabi are to be incorporated. The DSC Papers/Syllabi 'Course Objectives and Course Outcome' incorporated Version of the Complete Syllabus will be submitted in the forthcoming Academic Council, AUS)**

## **Programme Specific Outcome**

### **Bachelor in Philosophy with Honours/Honours and Research**

#### **Programme Objectives**

The Bachelor of Arts (B.A.) in Philosophy with Honours and Research, offered under the Four Year Under-Graduate Programme, aims to provide students with a comprehensive understanding of philosophical thought, critical reasoning, and intellectual exploration. This program is designed to cultivate a deep appreciation for fundamental questions about existence, ethics, knowledge, and the nature of reality.

The primary objectives of this program are twofold: Firstly, to equip students with a strong foundation in classic and contemporary philosophical theories, enabling them to engage in rigorous analysis and discussion. Secondly, to foster advanced research skills, encouraging students to explore philosophical inquiries independently, contribute to existing debates, and potentially make original contributions to the field.

Throughout the four-year journey, students will engage in immersive coursework, seminars, and debates that stimulate intellectual curiosity and analytical thinking. The program also encourages students to engage with interdisciplinary perspectives, connecting philosophy with other fields of study. B.A. in Philosophy with Honours and Research seeks to produce graduates who possess a profound understanding of philosophy, advanced research capabilities, and the ability to apply philosophical insights to real-world contexts.

#### **Programme Specific Outcomes**

- To gain a comprehensive understanding of major philosophical theories, historical perspectives, and contemporary debates, enabling you to critically analyse complex ideas and articulate coherent arguments.
- To develop the ability to independently conduct philosophical research, formulate research questions, gather relevant sources, and present well-structured arguments in both written and oral forms.
- To Explore connections between philosophy and other disciplines, fostering a capacity to apply philosophical insights to broader intellectual contexts and engage in multidisciplinary discussions.

- To Cultivate a heightened ethical awareness and the skills necessary to navigate complex moral dilemmas, enhancing your capacity for ethical decision-making in personal, professional, and societal contexts.
- To develop critical thinking skills to analyse complex issues, question assumptions, and evaluate diverse viewpoints. Develop effective communication skills to express philosophical ideas clearly and persuasively to both specialized and general audiences.

**Table 1: Semester-wise list of Philosophy DSC Courses**

Semester	Course Code	Title of Courses	Credits
I	DSC101	Epistemology and Metaphysics (Indian)	3
	DSC102	Epistemology and Metaphysics (Western)	3
II	DSC151	Ethics I (Indian)	3
	DSC152	Ethics II (Western)	3
III	DSC201	Logic I	4
	DSC202	Logic II	4
IV	DSC251	History of Modern Western Philosophy	4
	DSC252	Classical Text Indian (Tarkasamgraha)	4
	DSC253	Social and Political Philosophy	4
V	DSC301	Psychology I	4
	DSC302	Classical Text Western (A Enquiry Concerning Human Understanding : David Hume)	4
	DSC303	Contemporary Indian Philosophy	4
VI	DSC351	Psychology II	4
	DSC352	Greek Philosophy	4
	DSC353	Contemporary Western Philosophy	4

	DSC354	Philosophy of Religion	4
VII	DSC401	Philosophy of Mind	4
	DSC402	Comparative Religion I	4
	DSC403	Philosophy of M. K. Gandhi	4
	DSC404	Phenomenology and Existentialism	4
	DSC451	Research Methodology/Philosophy of Science	4
VIII	DSC452	Comparative Religion II	4
	DSC453	Philosophy of Language	4
	DSC454	Indian Knowledge System	4
	DSC455	Research Project/Dissertation	12

**Table 2: Semester-wise list of Philosophy DSM Courses**

Semester	DSM1/DSM2	Course Code	Title of Courses	Credits
I	DSM1	DSM101	Epistemology and Metaphysics (Indian)	3
II	DSM2	DSM151	Epistemology and Metaphysics (Indian)	3
III	DSM1	DSM201	Epistemology and Metaphysics (Western)	4
IV	DSM1	DSM251	Logic	3
	DSM2	DSM252	Logic	3
V	DSM1	DSM301	Ethics	3
	DSM2	DSM302	Ethics	3
VI	DSM2	DSM351	Epistemology and Metaphysics (Western)	4
VII	DSM1	DSM401	Philosophy of Religion	4
VIII	DSM2	DSM451	Social and Political Philosophy	4

**Table 3: Semester-wise list of \_\_\_\_\_SEC Courses**

Semester	Course Code	Title of Courses	Credits
I	SEC101	Logic I (Aristotelian Logic)	3
II	SEC151	Logic II (Modern Logic)	3

III	SEC201	Academic Writing and Research Ethics	3
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**Table 4: Semester-wise list of IDC Courses**

Semester	Course Code	Title of Courses	Credits
I	IDC101	Applied Ethics	3
II	IDC151	Environmental Ethics	3
III	IDC201	Gender Ethics	3

**Guideline for subject specific course code**

\* Course Type is any of these- DSC/ DSM/ IDC/ AEC/ SEC/VAC

\*\*Course Code of each course shall have subject name in short followed by course in short and then course number. For example;

BOT-DSC-101 : Botany – Discipline Specific Core-101 (First Semester course)  
 CHM-DSM-101 : Chemistry- Discipline Specific Minor- 101  
 PHY-IDC-101 : Physics- Inter Disciplinary Course -101  
 ECO-SEC-151 : Economics- Skill Enhancement Course-151 (Second Semester course)  
 BEN-AEC-201 : Bengali- Ability Enhancement Course- 201 (Third Semester course)

Course code for 5<sup>th</sup> Semester Summer Internship Course will be **SIC-301** (2 Credit Course)

Course code for 8<sup>th</sup> Semester Research Project/Dissertation will be Short Subject Name DSC-455 (12 Credit Course), e.g., ECO-DSC-455 (course code for research project/dissertation in Economics)

**Semester-wise Syllabus of Discipline Specific Core (DSC) Courses**

**SEMESTER-I**

**PHIDSC101T**

**EPISTEMOLOGY AND METAPHYSICS (INDIAN)**

**Contact Hours: 45**

**Full Marks = 100 [ESE (70)/CCA (30)]**

**Unit- I**

General ideas about the Schools of Indian Philosophy

Concept of Rta, Law of Karma, Upanisadic concept of Self/Atman

**Unit- II**

Carvaka- Epistemology, Metaphysics

Jainism- Syadvada, Anekantavada

**Unit-III**

Buddhism - Four Noble Truths, Pratityasamutpada, Nairatmyavada, Ksanikatvavada,

**Unit- IV**

Nyaya- Prama & Aprama; Pramana, Pratyaksa, Anumana and its kinds

Vaisesika - Padarthas- Samanya, Visesa, Samavaya and Abhava, Paramanyuvada

(Atomism)

**Unit- V**

Samkhya- Prakrti, Purusa, Theory of Evolution

Advaita Vedanta - Concept of Brahman and Maya

Visistadvaita - Ramanuja's Criticism of Sankara's concept of Maya, Brahman

***Suggested Readings:***

1. Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
2. Dutta, D.M. and Chatterjee, S.C. An Introduction to Indian Philosophy, CUP
3. Hiriyanna, M, Outlines of Indian Philosophy, MLBD
4. Sharma, C.D., A Critical Survey of Indian Philosophy, MLBD
5. Radhakrishnan, S., Indian Philosophy, Vol. I and II, OUP
6. Dasgupta, S., History of Indian Philosophy, MLBD
7. Dutta, D.M., Six Ways of Knowing, Calcutta University Press.
8. Mohanty, J.N., Essays on Indian Philosophy, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) Indian Philosophy in English, Oxford Publication
10. B.K. Motilal, Perception, Oxford Publication

11. Gupta, Bina, Explorations in Indian Philosophy, Vol. I (ed), OUP
12. Kuppaswami Shastri, A Primer of Indian Logic
13. Balasubramanian, R, The Tradition of Advaita, Munsiram Manoharlal Publishers
14. Srinivas Rao, Advaita – A Modern Critique, OUP

## **PHIDSC102T**

### **EPISTEMOLOGY AND METAPHYSICS (WESTERN)**

**Contact Hours: 45**

**Full Marks = 100 [ESE (70)/CCA (30)]**

#### **Unit- I**

Meaning and Scope of Philosophy, Metaphysics, Epistemology, Axiology, Concept of Applied

Philosophy

#### **Unit- II**

Plato: Theory of Knowledge, Theory of Ideas

Aristotle: Form and Matter, Causation

#### **Unit-III**

Theories of Knowledge: Rationalism, Empiricism, Kant's Critical Theory, Intuitionism

#### **Unit- IV**

Realism: Naive Realism, Representationalism, Neo- Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

#### **Unit- V**

Concept of Substance, Space, Time, Causality (Hume)

#### **Suggested Readings:**

1. . Ewing, A.C., Fundamental Questions of Philosophy, Routledge.
2. . Russell, B., The Problems of Philosophy,
3. . Hospers, J., An Introduction to Philosophical Analysis, Psychology Press
4. . Stace, W.T., Critical History of Greek Philosophy, Macmillan, 1972
5. . Walsh, W.H., Metaphysics,
6. . Patrick, G.T.W., An Introduction to Philosophy, Allen and Unwin Ltd, London
7. . Taylor, R., Metaphysics, Prentice Hall
8. . Lemos, Noah., Introduction to Theory of Knowledge, Cambridge University Press.

**SEMESTER-II**  
**PHIDSC151T**  
**ETHICS I (INDIAN)**

**Contact Hours: 45**

**Full Marks = 100 [ESE (70)/CCA (30)]**

**Unit I**

Ethics: Its meaning, nature and scope (from the Indian Perspective)

Vedic Ethics: Rta, Rna, Law of Karma

**Unit II**

Śreyas, Preyas and Purusarthas; Moksa and Morality

Concept of Dharma: Swadharma and Varnashramadharma

Ethics of Bhagavad Gīta: Niskāma Karma

**Unit III**

Buddha Ethics: Pancasīla, Astā ṅgikamārga

Jaina Ethics : Anuvrata and Mahāvratā

Cārvāka Ethics

**Unit IV**

Yoga: Seven Principles of Yoga, Astā ṅga Yoga

Mīmāṃsā Ethics: Nitya, Naimittika and Kāmya Karma

**Unit V**

Swami Vivekananda: Practical Vedānta

M. K. Gandhi : Ahimsa and Satyagraha

R. N. Tagore : Ethics of Nature and Humanism

**Suggested Readings :**

1. The Fundamentals of Hinduism – A Philosophical Study : S. C. Chatterjee.
2. The Ethics of the Hindus : S. K. Maitra.
3. An Outline of Hinduism : T. M. P, Mahadevan.
4. Classical Indian Ethical Thought : K. N. Tewari.
5. Development of Moral Philosophy in India : Surama Dasgupta.
6. Ethical Philosophies of India : I. C. Sharma.
7. Studies on the Purusarthas : P. K. Mahapatra.
8. A Critical Survey of Indian Philosophy : C. D. Sharma.

9. Indian Philosophy (Vol. 1) : J. N. Sinha.

**PHIDSC 152 T**

**ETHICS II (WESTERN)**

**CONTACT HOUR: 45**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Ethics: Its nature and concern; Normative Ethics and Meta-Ethics

Fundamental Concepts: Rights and Duties; Good and Virtue; Object of Moral Judgement

**Unit II**

Teleological Ethics: Hedonism and its types; Utilitarianism (Bentham and Mill)

Virtue Ethics: Aristotle – nature and kinds of Virtue, theory of Golden Mean

**Unit III**

Deontological Ethics: Kant – Good Will, Categorical Imperative, Duty for Duty's sake

W. D. Ross: Deontological Pluralism

**Unit IV**

G. E. Moore: Indefinability of Good, Naturalistic Fallacy

Ayer and Stevenson: Emotivism

**Unit V**

Definition and scope of Applied Ethics

Environmental Ethics: Anthropocentrism and Eco-centrism

Theories of Punishment

**Suggested Readings :**

1. Frankena, W., Ethics, Prentice Hall, India.
2. Lillie, W., An Introduction to Ethics, Allied Publishers
3. Hursthouse, R., Virtue Ethics, OUP, 1999.
4. Aristotle, Nicomachean Ethics.
5. Iyer, Raghavan, The Moral and Political Thought of M.K. Gandhi, OUP
6. Benn. Piers, Ethics, UCL, 1998
7. Baron, M.W., Petite, P and Slote, M., Three Methods of Ethics, Blackwell, 1997
8. Singer, Peter, Practical Ethics (Cambridge University Press), Relevant Chapters.



## **SEMESTER III**

### **PHIDSC 201**

### **LOGIC I**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Understanding the Structure of Arguments

Deductive and Inductive Reasoning

Laws of Thought

#### **Unit II**

Existential Import and Boolean Square of Opposition

Exercises based on Square of Opposition

#### **Unit III**

Analytical Reasoning

Fallacies: Fallacies of Ambiguity, Avoiding fallacies

#### **Unit IV**

Disjunctive and Hypothetical Syllogism

Dilemmas and their Testing

#### **Unit V**

Preliminary Set Theory

#### ***Suggested Readings:***

1. S.S. Barlingay, *A Modern introduction to Indian Logic*.
2. I.M. Copi and Cohen, *An Introduction to Logic (recommended text)*
3. I.M. Copi, *Symbolic Logic*, Macmillan, London
4. Graham Priest, *A Very Short Introduction to Logic*, OUP
5. Patrick Suppes, *Introduction to Logic*
6. W.V. Quine, *Methods of Logic*, Harvard University Press
7. Richard Jeffrey, *Formal Logic: Its Scope and Limits*

**PHIDSC 202**

**LOGIC II**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Primacy of Logical Reasoning

Anumāna: Definition, Constitution, Process and Types

Pakṣatā, Parāmarśa and Vyāpti

**Unit II**

Hetvabhasa: Definition and Types

Asiddha, Badhita, Satpratipaksa, Viruddha, Savyabhichara

**Unit III**

Formal Proof of Validity: Nineteen Rules (Direct, Indirect and Conditional Proof Construction)

**Unit IV**

Quantification: Symbolization, Proof Construction

**Unit V**

Probability: Theories of Addition, Multiplication and their Joint Application

Mill's Method of Experimental Enquiry

Suggested Readings:

1. I.M. Copi and Cohen, *An Introduction to Logic*.
2. I.M. Copi. *Symbolic Logic*.
3. B.K. Matilal. *Logic, Language and Reality*, MLBD
4. Annambhatta, *Tarkasamāgraha*.
5. D.M. Datta, *Six Ways of Knowing*.
6. Satishchandra Chatterjee, *The Nyāya Theory of Knowledge*, Rupa Publications.
7. W. Kneale. *Probability and Induction*. Clarendon Press.

## **SEMESTER IV**

### **PHIDSC 251**

### **HISTORY OF MODERN WESTERN PHILOSOPHY**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit- I**

Descartes: Method, Ideas, Substance

#### **Unit-II**

Spinoza: Substance, Attribute, Mode.

Leibnitz: Monadology

#### **Unit- III**

Locke: Refutation of Innate Ideas, Representationalism

Berkeley: Subjective Idealism

Hume: Skepticism

#### **Unit- IV**

Kant: Synthetic A priori Judgments, Categories of

Understanding, Transcendental Deduction

#### **Unit- V**

Hegel and Marx: Dialectical Method

Marx's Concept of Alienation

#### ***Suggested Readings:***

1. Stace, W. T., *Critical History of Greek Philosophy*, Macmillan, 1972.
2. Copleston, F., *History of Western Philosophy* (Relevant Vols.)
3. O' Connor, D.J., *A Critical History of Western Philosophy*, Macmillan.
4. Cornforth, Maurice, *Dialectical Materialism*.
5. Scruton, Roger, *A History of Philosophy from Descartes to Wittgenstein*, Taylor and Francis
6. Russell, B., *History of Western Philosophy* (Routledge).
7. Morris, C. R., *Locke, Berkeley and Hume*, Clarendon Press

8. Das, R.V., *A Handbook of Kant's Critique of Pure Reason*.

**PHIDSC 252**

**CLASSICAL TEXT: INDIAN**

**(TARKASAMGRAHA)**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit- I**

Pramā and Apramā- Definition

Samśaya, Viparyaya and Tarka

Pramāṇa- Definition

**Unit- II**

Pratyakśa- Definition

Savikalpaka and Nirvikalpaka Stages of Pratyaksa

Classification of Pratyaksa

**Unit- III**

Anumana and Concomitance (Vyāpti)

Classification of Inference: Causal, Logical and Psychological

**Unit- IV**

Pramāṇās- Śabda and Upamāna

**Unit- V**

Paratah Prāmāṇyavāda

Theory of Error

Fallacies (Hetvābhāsa)

**(Annambhatta: Tarka Saṁgraha with 'Dīpikā', English Translation, Ramakrishna**

Mission- Calcutta may be used as the standard text)

**PHIDSC 253**

**SOCIAL AND POLITICAL PHILOSOPHY**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

### **Unit- I**

Social and Political Philosophy: Scope and Concerns: Its relation to Sociology and Ethics

### **Unit-II**

Concept of Family, Marriage, Society, Nation and State (Social Contract Theory)

### **Unit-III**

Social Progress, Reform, Revolution, Democracy, Secularism

### **Unit- IV**

Social Contract Theory

Relation between an Individual and Society: Individualism, Socialism and Collectivism

### **Unit- V**

Justice, Liberty and Equality

Terrorism and Insurgency

### ***Suggested Readings:***

1. Raphael, D.D., *Problems of Political Philosophy*. Macmillan.
2. Barker, E., *Principles of Social and Political Philosophy*.
3. Russell, B., *Authority of Individual*.
4. Gandhi, M.K., *Hind Swaraj*.
5. Chattopadhyay, D.P., *Social Culture* (1973).
6. Lasleth, P. and Runchiman, W.C., *Philosophy, Politics, Human Society*, 1972. Blackwell
7. Miri, Sujata, and Pal, Jagat (ed.), *Introduction to Social and Political Philosophy*, NEHU.
8. Iyer, Raghavan., *The Moral and Political Thought of Mahatma Gandhi*, OUP.
9. Will Kymlicka, *Contemporary Political Philosophy: An Introduction*. Oxford: Oxford University Press, Second Edition, 2002.
10. David Miller, *Political Philosophy: A Very Short Introduction* New York: Oxford University Press, 2003.
11. Bhargava, Rajeev and Ashok Acharya Eds.,(2008),*Political Theory: An Introduction*, New Delhi: Pearson Publishers

## **SEMESTER V**

### **PHIDSC 301**

### **PSYCHOLOGY I**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Definition, Scope and Methods of Psychology – Introspection, Extrospection and Experimental Methods

**Unit II**

Physiological Basis of Mental Life: Nervous System, Localization of Brain Functions, Endocrine Glands

**Unit III**

Sensation – Weber Fechner Law, Structure and Functions of Eye and Ear

**Unit IV**

Perception, Factors of Perception, Gestalt Theory of Perception  
Nature, Conditions and Span of Attention

**Unit V**

Memory and Imagination, Marks of Good Memory, Laws of Association  
Levels of Consciousness – Unconscious  
Emotion – James Lang's theory of Emotion  
Instinct – McDougall's Theory

***Suggested Readings:***

1. Morgan, C. T., King R. A., Weiszz, J. R. and Schopler, J., *Introduction to Psychology*
2. Hurlock, E. B., *Developmental Psychology*
3. Burt, H. E., *Applied Psychology*
4. Witting, A. F. and William G., *Psychology: An Introduction*
5. Bhattacharyya, P.N., *Text Book of Psychology*, Vols. I to III.

**PHIDSC 302**

**CLASSICAL TEXT: WESTERN**

**(AN ENQUIRY CONCERNING HUMAN UNDERSTANDING: DAVID HUME)**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Nature of Hume's Philosophical Enquiry, Historical Background, Distinction between Easy and Obvious Philosophy and Accurate and Abstract Philosophy (Section I)

## **Unit II**

Impressions and Ideas, Association of Ideas, Relations of Ideas and Matters of Fact (Sections – II, III, IV, V)

## **Unit III**

Probability, Necessary Connection, Causation (Sections- VI and VII)

## **Unit IV**

Liberty and Necessity, Reasons of Animals (Sections- VIII and IX)

## **Unit V**

Religion and Skepticism (Sections X, XI and XII)

### ***Suggested Readings:***

1. Hume, David, *An Enquiry Concerning Human Understanding*, (ed.) by Tom L. Beauchamp, Oxford/ New York: Oxford University Press, 1999.
2. Buckle, Stephen, *Hume's Enlightenment Tract: The Unity and Purpose of "An Enquiry Concerning Human Understanding"*, Oxford Clarendon Press, 2001
3. Radcliffe, E.S.(ed.) *A Companion to Hume*, Oxford: Blackwell, 2008

## **PHIDSC 303**

### **CONTEMPORARY INDIAN PHILOSOPHY**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

## **Unit I**

Swami Vivekananda: Real and Apparent Man, Universal Religion, Practical Vedanta.

## **Unit II**

Sri Aurobindo: Integral Yoga, Nationalism, Evolution of Consciousness.

## **Unit III**

M.K. Gandhi: Concept of Swarāj, Ahimsa, Trusteeship.

## **Unit IV**

R.N. Tagore: Surplus in Man, Problem of Evil, Concept of Religion.

## **Unit V**

S. Radhakrishnan: Intellect and Intuition.

K.C. Bhattacharjee: Concept of Philosophy

Md. Iqbal: Notion of Ego (Khudi)

***Suggested Readings:***

1. Vivekananda, Swami, (Selections from *The Complete Works of Swami Vivekananda*).
2. Hee, Peter (Ed.), *Basic Writings of Sri Aurobindo*, Oxford
3. Moitra, S.K., *The Philosophy of Sri Aurobindo*, Aurobindo Ashram.
4. Gandhi, M.K., *Hind Swaraj*.
5. Tagore, Rabindranath, Chapter II, *Religion of Man*, Harper Unwin Publication, 1993.
6. Tagore, Rabindranath, *Sadhana*, Macmillan.
7. Radhakrishnan, S., *An Idealist View of Life*, George Allen and Unwin, 1971.
8. Lal, B.K., *Contemporary Indian Philosophy*, MLBD
9. Datta, D.M., *Chief currents in Contemporary Philosophy*.
10. Datta, D.M., *Philosophy of M.K. Gandhi*.
11. Bhattacharya, K.C., *Studies in Philosophy*, Progressive Publishers.
12. Iqbal Muhammad., *The Reconstruction of Religious Thought in Islam*, Chapter- IV, OUP
13. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, OUP
14. Garfield, Jay (ed.), *Indian Philosophy in English*, OUP

**SEMESTER VI**

**PHIDSC 351**

**PSYCHOLOGY II**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Learning: Factors

Theories of Learning: Trial and Error, Conditioned Response, Insight Theory

**Unit II**

Personality: Factors of Personality, Heredity and Environment

Intelligence: Measurement of Intelligence

**Unit III**

Contemporary Schools of Psychology: Psychoanalysis and Behaviourism

Branches of Psychology: Child Psychology, Experimental Psychology, Abnormal Psychology and Educational Psychology

#### **Unit IV**

Psychological Concepts: Motivation, Stress, Conflict, Anxiety and Depression

#### **Unit V**

Aspects of Developmental Psychology: Sensory, Emotional, Cognitive, Social and Linguistic

#### ***Suggested Readings:***

1. Morgan, C. T., King R. A., Weiszz, J. R. and Schopler, J., *Introduction to Psychology*
2. Hurlock, E. B., *Developmental Psychology*
3. Burt, H. E., *Applied Psychology*
4. Witting, A. F. and William G., *Psychology: An Introduction*
5. Bhattacharyya, P.N., *Text Book of Psychology*, Vols. I to M.

### **PHIDSC 352**

### **GREEK PHILOSOPHY**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Pre-Socratic Philosophy: A General Survey of Pre-Socratic philosophy

Thales

Pythagoras

Democritus

#### **Unit II**

Heraclitus: Doctrine of Flux and Logos

Parmenides: Nature of Being

Zeno

#### **Unit III**

Sophists and Socrates

Man is the Measure of All Things (Protagoras)

Virtue is Knowledge (Socrates)

#### **Unit IV**

Plato: Justice in State and Individual, Ideal Society

#### **Unit V**

Aristotle: Nature and Change, Metaphysics

#### ***Suggested Readings:***

1. Charlton, W.(1936), *Aristotle's Physics* Bks 1-2, U.S.A, Clarendon
2. *Cohen, M.S. Curd, P. & Reeve, C.D.C. (Ed) (1995) Readings in Ancient Greek Philosophy*, Hackett: Indianapolis
3. Kirk, G.S. Raven & Schofield (1957) *Pre Socratic Philosophy* CUP
4. Tankha, V. (2012) *Ancient Greek Philosophy: Thales to Socrates*, India, Pearson
5. Vlastos, G. (1969) "Justice and psychic harmony in the Republic" in *Journal of Philosophy*. Vol.66 (16): pp 505-521
6. Stace, W.T, History of Greek Philosophy

### **PHIDSC 353**

### **CONTEMPORARY WESTERN PHILOSOPHY**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Bertrand Russell: Logic as the Essence of Philosophy, Logical Atomism, Theory of Description.

#### **Unit II**

Logical Positivism: Nature and Scope, Different Logical Positivists and Empiricism

Logical Positivism: Principle of Verification, Elimination of Metaphysics.

#### **Unit III**

L. Wittgenstein: Picture Theory of Meaning, Form of Life, Language Game.

#### **Unit IV**

E. Husserl: Phenomenological Standpoint, Intentionality of Consciousness, Transcendental Ego.

#### **Unit V**

Salient Features of Existentialism, Theistic and Atheistic Existentialism

J.P. Sartre: Existentialism and Humanism.

***Suggested Readings:***

1. Russell, B., *Our Knowledge of the External World*.
2. Ayer, A.J. *Language, Truth and Logic*.
3. Pitcher, G., *The Philosophy of Wittgenstein*.
4. Spiegelberg, H., *The Phenomenological Movement* (Vol. I- Haque: Martinus Nijhoff, 1971)
5. Sartre, J.P., *Existentialism and Humanism*.
6. Urmson, J.O., *Philosophical Analysis*
7. Bhadra, M.K., *A Critical Survey of Phenomenology and Existentialism*, ICPR, New Delhi, 1990.
8. Moran, Dermot, *Introduction to Phenomenology*.
9. Russell, B., *Mysticism and Logic*

**PHIDSC 354**

**PHILOSOPHY OF RELIGION**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Philosophy of Religion: Nature and Concerns

Religion and Theology, Religion and Morality, Religion and Science

**Unit II**

Metaphysical Theories of Religion: Monotheism, Deism, Pantheism, Marxism, Agnosticism

**Unit III**

Theories of the Origin of Religion: Anthropological and Psychological

Immortality of Soul

**Unit IV**

Arguments for the Existence of God: Ontological, Cosmological, Teleological and Moral.

**Unit V**

Problem of Evil, Faith, Reason and Revelation, Mysticism.

***Suggested Readings:***

1. Hick, J., *Philosophy of Religion*, Prentice Hall.

2. Hick, J., (ed.), *Classical and Contemporary Readings*.
3. Hick, J., *An Interpretation of Religion*.
4. Caird, J., *Philosophy of Religion*.
5. Ranganatha, Swami, *Science and Religion*, Ramkrishna Mission.
6. Radhakrishnan, S., *Science, Religion and Culture*.
7. Selected portions from the works of Vivekananda, Sri Aurobindo, Gandhi M.K., Tagore and Krishnamurti.
8. Tillich, P., *Dynamics of Faith*, Allen and Unwin.

## **SEMESTER VII**

### **PHIDSC 401**

### **PHILOSOPHY OF MIND**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Philosophy of Mind: Nature and Scope

Theories of Mind: Mind- Body Identity Theory- J.J.C. Smart

Mind- Body Dualism

Category Mistake- Ryle

#### **Unit II**

Consciousness: First Person Account, Third Person Account, Compromise Solution (Shaffer)

Hard Problem (David Chalmers)

#### **Unit III**

Problem of Other Minds: Analogical Inference, Criteriological Approach to Other Minds.

Problem of Private Language and Knowledge of Other Minds

#### **Unit IV**

Personhood and Personal Identity, Persistence Question, Memory and Body Criteria

#### **Unit V**

Freud: Notion of Unconscious, Id, Ego and Super- Ego, Theory of Dream

Jung: Collective Unconscious, Archetypes, Persona.

***Suggested Readings:***

1. *Philosophy of Mind: Classical and Contemporary Readings*, David Chalmers (ed.), Oxford, OUP, 2002.
2. G. Ryle, *The Concept of Mind*, Chapter –I
3. B. Williams, *Problems of the Self*.
4. Shaffer, J.A., *Philosophy of Mind*, Prentice Hall, India
5. Ryle, G., *Concept of Mind*, Chapter-I
6. Chakraborty, D.K., *Fundamental Questions of Epistemology and Metaphysics*.
7. Freud, Sigmund, *The Ego and the Id.*, Standard edition, Vol. 19, Chapter I and II, Hogarth Press, London
8. Jung, Carl. (1959). *Archetypes and the Collective Unconscious*.
9. Jung, Carl. *The Development of Personality*.

## **PHIDSC 402**

### **COMPARATIVE RELIGION I**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Meaning of Comparative Religion, Necessity of a Comparative Study of Religion

Aim and Objectives of comparative study of religion

Objections to the study of comparative religion

#### **Unit II**

Methods of Comparative Religion: Anthropological, Sociological, Historical, Psychological and Philosophical

#### **Unit III**

Religious Language: Cognitivist and Non-Cognitivist Debate, Concept of Religion as Family Resemblance

#### **Unit IV**

Religious Pluralism, Religious Relativism, Secularism

#### **Unit V**

Conflicting Truth Claims of Religions, Inter-religious Dialogues, Religious Tolerance.

#### ***Suggested Readings:***

1. Chatterjee, P.B., *Comparative Religion*. Calcutta University.
2. Smart, Ninian. *The Religious Experiences of Mankind*. Charles Scribner's Sons. 1969.

3. Bouquet, A.C. *Comparative Religion: A Short Outline*. Penguin Books. 1953 (Fourth Revised Edition)
4. Das, Bhagawan. *The Essential Unity of All Religion*. Theosophical Publishing House. 1932.
5. Hick, John, *An Interpretation of Religion*, Macmillan, 2004.
6. Hick, John, *Philosophy of Religion*, Prentice Hall. 1973.
7. William, James. *The Varieties of Religious Experience*. Longmans, Green & Co. 1922.
8. Radhakrishnan, S., *Hindu View of Life*. Allen & Unwin. 1949.
9. Mashi, Y. *A Comparative Study of Religion*. Motilal Banarsidass. 1993.
10. Tagore, Rabindranath., *The Religion of Man*. Allen & Unwin. 1922.

### **PHIDSC 403**

### **PHILOSOPHY OF M. K. GANDHI**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Concept of Truth, Absolute and Relative Truth, Truth is God, Truth in Politics and Society.

#### **Unit II**

Meaning of Ahimsā in Gandhi's Philosophy, Ahimsā in Buddhism and Jainism

#### **Unit III**

Philosophy of Basic Education

Social and Political Thought: Swarāj and Swadeshi

#### **Unit IV**

Sarvodaya, Satyāgraha and Civil Disobedience

#### **Unit V**

Original Goodness and Human Nature, Religion and Politics.

#### ***Suggested Readings:***

1. Iyer, Raghavan (ed.), *The Essential Writings of Mahatma Gandhi*, Oxford Univ. Press, India 1991. (Relevant Portions)
2. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*,. Oxford Univ. Press India. (Relevant portions)

3. Datta, D.M., *The Philosophy of Mahatma Gandhi*, Calcutta University.
4. Dalton, Dennis, *Power of Gandhi: Non-Violence in Action*
5. Pieterse, Jan Nederveen & Parekh Bhikhu *The Decolonization of Imagination*
6. Radhakrishnan, *Mahatma Gandhi : Essays and Reflections*.
7. M. K. Gandhi, *My Experiments with Truth*, Navajivan Publications.
8. The Collected Works of Mahatma Gandhi.

## **PHIDSC 404**

### **PHENOMENOLOGY AND EXISTENTIALISM**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Meaning and Concept of Phenomenology, Different Types of Phenomenology, Critique of Psychologism

#### **Unit II**

The Concept of Intentionality of Consciousness, Phenomenological Method: Husserl

#### **Unit III**

Existential Phenomenology: Sartre's notion of Being-for-itself and Being-in-itself, Freedom

#### **Unit IV**

Theistic and Atheistic Existentialism: Kierkegaard, Nietzsche, Sartre.

#### **Unit V**

Heidegger: Problem of Being

Buber: Concept of Dialogue and 'I-Thou' Relationship

#### ***Suggested Readings:***

- Herbert Spiegelberg: *Phenomenological Movement: A Historical Introduction* Vol. – I & II (Relevant portions on Specific topics) The Hague, Martinus Nijhoff, 1965.
- Robert Solomon: *From Rationalism to Existentialism* Harper and Row Publishers, 1972
- Thomas Flynn: *Existentialism: A Very Short Introduction*
- M.K. Bhadra: *Critical Survey of Phenomenology & Existentialism*, ICPR, New Delhi.
- Moran, Dermot: *Edmund Husserl: Founder of Phenomenology*.
- Moran, Dermot: *Introduction to Phenomenology*, UK: Routledge.
- Zahavi, Dan: *Husserl's Phenomenology*, Stanford University Press.

- Merleau-Ponty: *Phenomenology of Perception*
- Jean-Paul Sartre: *Transcendence of the Ego*, Rutledge, London.
- Jean-Paul Sartre: *Existentialism and Humanism*
- Geoffrey Cline(ed): *The Philosophy of Nietzsche*, Meridian Publication, USA.
- M. Buber: *I & Thou*
- James Mundackle: *Man in Dialogue*
- Franson Manjali (Ed): *Nietzsche: Philologist, Philosopher and Cultural Critic*, Allied Publishers.
- Martin Heidegger: *Being and Time* Maurice Friedman: *Martin Buber: The life of Dialogue*, Routledge

## **SEMESTER VIII**

### **PHIDSC 451 PHILOSOPHY OF SCIENCE**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I**

Philosophy of Science: Nature and Concerns

Relation between Philosophy and Science

#### **Unit II**

Definition of Scientific Explanation

Hempel's Deductive-Nomological Model of Scientific Explanation

Explanation and Causality

#### **Unit III**

Methods in Science: The Baconian Model, Logical Positivist Method, Verificationism and Falsification (Karl Popper)

#### **Unit IV**

Historical and Sociological Perspectives on Science: Thomas Khunn (Pre-Science and Normal Science)

Paradigm Shifts: Scientific Change and Scientific Revolution

#### **Unit V**

Paul Feyerband's view on Scientific Theories, Liberalism of Scientific Methods, Epistemological Anarchy

***Suggested Readings:***

1. Rosenberg, Alex & McIntyre, Lee. *Philosophy of Science: A Contemporary Introduction*. Routledge. 2019.
2. Okasha, Samir. *Philosophy of Science: A Very Short Introduction*. OUP. 2016.
3. Popper, Karl. *The Logic of Scientific Discovery*. Routledge. 2002.
4. Popper, Karl. *Conjectures and Refutations: The Growth of Scientific Knowledge*. Routledge. 2002.
5. Pierce, C.S. *Essays in the Philosophy of Science*. Liberal Arts Press. 1957.
6. Chalmers, A. F. *What is the thing called Science*. Hackett Publishing Company, Inc. 1999.
7. Khunn, T. *The Structure of Scientific Revolutions*. University of Chicago Press. 2012.
8. Nidditch, P. H. *Philosophy of Science*. OUP. 1968.

**PHIDSC 452**

**COMPARATIVE RELIGION II**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Primitive Religions: Animism, Totemism, Ancestor Worship

Concept of Mana, Tabu and Magic

Myths and Rituals

**Unit II**

Basic Features of Vedic Religion, Zoroastrianism and Judaism

**Unit III**

Hinduism: Distinctive Features, Human Destiny, Liberation

Islam: Basic Features, Five Pillars, Man and the World

Christianity: Basic Features, Evil and Suffering, Concept of Trinity

**Unit IV**

Jainism: Distinctive Features, Liberation

Buddhism: Distinctive Features, Nirvana

Sikhism: Distinctive Features, Suffering and God realization

## **Unit V**

Tribal Religion

Universal Religion

Meeting of Religions

### **Suggested Readings:**

1. Chatterjee, P.B., *Comparative Religion: A Study*. Calcutta University.
2. Smart, Ninian. *The Religious Experiences of Mankind*. Charles Scribner's Sons. 1969.
3. Bouquet, A.C. *Comparative Religion: A Short Outline*. Penguin Books. 1953 (Fourth Revised Edition)
4. Das, Bhagawan. *The Essential Unity of All Religion*. Theosophical Publishing House. 1932.
5. Hick, John, *An Interpretation of Religion*, Macmillan, 2004.
6. Hick, John, *Philosophy of Religion*, Prentice Hall. 1973.
7. William, James. *The Varieties of Religious Experience*. Longmans, Green & Co. 1922.
8. Tiwari, K.N. *Comparative Religion*. Motilal Banarsidass. 1983.
9. Mashi, Y. *A Comparative Study of Religion*. Motilal Banarsidass. 1993.
10. Koshilning Maring, M.K. *Tribal Religion: An Analysis of Religion, Beliefs and Practices*. Omega Book World. 2021.

## **PHIDSC 453**

### **PHILOSOPHY OF LANGUAGE**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

#### **Unit I: The Linguistic Turn in Philosophy**

Origin and development of Analytic Philosophy, Vienna Circle and Logical Positivist Movement

Ideal Language Philosophy and Ordinary Language Philosophy: Definition, Differences and Major Proponents

#### **Unit II: The Relation of Language with the World**

Gottlob Frege's "On Sense and Reference": the relation between sense and reference, the principle of compositionality

Bertrand Russell's "On Denoting": Differences with Frege, Logical Atomism

### **Unit III: Western Theories of Meaning**

Wittgenstein's Picture Theory of Meaning, Language Game Theory and Private Language Argument

W. V. Quine's "Two Dogmas of Empiricism": Analytic-Synthetic Divide, Analyticity and Meaning

### **Unit IV: Word-Meaning Relation from Indian Perspective**

Relation between word and meaning: Sakti, Laksana, Saktigrahopaya

Import of Words: Jatisaktivada, Vyaktisaktivada, Vyakatkritivisistajatisaktivada

### **Unit V: Indian Theories of Meaning**

Conditions of sentence meaning: Akansha, Yogyata and Sannidhi

Theories of Meaning: Anvitabhidhanavada, Abhihitavayavavada and Sphotavada

### ***Suggested Readings:***

1. *The Philosophy of Language*. (Ed.) A.P. Martinich. OUP. 1996.
2. *Tractatus Logico Philosophicus*. L. Wittgenstein. Trans. C.K. Ogden. Kegan Paul. 1922.
3. *Philosophical Investigations*. L. Wittgenstein. (Ed. Hacker & Schulte). Wiley-Blackwell. 2009.
4. *Translations from the Philosophical Writings of Gottlob Frege (for On Sense and Reference)*. (Ed.) P.T. Geach and M. Black. Wiley-Blackwell. 1980.
5. *Logic and Knowledge: Essays by Bertrand Russell (for On Denoting)*. Ed. R. C. Marsh (Selections) Routledge. 2001.
6. *The Frege Reader*. Ed. Michael Beaney. Wiley-Blackwell. 1997.
7. *The Varieties of Reference*. G. Evans. OUP. 1982.
8. *Russell: A Very Short Introduction*. A. Grayling. OUP. 2002.
9. *Indian Theories of Meaning*. K. Kunjunni Raja. The Theosophical Publishing House. 1977.
10. *The Philosophy of Language: An Indian Approach*. P. K. Mazunder. Calcutta: Sanskrit Pustak Bhandar. 1977.

11. *The Word and the World*. B. K. Matilal. OUP. 1990.
12. *Semantic Powers, Meaning and the Means of Knowing in Classical Indian Philosophy*. Jonardhan Ganeri. OUP. 1999.

**PHIDSC 454**

**INDIAN KNOWLEDGE SYSTEM**

**CONTACT HOUR: 60**

**FULL MARKS = 100 [ESE = 70/CCA = 30]**

**Unit I**

Philosophy and Darsana

Concepts of Prama and Pramana

Gita's concept of the True Nature of Man and Sthitaprajna

**Unit II**

Carvaka's refutation of Anumana and Sabda

Buddhist theories of Ksanitvavada and Pratityasamutpada

Jaina theories of Syadvada and Anekantavada

**Unit III**

Nyaya theories of Pratyaksa, Anumana and Asatkaryavada

Vaisesika Paramanuvada

**Unit IV**

Samkhya theory of Satkaryavada

Yoga's concept of citta-vrtti-nirodha and Astanga Yoga

**Unit V**

Mimamsa: Sabda Pramana

Vedanta: Definition and Nature of Cit (Consciousness) in Advaita and Visistadvaita Vedanta

***Suggested Readings:***

- Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
- Dutta, D.M. and Chatterjee, S.C. An Introduction to Indian Philosophy, CUP
- Hiriyanna, M, Outlines of Indian Philosophy, MLBD
- Sharma, C.D., A Critical Survey of Indian Philosophy, MLBD
- Radhakrishnan, S., Indian Philosophy, Vol. I and II, OUP
- Dasgupta, S., History of Indian Philosophy, MLBD
- Dutta, D.M., Six Ways of Knowing, Calcutta University Press.
- Mohanty, J.N., Essays on Indian Philosophy, Oxford Pub
- Nalini Bhushan and Garfield, Jay (ed) Indian Philosophy in English, Oxford Publication
- B.K. Motilal, Perception, Oxford Publication
- Gupta, Bina, Explorations in Indian Philosophy, Vol. I (ed), OUP
- Kuppuswami Shastri, A Primer of Indian Logic
- Balasubramanian, R, The Tradition of Advaita, Munsiram Manoharlal Publishers
- Srinivas Rao, Advaita – A Modern Critique, OUP

**SEMESTER-WISE**  
**SYLLABUS OF DISCIPLINE SPECIFIC**  
**MINOR (DSM)**  
**SEMESTER - I**  
**PHI-DSM-101**  
**EPISTEMOLOGY AND METAPHYSICS**  
**(INDIAN)**

**Course Objective:**

This course seeks to make students acquainted with the rich Indian intellectual tradition. It intends to introduce the general principles and basic features as well as the major schools of Indian Philosophy, their philosophical truth claims and the art of argumentations. Moreover, it seeks to find out the basic problems related to epistemological and metaphysical findings that form the boundary of four existing scientific knowledges and social exchanges. It thus intends to make the students acquainted with the art and traditions of critical thinking that exist in classical Indian philosophical studies and have been shaping and re-shaping the world-views and the concept of life as a whole till date for the people of Indian sub-continent.

**Course Outcome:**

This course will thus help students to identify the basic structure and origin of schools/systems of Indian philosophy with an understanding of the Upanisadic world-view of Self and the universe as well as the background of critical thinking in Indian Philosophical tradition. Along with this, after the completion of the course, learners will be acquainted with various epistemological and metaphysical questions that exist in the realm of philosophical enquiry to define and justify the scopes and grounds of knowledge themselves. They will also be acquainted with the various approaches to those queries offered by different schools of the Indian philosophical systems which are proving their relevance even today. It will teach students to cope with problems concerning practical life with the goal of self-realization.

## **EPISTEMOLOGY AND METAPHYSICS (INDIAN)**

### **Unit I**

General ideas about the schools of Indian Philosophy

Upanisadic concept of Self, Concept of Ṛta, Karma and Rebirth

### **Unit II**

Cārvāka: Epistemology and Metaphysics

Jainism: Syādvāda, Anekāntavāda

### **Unit III**

Schools of Buddhism

Four Noble Truths

Pratītyasamutpāda, Nairātma-vāda, Kṣanikavāda

### **Unit IV**

Nyāya: Pramāṇa and Pramāṇa, Pratyakṣa, Anumāna and its kinds

Vaiśeṣika: Categories and Atomism.

### **Unit V**

Sāṅkhya: Prakṛti, Puruṣa, Evolution

Advaita Vedānta: Brahman and Māyā

Viśiṣṭadvaita: Ramanuja's critique of Sankara's Māyā, Brahman.

### ***Suggested Readings:***

1. Sinha, J.N., *Outline of Indian Philosophy*, New Central Book Agency Pvt. Ltd.
2. Dutta, D.M. and Chatterjee, S.C. *An Introduction to Indian Philosophy*, CUP

3. Hiriyanna, M., *Outlines of Indian Philosophy*, MLBD
4. Sharma, C.D., *A Critical Survey of Indian Philosophy*, MLBD
5. Radhakrishnan, S., *Indian Philosophy*, Vol. I and II, OUP
6. Dasgupta, S., *History of Indian Philosophy*, MLBD
7. Dutta, D.M., *Six Ways of Knowing*, Calcutta University Press.
8. Mohanty, J.N., *Essays on Indian Philosophy*, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) *Indian Philosophy in English*, Oxford Publication
10. B.K. Motilal, *Perception*, Oxford Publication
11. Gupta, Bina, *Explorations in Indian Philosophy*, Vol. I (ed), OUP
12. Kuppaswami Shastri, *A Primer of Indian Logic*
13. Balasubramanian, R., *The Tradition of Advaita*, Munsiram Manoharlal Publishers
14. Srinivas Rao, *Advaita—A Modern Critique*, OUP

**SEMESTER - II**  
**PHI-DSM – 151**  
**EPISTEMOLOGY AND METAPHYSICS**  
**(INDIAN)**

**Course Objective:**

This course seeks to make students acquainted with the rich Indian intellectual tradition. It intends to introduce the general principles and basic features as well as the major schools of Indian Philosophy, their philosophical truth claims and the art of argumentations. Moreover, it seeks to find out the basic problems related to epistemological and metaphysical findings that form the boundary of four existing scientific knowledge and social exchanges. It thus intends to make the students acquainted with the art and traditions of critical thinking that exist in classical Indian philosophical studies and have been shaping and re-shaping the world-views and the concept of life as a whole till date for the people of Indian sub-continent.

**Course Outcome:**

This course will thus help students to identify the basic structure and origin of schools/systems of Indian philosophy with an understanding of the Upanisadic world-view of Self and the universe as well as the background of critical thinking in Indian Philosophical tradition. Along with this, after the completion of the course, learners will be acquainted with various epistemological and metaphysical questions that exist in the realm of philosophical enquiry to define and justify the scopes and grounds of knowledge themselves. They will also be acquainted with the various approaches to those queries offered by different schools of the Indian philosophical systems which are proving their relevance even today. It will teach students to cope with problems concerning practical life with the goal of self-realization.

## **EPISTEMOLOGY AND METAPHYSICS (INDIAN)**

### **Unit I**

General ideas about the schools of Indian Philosophy

Upanisadic concept of Self, Concept of Ṛta, Karma and Rebirth

### **Unit II**

Cārvāka: Epistemology and Metaphysics

Jainism: Syādvāda, Anekāntavāda

### **Unit III**

Schools of Buddhism

Four Noble Truths

Pratītyasamutpāda, Nairātma-vāda, Kṣanikavāda

### **Unit IV**

Nyāya: Pramāṇa and Pramāṇa, Pratyakṣa, Anumāna and its kinds

Vaiśeṣika: Categories and Atomism.

### **Unit V**

Sāṅkhya: Prakṛti, Puruṣa, Evolution

Advaita Vedānta: Brahman and Māyā

Viśiṣṭadvaita: Rāmaṇuja's critique of Śaṅkara's Māyā, Brahman.

### **Suggested Readings:**

1. Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
2. Dutta, D.M. and Chatterjee, S.C. An Introduction to Indian Philosophy, CUP
3. Hiriyanna, M., Outlines of Indian Philosophy, MLBD

4. Sharma, C.D., *A Critical Survey of Indian Philosophy*, MLBD
5. Radhakrishnan, S., *Indian Philosophy*, Vol. I and II, OUP
6. Dasgupta, S., *History of Indian Philosophy*, MLBD
7. Dutta, D.M., *Six Ways of Knowing*, Calcutta University Press.
8. Mohanty, J.N., *Essays on Indian Philosophy*, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) *Indian Philosophy in English*, Oxford Publication
10. B.K. Motilal, *Perception*, Oxford Publication
11. Gupta, Bina, *Explorations in Indian Philosophy*, Vol. I (ed), OUP
12. Kuppaswami Shastri, *A Primer of Indian Logic*
13. Balasubramanian, R, *The Tradition of Advaita*, Munsiram Manoharlal Publishers
14. Srinivas Rao, *Advaita—A Modern Critique*, OUP

**SEMESTER III**  
**PHI-DSM – 201**  
**EPISTEMOLOGY AND METAPHYSICS**  
**(WESTERN)**

**Course Objective:**

This course sets the objective of providing the students with a basic understanding of the meaning, scope and different branches of philosophy. The course seeks to dedicate an exclusive unit to the discussion of epistemological and metaphysical ideas of two great philosophers of the past: Plato and Aristotle. Moreover, it aims to offer students a comprehensive idea of the theories of the origin of knowledge, theories of reality, and categories of knowledge. The fundamental objective of introducing this course is to assist learners to develop a strong knowledge base of philosophical investigation and critical thinking.

**Course Outcome:**

Philosophy as a subject deals with various problems of life and thought. This paper will enable students to understand the fundamental questions of philosophy, theories of knowledge, essential nature of reality and practical concerns of philosophical problems. Philosophy instils critical thinking in students by inspiring them to question everything they are taught. This course will help the learners to spontaneously examine their own presuppositions and assumptions in life and will assist them in cultivating a skill of critical thinking and systematic analysis of thoughts. Furthermore, the course will also make students realize that there is no place for a trivial approach to the complex philosophical questions of life and the world.

## **EPISTEMOLOGY AND METAPHYSICS (WESTERN)**

### **Unit I**

Meaning and Scope of Philosophy, Metaphysics, Epistemology, Axiology, Concept of Applied Philosophy

### **Unit II**

Plato: The Socratic Influence, Theory of Knowledge and Ideas

Aristotle: Critique of Plato, Form and Matter, Causation

### **Unit III**

Theories of Knowledge: Rationalism, Empiricism, Kant's Critical Theory, Intuitionism.

### **Unit IV**

Realism: Naïve Realism, Representationalism, Neo-Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

### **Unit V**

Substance, Space, Time, Universals, Causality (Hume)

### ***Suggested Readings:***

1. Ewing, A.C., *Fundamental Questions of Philosophy*, Routledge
2. Russell, B., *The Problems of Philosophy*
3. Hospers, J., *An Introduction to Philosophical Analysis*, Psychology Press
4. Stace, W.T., *Critical History of Greek Philosophy*, Macmillan, 1972
5. Walsh, W.H., *Metaphysics*
6. Patrick, G.T.W., *An Introduction to Philosophy*, Allen and Unwin Ltd.
7. Taylor, R., *Metaphysics*
8. Lemos, Noah., *Introduction to Theory of Knowledge*, Cambridge University Press.

## **SEMESTER - IV**

### **PHI-DSM-251**

#### **LOGIC**

##### **Course Objective:**

This course is so designed to help students cultivate and enhance their logical reasoning capacity. The paper intends to define fundamental concepts and different principles of logic and to understand their application in our day-to-day life. It also seeks to assist students to interpret and examine logical arguments and test their validity and invalidity. To instruct students to employ fundamental logical notions and methods to detect errors in an argument by identifying different types of fallacies and finally generating in them the ability of correct reasoning.

##### **Course Outcome:**

Upon the completion of this course, the students will be able to:

- Learn the importance of logical thinking. They will be able to identify the disparity and connection between the logical concepts of truth and validity.
- Identify various types of propositions and the techniques to symbolize them.
- Understand different types of inference, both immediate and mediate.
- Demonstrate diverse techniques to evaluate the validity/invalidity of deductive arguments.

## **LOGIC**

### **Unit- I**

Nature of Logic, Truth and Validity

Kinds of Proposition: Traditional and Modern

### **Unit- II**

Immediate Inference: Conversion, Obversion, Contraposition

Square of Opposition: Traditional, Aristotelian and Boolean

### **Unit- III**

Mediate Inference: Categorical Syllogism- Copi's six rules, Figure and Mood

Venn diagram techniques for testing syllogism

### **Unit- IV**

Symbolization, Testing of Validity by Truth-table Method, Shorter Truth- Table Method for proving Invalidity

### **Unit- V**

Formal Truth of Validity (Nine Rules of Inference).

### **Suggested Readings:**

1. Copi, I.M. (Latest Edition) Introduction to Logic, Routledge.
2. Cohen and Nagel (1934) An Introduction to Logic and Scientific Method, Routledge.
3. Baronett, Sand Sen, M. (2008) Logic, Pearson.
4. Copi, I.M. (Latest Edition) Symbolic Logic, Macmillan.
5. Basson and O'Connor (1966) Introduction to Symbolic Logic, University Tutorial Press.

## **PHI-DSM-252**

### **LOGIC**

#### **Course Objective:**

This course is so designed to help students cultivate and enhance their logical reasoning capacity. The paper intends to define fundamental concepts and different principles of logic and to understand their application in our day-to-day life. It also seeks to assist students to interpret and examine logical arguments and test their validity and invalidity. To instruct students to employ fundamental logical notions and methods to detect errors in an argument by identifying different types of fallacies and finally generating in them the ability of correct reasoning.

#### **Course Outcome:**

Upon the completion of this course, the students will be able to:

- Learn the importance of logical thinking. They will be able to identify the disparity and connection between the logical concepts of truth and validity.
- Identify various types of propositions and the techniques to symbolize them.
- Understand different types of inference, both immediate and mediate.
- Demonstrate diverse techniques to evaluate the validity/invalidity of deductive arguments.

## **LOGIC**

### **Unit- I**

Nature of Logic, Truth and Validity

Kind of Proposition: Traditional and Modern

### **Unit- II**

Immediate Inference: Conversion, Obversion, Contraposition

Square of Opposition: Traditional, Aristotelian and Boolean

### **Unit- III**

Mediate Inference: Categorical Syllogism- Copi's six rules, Figure and Mood Venn diagram techniques for testing syllogism

### **Unit- IV**

Symbolization, Testing of Validity by Truth-table Method, Shorter Truth-table Method for proving Invalidity

### **Unit- V**

Formal Truth of Validity (Nine Rules of Inference).

### **Suggested Readings:**

1. Copi, I.M. (Latest Edition) Introduction to Logic, Routledge.
2. Cohen and Nagel (1934) An Introduction to Logic and Scientific Method, Routledge.
3. Baronett, Sand Sen, M. (2008) Logic, Pearson.
4. Copi, I.M. (Latest Edition) Symbolic Logic, Macmillan.
5. Basson and O'Connor (1966) Introduction to Symbolic Logic, University Tutorial Press.

## **SEMESTER - V**

### **PHI-DSM-301**

#### **ETHICS**

##### **Course Objective**

The course seeks to give the students an all-encompassing view of the outlines of both Western and Indian theories of moral judgment discussing around the major ethical concepts from both pure theoretic as well as applied domain. The course thus starts from the basic concepts of moral enquiry from the traditional to the modern and post-modern ethical enquiry to arise in the mind of the student the ideas of duties of an individual both as a social as well as a spiritual being. It thus intends to re-introduce the concept and the theories of action within the grounds of social *ought* and thus trains to reason on the categories of moral standards.

##### **Course Outcome:**

With the pursuance of the course the learners would not only be acquainted with the basic concepts of moral judgments and the concept of individual's rights and duties but also gathers sufficient amount of reflective potential to judge an action as right and wrong. The course also builds in the learner the potential to determine and argue for the moral intentions and reflect on the motives of action resulting in acquiring more potentiality in decision making procedure. The course gives the students a comparative knowledge of both the Western and Indian reasonings on moral concepts and judgments thus bringing an all-round development of the capacity of moral reasoning and decision making. The course starts with an introduction to the nature and concept of ethics and stretches its scope from the definition and characterization of the basic concept of ethical domain to the conceptual essentials of Teleological Ethics, Virtue Ethics and Deontological Ethics and also the fundamentals of the ethics of the Gita, Buddhism and Jainism. The course thus also includes in its scope the concerns of applied ethics like Environmental Ethics and Theories of Punishment.

# ETHICS

## Unit I

Nature of Ethics:	Its Concerns, Normative Ethics and Meta-Ethics
Fundamental Concepts:	Rights and Duties, Good and Virtue, Object of Moral Judgment.

## Unit II

Teleological Ethics:	Hedonism, Utilitarianism (Bentham and Mill), Savodaya of Gandhi.
Virtue Ethics:	Aristotle – Nature and Kinds of Virtue

## Unit III

Deontological Ethics:	Kant – Good Will, Categorical Imperative.
Ethics of Gīta:	Swadharma, Niskāma Karma.

## Unit IV

Hindu Ethics:	Puruṣārtha: Four Supreme Ends of Human Life
Buddhist Ethics:	Theory of Action, The Concept of Bodhisattva
Jaina Ethics:	Ahimsa, Panchaseel

## Unit V

Definition and Scope of Applied Ethics	
Environmental Ethics:	Anthropocentrism and Eco-centrism
Theories of Punishment:	Retributive, Deterrent and Reformative

### *Suggested Readings:*

1. Frankena, W., Ethics, Prentice Hall, India.
2. Lillie, W., An Introduction to Ethics, Allied Publishers.
3. Hursthouse, R., Virtue Ethics, OUP, 1999
4. Aristotle, Nicomachean Ethics
5. Iyer, Raghavan, The Moral and Political Thought of M.K. Gandhi, OUP

6. Benn, Piers, *Ethics*, UCL, 1998
7. Baron, M. W., Petite, P. and Slote, M., *Three Methods of Ethics*, Blackwell, 1997.
8. Rajendra Prasad (Ed.), *A Historical Developmental Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009.
9. Rajendra Prasad, *A Conceptual–Analytic Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009
10. Singh, Balvir, *Foundation of Indian Ethics*, Orient Longman, Calcutta.
11. Sharma, I. C., *Ethical Philosophies of India*.
12. Moitra, S. K., *The Ethics of the Hindus*.
13. Das Gupta, Surama, *Development of Moral Philosophy in India*, Munshiram Manoharlal, Delhi.
14. Singer, Peter, *Practical Ethics* (Cambridge University Press), Relevant Chapters.
15. Bilimoria, P., *Indian Ethics*, OUP, Vol. 2

## **PHI-DSM-302**

### **ETHICS**

#### **Course Objective:**

The course seeks to give the students an all-encompassing view of the outlines of both Western and Indian theories of moral judgment discussing around the major ethical concepts from both pure theoretic as well as applied domain. The course thus starts from the basic concepts of moral enquiry from the traditional to the modern and post-modern ethical enquiry to arise in the mind of the students the ideas of duties of an individual both as a social as well as a spiritual being. It thus intends to re-introduce the concept and the theories of action within the grounds of social *ought* and thus trains to reason on the categories of moral standards.

#### **Course Outcome:**

With the pursuance of the course the learners would not only be acquainted with the basic concepts of moral judgments and the concept of individual's rights and duties but also gathers sufficient amount of reflective potential to judge an action as right and wrong. The course also builds in the learner the potential to determine and argue for the moral intensions and reflect on the motives of action resulting in acquiring more potentiality in decision making procedure. The course gives the students a comparative knowledge of both the Western and Indian reasonings on moral concepts and judgments thus bringing an all-round development of the capacity of moral reasoning and decision making. The course starts with an introduction to the nature and concept of ethics and stretches its scope from the definition and characterization of the basic concept of ethical domain to the conceptual essentials of Teleological Ethics, Virtue Ethics and Deontological Ethics and also the fundamentals of the ethics of the Gita, Buddhism and Jainism. The course thus also includes in its scope the concerns of applied ethics like Environmental Ethics and Theories of Punishment.

# ETHICS

## Unit I

Nature of Ethics:	Its Concerns, Normative Ethics and Meta-Ethics
Fundamental Concepts:	Rights and Duties, Good and Virtue, Object of Moral Judgment.

## Unit II

Teleological Ethics:	Hedonism, Utilitarianism (Bentham and Mill), Savodaya of Gandhi.
Virtue Ethics:	Aristotle – Nature and Kinds of Virtue

## Unit III

Deontological Ethics:	Kant – Good Will, Categorical Imperative.
Ethics of Gīta:	Swadharma, Niskāma Karma.

## Unit IV

Hindu Ethics:	Puruṣārtha: The notion of Dharma
Buddhist Ethics:	Theory of Action, The Concept of Bodhisattva
Jaina Ethics:	Ahimsa, Panchaseel

## Unit V

Definition and Scope of Applied Ethics	
Environmental Ethics:	Anthropocentrism and Eco-centrism
Theories of Punishment:	Retributive, Deterrent and Reformative

### *Suggested Readings:*

1. Frankena, W., Ethics, Prentice Hall, India.
2. Lillie, W., An Introduction to Ethics, Allied Publishers.
3. Hursthouse, R., Virtue Ethics, OUP, 1999
4. Aristotle, Nicomachean Ethics
5. Iyer, Raghavan, The Moral and Political Thought of M.K. Gandhi, OUP

6. Benn, Piers, *Ethics*, UCL, 1998
7. Baron, M. W., Petite, P. and Slote, M., *Three Methods of Ethics*, Blackwell, 1997.
8. Rajendra Prasad (Ed.), *A Historical Developmental Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009.
9. Rajendra Prasad, *A Conceptual–Analytic Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009
10. Singh, Balvir, *Foundation of Indian Ethics*, Orient Longman, Calcutta.
11. Sharma, I. C., *Ethical Philosophies of India*.
12. Moitra, S. K., *The Ethics of the Hindus*.
13. Das Gupta, Surama, *Development of Moral Philosophy in India*, Munshiram Manoharlal, Delhi.
14. Singer, Peter, *Practical Ethics* (Cambridge University Press), Relevant Chapters.
15. Bilimoria, P., *Indian Ethics*, OUP, Vol. 2

**SEMESTER - VI**  
**PHI-DSM – 351**  
**EPISTEMOLOGY AND METAPHYSICS**  
**(WESTERN)**

**Course Objective:**

This course sets the objective of providing the students with a basic understanding of the meaning, scope and different branches of philosophy. The course seeks to dedicate an exclusive unit to the discussion of epistemological and metaphysical ideas of two great philosophers of the past: Plato and Aristotle. Moreover, it aims to offer students a comprehensive idea of the theories of the origin of knowledge, theories of reality, and categories of knowledge. The fundamental objective of introducing this course is to assist learners to develop a strong knowledge base of philosophical investigation and critical thinking.

**Course Outcome:**

Philosophy as a subject deals with various problems of life and thought. This paper will enable students to understand the fundamental questions of philosophy, theories of knowledge, essential nature of reality and practical concerns of philosophical problems. Philosophy instils critical thinking in students by inspiring them to question everything they are taught. This course will help the learners to spontaneously examine their own presuppositions and assumptions in life and will assist them in cultivating a skill of critical thinking and systematic analysis of thoughts. Furthermore, the course will also make students realize that there is no place for a trivial approach to the complex philosophical questions of life and the world.

## **EPISTEMOLOGY AND METAPHYSICS (WESTERN)**

### **Unit I**

Meaning and Scope of Philosophy, Metaphysics, Epistemology, Axiology, Concept of Applied Philosophy

### **Unit II**

Plato: The Socratic Influence, Theory of Knowledge and Ideas

Aristotle: Critique of Plato, Form and Matter, Causation

### **Unit III**

Theories of Knowledge: Rationalism, Empiricism, Kant's Critical Theory, Intuitionism.

### **Unit IV**

Realism: Naïve Realism, Representationalism, Neo-Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

### **Unit V**

Substance, Space, Universals, Time Causality (Hume)

### ***Suggested Readings:***

1. Ewing, A.C., *Fundamental Questions of Philosophy*, Routledge
2. Russell, B., *The Problems of Philosophy*
3. Hospers, J., *An Introduction to Philosophical Analysis*, Psychology Press
4. Stace, W.T., *Critical History of Greek Philosophy*, Macmillan, 1972
5. Walsh, W.H., *Metaphysics*
6. Patrick, G.T.W., *An Introduction to Philosophy*, Allen and Unwin Ltd.
7. Taylor, R., *Metaphysics*
8. Lemos, Noah., *Introduction to Theory of Knowledge*, Cambridge University Press.

**SEMESTER VII**  
**PHI-DSM – 401**  
**PHILOSOPHY OF RELIGION**

**Course Objective:**

Philosophy of Religion as a discipline of study intends to do a philosophical reflection on the nature and concept of religion and religious behaviour of human being from a purely scientific temper. It not only conducts a scientific and critical analysis of the nature and origin of religion but also reflects on the nature and conditions of religious experiences of man as a social as well as an isolated being. It thus intends to bring among the learners a tendency to reflect upon the grounds that are effective in shaping different conditions of religious experiences and religious behaviouralism. The objective of the course is to arise among the students a scientific aptitude and a deep understanding of religion vis-à-vis religious experiences as one of the basic characteristics of human rational/trans-rational nature, thus understanding religion as a universal phenomenon and basic to human ways of experiencing the world. In its way of scientific enquiry, in a larger aspect, the Philosophy of Religion thus aims in bringing an integrity and harmony of different belief systems bringing in social harmony.

**Course Outcome:**

By pursuing this course, the students are expected to develop a scientific as well as critical understanding of religion and various nature of religious experiences as a universal phenomenon of human nature. It not only enquires on the nature and concerns of religion but also reflects on the nature and concerns of philosophical understandings of religion and religious experiences. At the same time, it not only questions on the different theories of the origin of religion but also its relation and distinction from science and morality. The course also gives a panoramic view of the different theories of the rational defense of the existence of God and the discussions on the problems of Evil and their challenges. This course scientifically intervenes into the mysteries of the conditions of faith and tries to evaluate their nature.

# **PHILOSOPHY OF RELIGION**

## **Unit I**

Philosophy of Religion: Nature and Concern

## **Unit II**

Religion and Morality, Science and Religion

## **Unit III**

Theories of the origin of Religion: Anthropological and Psychological

## **Unit IV**

Arguments for the Existence of God: Ontological, Cosmological, Teleological and Moral

## **Unit V**

Problem of Evil, Faith, Reason and Revelation.

## **Suggested Readings**

1. Hick, J., Philosophy of Religion, Prentice Hall.
2. Hick, J., (ed.), Classical and Contemporary Readings.
3. Hick, J., An Interpretation of Religion.
4. Caird, J., Philosophy of Religion.
5. Ranganatha, Swami, Science and Religion, Ramkrishna Mission.
6. Radhakrishnan, S., Science, Religion and Culture.
7. Selected portions from the works of Vivekananda, Sri Aurobindo, Gandhi M.K., Tagore and Krishnamurti. J
8. Tillich, P., Dynamics of Faith, Allen and Unwin

**SEMESTER - VIII**  
**PHI-DSM-451**  
**SOCIAL AND POLITICAL PHILOSOPHY**

**Course Objectives:**

The course aims to provide the students with an outline of the problems of philosophical considerations in modern-day social and political studies. It seeks to study the nature and scope of social and political philosophy and its relation to other social sciences. The course also aspires to initiate a scientific investigation of various concepts which are central to comprehending the vision of today's socio-political situations. It aims to translate the values of human life into realistic pursuits in social intercourse and to the edifice of public law.

**Course Outcome:**

Upon the completion of this course, the students will be able to

- Understand the nature and scope of social and political philosophy and its relevance to our practical life and experience.
- Critically examine the process of policymaking and planning in society.
- Build a more meaningful collective life in society.
- Develop a more in-depth understanding of socio-political concepts like society, nation, state, progress, reform, revolution, democracy, secularism, individualism, collectivism, social contract, justice, liberty, equality, human rights, terrorism, and insurgency.

# **SOCIAL AND POLITICAL PHILOSOPHY**

## **Unit I**

Social and Political Philosophy: Scope and Concerns: Its relation to Sociology and Ethics

## **Unit II**

Society, Nation and State

## **Unit III**

Social Progress, Reform, Revolution, Democracy, Secularism

## **Unit IV**

Relation between an Individual and Society: Individualism, Collectivism, Social Contract Theory

## **Unit V**

Justice, Liberty, Equality, Human Rights;

Terrorism and Insurgency

## **Suggested Readings**

1. Raphael, D.D., Problems of Political Philosophy., Macmillan.
2. Barker, E., Principles of Social and Political Philosophy.
3. Russell, B., Authority of Individual.
4. Gandhi, M.K., Hind Swaraj.
5. Chattopadhyay, D.P., Social Culture (1973).
6. Laslett, P. and Runciman, W.C., Philosophy, Politics, Human Society, 1972. Blackwell
7. Miri, Sujata, and Pal, Jagat (ed.), Introduction to Social and Political Philosophy, NEHU.
8. Iyer, Raghavan., The Moral and Political Thought of Mahatma Gandhi, OUP.
9. Will Kymlicka, Contemporary Political Philosophy: An Introduction. Oxford: Oxford University Press, Second Edition, 2002.

10. David Miller, *Political Philosophy: A Very Short Introduction* New York: Oxford University Press, 2003.

11. Bhargava, Rajeev and Ashok Acharya Eds., (2008), *Political Theory: An Introduction*, New Delhi: Pearson Publisher

**FOUR YEAR UNDERGRADUATE PROGRAM**  
**SKILL ENHANCEMENT COURSE (SEC)**

**SEMESTER I**

**PHI-SEC-101 T**

**LOGIC – I**

**(ARISTOTELIAN LOGIC)**

**CREDIT = 3**

**Contact Hours: 45**

**Full Marks = 100**

**[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]**

**Course Objectives:** The course on Aristotelian Logic is designed to acquaint the students with the historical and structural development of Logic as an important arm of philosophical inquiry. The core objectives of this course are:

- To provide a thorough understanding of Aristotelian Logic, its principles, and its application in analysing and evaluating arguments, by exploring fundamental concepts, such as, categorical propositions, syllogisms, and the rules of validity.
- To enhance critical thinking skills which are necessary for analyzing and assessing the validity of arguments by identifying fallacies, evaluating logical structures, and formulating clear and coherent reasoning.
- To apply logical principles to real-world scenarios by identifying and analyzing arguments from a range of disciplines, including science, law and everyday life, and assess their logical validity.
- To lay the foundation for advanced logical studies, such as, symbolic logic, informal logic, philosophical logic, etc.

**UNIT I**

Logic: Nature and Scope, Truth and Validity, Argument and Argument-Form.

**UNIT II**

Kinds of Proposition: Traditional and Modern Classification of Propositions

Square of Opposition: Traditional and Aristotelian

**UNIT III**

Immediate Inference: Conversion, Obversion, Contraposition.

## UNIT IV

Mediate Inference: Categorical Syllogism, Figure and Mood of Syllogism,

## UNIT V

Copi's Six Rules and Venn Diagram Technique for Testing Syllogism.

**Course Outcome:** Upon successful completion of the course, students will have a solid understanding of the principles and concepts of Aristotelian Logic, and will have developed advanced critical thinking skills necessary for evaluating the logical structure of arguments. They will be adept at identifying fallacies, constructing valid reasoning, and assessing the validity of arguments based on Aristotelian logical principles. Moreover, students will possess the necessary knowledge and skills to pursue advance logical studies in the fields of symbolic logic, informal logic, philosophical logic, and the like.

### *Suggested Readings:*

- Copi, I.M., *Introduction to Logic* (Latest Edition). Routledge, London
- Cohen and Nagal, *Logic and Scientific Method*.
- Baronett. S and Sen, M., *Logic*, Pearson, Delhi.
- Copi, I. M., *Symbolic Logic* (Latest Edition)

## SEMESTER II

**PHISEC 151 T**

**LOGIC – II**

**(MODERN LOGIC)**

**CREDIT = 3**

**Contact Hours: 45**

**Full Marks = 100**

**[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]**

**Course Objectives:** This course is an advanced course designed to delve deeper into the concepts, principles, and applications of modern symbolic logic. The core objectives of studying this course are:

- To provide students with a comprehensive understanding of advanced logical systems, such as, predicate logic, and the knowledge of translating and analyzing complex arguments using these formal systems.
- To develop advanced proof techniques, including decision procedures, such as, Truth-Table, Shorter Truth-Table, Natural Deduction (Direct, Indirect, Conditional), etc.
- To enhance students' critical thinking abilities by enabling them to recognize fallacies, evaluate deductive and inductive reasoning, and identifying logical inconsistencies.
- To explore the practical applications of Logic in various disciplines, such as, Mathematics, Philosophical Logic, etc., and highlight how Logic plays a fundamental role in these fields, and how it can be applied to real-world scenarios.

## **UNIT I**

Special Symbols: Variables and Constant, Symbolization, Five Basic Truth-Functions.

## **UNIT II**

Construction of Truth Tables for Statement Forms

Decision Procedure: Testing of Validity/Invalidity by Truth-Table Method

## **UNIT III**

Proving Invalidity: Shorter Truth-Table Method, Indirect Method.

## **UNIT IV**

Formal Proof of Validity: Elementary Rules of Inference

## **UNIT V**

Science and Hypothesis

**Course Outcome:** Upon successful completion of this course, students will be able to analyse complex arguments, identify fallacies, and assess the validity and soundness of deductive and inductive reasoning. Students will have gained expertise in various proof techniques, such as, natural deduction, truth-table techniques, probability calculation, etc. Overall, this course will equip students with advanced logical reasoning skills, critical thinking abilities, and a deep understanding of modern symbolic logic.

***Suggested Readings:***

- I. M. Copi and Cohen. *An Introduction to Logic*, Macmillan
- I. M. Copi, *Symbolic Logic*, Macmillan
- Patrick Suppes, *Introduction to Logic*
- W. V. Quine, *Methods of Logic*, Harvard University Press
- Richard Jeffrey, *Formal Logic: Its Scope and Limits*

**SEMESTER III**

**PHISEC 201 T**

**ACADEMIC WRITING AND RESEARCH ETHICS**

**CREDIT = 3**

**Contact Hours: 45**

**Full Marks = 100**

**[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]**

**Course Objectives:** The objectives of studying this course are as follows:

- To develop advanced academic writing skills, which will enhance the ability of students to produce clear, well- structured, and persuasive academic texts, including research papers, essays, and reports.
- To equip the students with a proper understanding of the research methodologies, enabling them to design and conduct ethical and effective research projects.
- To promote ethical research practices by teaching ethical principles and standards which govern academic research, including issues related to Plagiarism, data integrity, and the responsible conduct of research.

**Unit I**

Formal Letter Writing

Home Assignment/Term Paper Writing

Write-up/ Article/Research Paper Writing

**Unit II**

Research Methodological Perspective in Philosophy: Thinker Based, Concept Based, Comparative.

Dissertation /Thesis Writing (Statement of the Problem, Objective, Survey of Literature, Chapterization, Bibliography)

### **Unit III**

Preparation and Presentation of Research: Use of Diacritical Mark, Footnote and Endnote;  
Referencing Styles: MLA and APA

### **Unit IV**

Methods of Acquiring Knowledge: Dialectical Method, Empirical-Scientific Method, Hermeneutical-Interpretative Method.

### **Unit V**

Research Ethics: Ethical Guidelines in Research

Publication Ethics: Falsification, Fabrication and Plagiarism

**Course Outcome:** Upon completion of the "Academic Writing and Research Ethics" course, students will be proficient in producing high-quality academic writings, demonstrating a thorough understanding of advanced research methodologies and ethical practices. They will be equipped to design, conduct, and present research projects with integrity, critically evaluate sources, and avoid common pitfalls such as plagiarism and data fabrication or falsification. Furthermore, students will be adept at effectively communicating their research findings to both academic and non-academic audiences, showcasing their ability to engage with complex ideas and contribute meaningfully to their respective fields.

### ***Suggested Readings:***

- Barubrooke, David. Philosophy of Social Sciences. Engelwood Cliffs N.J: Prentice Hall, 1987.
- Bleicher, Josef. Contemporary Hermeneutics. London: Routledge, 1980.
- Bruner, Jerome. Acts of Meaning. Cambridge M A: Harvard University Press, 1990.
- Epstein, Debbie, Jane Kenway and Rebecca Boden. Writing for Publication. London: Sage, 2005.
- Habermas, Juergen. On the Logic of Social Sciences. Trans. Shierry Weber Nicholson and Jerry Stark. London: Polity, 1990.
- Kothari, C.R. Research Methodology, Methods and Techniques. New Delhi: New Age International, 2004.
- Mahadevan, T M P. The Mechanics of Thesis Writing.

- Matilal, B. K. Perception. Oxford: Clarendon Press, 1991.
- Mohanty, J.N. Essays in Indian Philosophy. New Delhi: Oxford University Press, 2004.
- Saxena, Sanjay. A First Course in Computers. New Delhi: Vikas Publishing House Pvt. Ltd, 2000.
- Steven, M.C. Exploring Philosophy: An Introductory Anthology. Oxford: Oxford University press, 2000.
- Thomas, Pius V. Ethics, Applied Ethics and Values: An Introduction. Silchar: Print.Com, 2023.
- Young, Pauline V. and Calin F. Schmid. Scientific Social Survey and Research. New Delhi: Prentice Hall of India Pvt. Ltd., 1975.

**NOTE:** The Practical Examination for SEC papers (for Semesters I and II) will include solving of logical problems using Venn Diagram Technique, Truth-Table Methods, Formal Proof of Validity, etc. or any other topic from within the syllabi as deemed fit by the concerned department. For 3<sup>rd</sup> Semester SEC Practical Examination, the Digital Skills of the students are to be tested by analysing their ability to execute the topics of the syllabus using M.S. Office Word.

# **Inter Disciplinary Courses (IDC)**

## **SEMESTER - I**

### **PHI-IDC-101, Credits – 3**

#### **Applied Ethics**

**Course Objectives:** The objectives of the course is to acquaint the students with the concept of Applied Ethics. Applied Ethics deals with treatment of moral problems, policies, and practices in personal life and in professional life. This course will equip students to handle various aspects of practical life – personal as well as professional – from ethical perspectives.

**Course Outcome:** The students are expected to learn about various aspects of Applied Ethics, which is also known as Practical Ethics. They will, thereby, learn the application of ethics to day-to-day problems and learn how one should act in specific situations.

<b>Unit – 1: Applied Ethics:</b>	Introduction, Different Branches of Applied Ethics
<b>Unit – 2: Sanctity of Life:</b>	Abortion: Moral and Religious Aspects of Abortion Euthanasia: Types of Euthanasia, Conditions of Euthanasia
<b>Unit – 3: Value of Human Life:</b>	Human Rights, Punishment and its Theories
<b>Unit – 4: Professional Ethics:</b>	Medical Ethics, Media Ethics
<b>Unit – 5: Corporate Ethics:</b>	Ethics of Business, Corporate and Social Responsibility

#### **Suggested Readings:**

1. Singer, Peter. *Practical Ethics*. Cambridge: Cambridge University Press, 1993
2. Singer, Peter. *Applied Ethics*. OUP, 1986
3. Almond, Brenda (ed.). *Introducing Applied Ethics*. Blackwell Publications
4. Beauchamp, T. C. *Principle of Biomedical Ethics*.
5. Rachels, James (ed.). *Moral Problem* (3<sup>rd</sup> edition).
6. Evans, J. D. G. *Moral Philosophy and Contemporary Problems*. CUP
7. Gentles, Nadeau R. *Euthanasic and Assisted Suicide: The Current Debate*. Toronto: Stoddart Publishing Co. Limited; 1995

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## SEMESTER - II

### **PHI-IDC-151, Credits – 3**

### **Environmental Ethics**

**Course Objectives:** The objectives of the course is to acquaint the students with the concept of Environmental Ethics. Environmental Ethics attempts to provide moral justification for various policies for protecting the environment and to inverse environmental degradation. It also deals with the fact that environment plays a vital role in the existence of human beings. The study of this course will establish a relationship between human beings and environment, and dependence of one upon the other.

**Course Outcome:** The students are expected to learn about various aspects of Environmental Ethics. They will, thereby, be aware of the danger of growing pollution level, leading to climate change, and the importance of sustainable development. The course will also help the students to understand their responsibility and obligation towards the environment.

**Unit – 1: Environmental Ethics:** Scope of Environmental Ethics, Importance of Environmental Ethics, Environmental Pollution

**Unit – 2: Types of Environmental Ethics:** Ecofeminism, Deep Ecology, Social Ecology

**Unit – 3: Theories of Environmental Ethics:** Anthropocentrism, Ecocentrism, Biocentrism

**Unit – 4: Animal Ethics:** Respect for Animals and Ecology, Animal Rights

**Unit – 5: Bioethics:** Meaning and Nature of Bioethics, Importance of Bioethics in Contemporary Society

### **Suggested Readings:**

1. Singer, Peter. *Practical Ethics*. Cambridge: Cambridge University Press, 1993
2. Sargent, Michael. *Biomedicine and the Human Condition: Challenges, Risks and Rewards*. Cambridge UP, 2005
3. Taylor, Paul W. *Respect for Nature: A Theory of Environmental Ethics*. Princeton University Press, 2011

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## SEMESTER - III

### PHI-IDC-201, Credits – 3

### Gender Ethics

**Course Objectives:** The objectives of the course is to acquaint the students to the concepts of Gender and Ethics. Gender Ethics attempts to address issues of subjugation and marginalisation of women in patriarchal societies. The course will focus on the idea that women have always suffered under the patriarchal social systems across the world and hence such issues related to women need to be addressed from ethical perspectives.

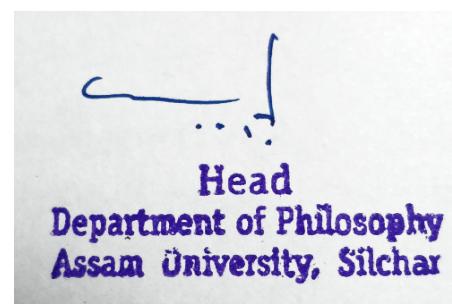
**Course Outcome:** The students are expected to learn about various aspects of gender from ethical perspectives. They will, thereby, be aware of subjugation and marginalisation faced by women across the world. The course will also help the students to address gender issues from ethical perspectives.

<b>Unit-1: Feminism:</b>	History of Feminism, Concept of Feminism, Types of Feminism
<b>Unit-2: Gender Inequality:</b>	Sex and Gender, Meaning and Definition of the Concept, Concept of Masculinity and Femininity
<b>Unit-3: Gender Issues:</b>	Gender Issues in Health, Education, Governance
<b>Unit-4: Gender Egalitarianism:</b>	Concept of Egalitarianism, Types, Concept of an Egalitarian Society
<b>Unit-5: Patriarchy and Gender Bias:</b>	Concept of Patriarchy, Concept of Patriarchy in Gender Discrimination in India, Effects of Patriarchy in Society

#### **Suggested Readings:**

1. Gould, Carol C. "The Woman Question: Liberation of Philosophy and the Philosophy of Liberation". Gender: Key Concepts in Critical Theory. US: Humanities Press International, 1997.
2. *A Companion to Feminist Philosophy*. Edited by Alison M. Jaggar and Iris Marion Young. Oxford: Blackwell Publishing, 2005.
3. *Blackwell Guide to Feminist Philosophy*. Edited by Linda Martin Alcoff and Eva Feder Kittay, Oxford: Blackwell Publishing, 2006.
4. *In a Different Voice* by Carol Gilligan. Cambridge, MA: Harvard University Press, 1994.
5. *The Second Sex*. Simone de Beauvoir, Translated and Edited by H.M. Parshley, Vintage Book, London, 1997.
6. Relevant Chapter from *Encyclopaedia of Environmental Ethics and Philosophy*. Vol. 1. Edited by J. Baird Callicott and Robert Frodeman. USA: Macmillan Reference (A Part of Gale Cengage Learning).

\*\* Relevant Web-pages from *Stanford Encyclopaedia of Philosophy*.



Signed on the 14th of July, 2024 - Dr. Pius v Thomas.