

UNIVERSITY OF CALICUT

CBCSS 2019
BA PHILOSOPHY PROGRAMME

UG & PG Regulations 2019

No. 9534/GA - IV - B1/2012/CU Calicut University. P. O
Dated: 26.04.2019



Outcome-based Education (OBE)
(2019 admissions onwards)

University of Calicut
2019

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COURSE CODE DETAILS

In the Code for each paper, **PHL.** represents Philosophy; **1, 2, 3, 4, 5, 6** represents number of semesters; **B** represents Core Course and elective Course; **C** represents Complimentary Course **D** represents Open Course, **PHL6 B18** is the Project. Apart from the Core Courses, Complementary Courses having **4** credits for **6** hours per week and Open Courses having **3** credits for **3** hours per week, there will be a project work having **2** credits for **2** hours per week (distributed in **5** and **6** semesters of **36** hours each).

General Scheme of Courses

The **BA** programme consist of **Fifteen Courses, One open course** and a **project work**.

The evaluation scheme for each course including the project work shall contain two parts.

- i) Internal assessment ii) External evaluation

20% weight shall be given to **Internal assessment** and **80%** weight shall be for **External evaluation**.

Each of the fifteen theory papers carries a total of **100 marks (20 for Internal assessment and 80 for External evaluation)**. The open course carries **75 marks (15 for internal assessment and 60 for External evaluation)**

6/5 Contact hours per week (90 Hrs.) for the core & Complementary course credit **5/4**.

3/2 Contact hours per week (54 Hrs.) for the course credit **3/2**

6/5 Contact hours per week (90 Hrs.) for the elective course credit **3**

The duration of Examination for each course (**4 Credits**) is **2.5** hours.

The duration of the Examination for each course (**3 Credits**) is **2.00** Hrs.

For the project work, out of the total **50 marks, 10** for Internal assessment and **40** for External evaluation.

CORE, ELECTIVE & OPEN COURSES

Semester	Course Code	Title	Total Credits	Total Hrs/week
S I	Core 1 PHL1B01	Introduction to Philosophy	5	6
	Audit Course AUD1 E01	Environment Studies	4	0
S II	Core 2 PHL2B02	Logic and Scientific Method	4	6
	Audit Course AUD2 E02	Disaster Management -	4	0
S III	Core 3 PHL3B03	Methodology of Humanities and Philosophy	4	5
	Core 4 PHL3B04	Symbolic Logic and Informatics	4	5
	Audit Course- AUD3 E03	*Human Rights/Intellectual Property Rights/ Consumer Protection	4	0
S IV	Core 5 PHL4 B05	Classical Indian Philosophy	4	5
	Core 6 PHL4 B06	Classical Western Philosophy	4	5

	Audit Course- AUD4 E04	*Gender Studies/Gerontology-	4	0
S V	Core 7 PHL5 B07	Systems of Indian Philosophy	4	5
	Core 8 PHL5 B08	Modern Western Philosophy	4	5
	Core 9 PHL5 B09	Fundamentals of Ethics	4	5
	Core 10 PHL5 B10	Philosophy of Education	4	5
	Open Course	<i>(As decided by the department)</i> PHL5 D01 - Philosophical Perspectives of Management. PHL5 D02 - Philosophy of Education. PHL5 D03 - Logic and Reasoning Aptitude.	3	3
S VI	Core 11 PHL6B11	Contemporary Indian Philosophy	4	5
	Core 12 PHL6 B12	Philosophical Critique of Caste	4	5
	Core13 PHL6 B13	Recent Developments in Western Philosophy	4	5
	Core 14 PHL6 B14	Applied Ethics	4	5

	Elective Course	PHL6 B15 <i>Gandhian Philosophy in the Contemporary World/</i> PHL6 B16 <i>Philosophy of Religion/</i> PHL6 B17 <i>Asian Philosophy</i>	4	3
	PHL6 B18 Project (Pr.)	Evaluation is based on a dissertation (in approximately 25-40 pages typescript in standard dissertation format). Project work may be based on topics of research or report of field work/ /field Trip carried out under the supervision of a teacher	2	2
TOTAL			Core 63 + Open 3 = 66	80

* Colleges can opt any one of the courses

Ability Enhancement courses/Audit courses:

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only a pass (Grade P) for these courses. At the end of each semester there shall be examinations conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The list of courses in each semester with credits are given below.

Course with credit	Semester
Environment Studies – 4	1
Disaster Management - 4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection - 4	3
*Gender Studies/Gerontology- 4	4

*** Colleges can opt any one of the courses**

COMPLEMENTARY COURSES

(For Non-Philosophy Programme)

S. No	Course Code	Title of the Course	Credit	Semester
		Complementary-I Western Philosophy		
1	PHL1(2) C01	Greek Philosophy	4	1/2
2	PHL4(3) C01	Aesthetics	4	4/3
		Complementary-II Indian Philosophy		
3	PHL1(2) C02	Vedanta	4	1/2
4	PHL4(3) C02	Philosophy of Yoga	4	4/3

For further details: See University of Calicut Regulations for Choice based credit and Semester System for UnderGraduate Curriculum -2019.

PHL 1 B01- INTRODUCTION TO PHILOSOPHY

108 HRS. 6/WEEK

Credits: 5

Brief description of the course:

The course gives new knowledge on the different domains of philosophy. It also analyses the origin and development of philosophical concepts and the classification of the discipline. The paper provides a clear understanding of some of the theories and values in the process of knowledge

Course Outcome:

1. To Understand the meaning, definition and characteristics of Philosophy
2. Understand the classification of philosophy
3. Analyze different epistemological theories from a conceptual domain
4. Understand ethical and value concepts

MODULE I: INTRODUCTION

23 HRS.

1. Meaning, definition and characteristics of philosophy

- 1.1. Etymological definition
- 1.2. Nature and Scope of philosophy
- 1.3. Philosophy and Science- Similarities and Differences.
- 1.4. Why study philosophy: Relevance and use of the discipline.
- 1.5. Origin and development of philosophical concepts
(Introductory aspects)
 - 1.5.1. In the West: Transition from mythology to cosmology and to humanism in ancient Greece.
 - 1.5.2. In India: transition from Vedic religion to Upanishadic monism from ritualism to philosophy.

2. Classification of philosophy

- 2.1. The geographical norm - Oriental and Occidental (Only a brief Study).
- 2.2. Classical Indian Philosophy
 1. Characteristics.
 2. Classification into orthodox and heterodox systems
(Only Names of the Systems).
- 2.3. Western philosophy
 - 2.3.1. Stages of development-Greek, Medieval and Modern
 - 2.3.2. Characteristics and Differences

MODULE II: METAPHYSICS

22 HRS.

1. Etymology
2. Ontology and Cosmology
3. Ontological theories (Only basic postulates and representative thinkers are to be covered)
 - 3.1. Dualism and Monism
 - 3.2. Materialism
 - 3.3. Idealism: Objective, Subjective and Absolute
 - 3.4. Naturalism

MODULE III: EPISTEMOLOGY

22 HRS.

1. **Rationalism**- definition, basic tenets and representative thinkers
2. **Empiricism**- definition, basic tenets and representative thinkers
3. **Scepticisms**- definition, basic tenets and representative thinkers
4. **Transcendentalism**- definition, basic tenets and representative thinkers

5. **Theories of truth-** Coherence, Correspondence and Pragmatic
(definition, basic tenets and representative thinkers)

MODULE IV: AXIOLOGY

23 HRS.

1. Ethics

1.1. Definition, nature and scope

1.2. Ethical concepts of Good, Right, Duty and Virtue.

1.3. The Ethical Concept of Value- Intrinsic and Instrumental value

2. Aesthetics

2.1. Definition and subject matter.

2.2. Basic Concept of Indian Aesthetics- Concept of beauty, Rasa and its constituents

References:

1. Honer, Hunt and Okhlom. Invitation To Philosophy, Wadsworth, 2002
2. Mannual Valesquez, Philosophy: A text With Readings. Thomson Wordsworth, 2005
3. Harold H Titus. Living Issues in Philosophy Eurasia Publishing House, 1968
4. Margaret Chatterjee, *Philosophical Enquiries*, Motilalal.1988
5. P.T Raju, *Introduction to Comparative Philosophy*, Motilal,1992
6. Suboth Kapoor, Ed. *The Systems of Indian Philosophy*, 2.vols. Cosmo, 2004
7. JadunathSinha. *A Manual of Ethics*. New Central Book agency, 1994
8. William Lilly. *An Introduction to Ethics*. Allied 1986.
9. John Hospers. An introduction to Philosophical Analysis
10. Oliver Leaman. *The future of Philosophy*. Routledge.1998

- 11.Syamala Gupta, *Art, Beauty and Creativity*. Delhi: D K Print world, 2000
- 12.Ramachandran.T.P, *The Indian Philosophy of Beauty*. University of Madras.1979.

PHL 2 B02-LOGIC AND SCIENTIFIC METHOD

108 Hrs. 6/Week

Credits: 4

Brief description of the course:

The course proposes various methods of reasoning based on the concept of Logic. The paper helps the students to understand the definition of logic, the nature and classification of propositions. It also helps to identify the validity of syllogism and to rule out the fallacies present in it. Helps to acquaint the students with reasoning exercises in inductive reasoning and the classification of different stages of Induction.

Course Outcome:

1. Understand the nature of Logical Reasoning
2. Differentiate deductive logic and Inductive logic
3. Understand the definition of Proposition, classification and traditional Square of Opposition
4. Understand and evaluate the validity of categorical syllogism

Module I: Introduction

23HRS

- 1.1 Definition and characteristics of the discipline
- 1.2 Uses of Studying Logic
- 1.3 Deductive Logic (Formal Logic) and Inductive Logic
(Material Logic)

Module II: Proposition:

22 HRS.

- 2.1 Definition
- 2.2 Subject Term and Predicate Term
- 2.3 Connotation and Denotation
- 2.4 Classifications of propositions
 - a) Categorical propositions and conditional proposition
 - b) Quality, quantity and Distribution of Terms in categorical propositions

Module III Immediate Inference

20 HRS.

- 3.1 Opposition of propositions
- 3.2 Eduction
 - a) Conversion b) Obversion c) Contraposition

Module-IV Syllogism

25HRS.

- 4.1 Categorical Syllogism
 - 4.1.1 Standard form Categorical Syllogism
 - 4.1.2 Figures and Moods
 - 4.1.3 Rules and fallacies of Categorical Syllogism

4.2 Hypothetical Syllogism

4.2.1 Modus Ponens

4.2.2 Modus Tollens

4.3 Disjunctive Syllogism

4.4 Dilemma- (Four types)

Module – V Scientific Method

18 HRS.

5.1 Material grounds of Induction –Observation and Experiment

5.2 Problem of Induction-

5.2.1 Inductive Leap

5.2.2 Postulates of Induction

5.3 Stages of hypothesis- Formation, Verification and proof

References:

- 1) T.M.P. Mahadevan – The Fundamentals of Logic
- 2) James Edwin Creighton – An Introductory Logic, The Macmillan Publishing Co., Delhi
- 3) Irving M. Copi and Carl Cohen – Introduction to Logic Prentice – Hall of India Pvt. Ltd., New Delhi
- 4) Krishna Jain – Textbook of Logic. DK Print world, Delhi

PHL 3 B03- METHODOLOGY OF HUMANITIES AND PHILOSOPHY**90 Hrs. 4/Week****Credits: 4****Brief description of the course:**

The course proposes some methodical issues in humanities and philosophy. The paper differentiates the relation between humanities and sciences. It highlights the role of language and culture in constructing reality. The student develops the capability to identify philosophical problems

Course Outcome:

1. Understand the differences between humanities and natural and social sciences
2. Understand the relation between language, culture and subjectivity
3. Analyze the role of language in the social construction of reality
4. Analyze the concepts like textuality, intertextuality and reality

MODULE I: INTRODUCTION**23 HRS.**

- 1.1 Differences between natural and social sciences and humanities
- 1.2. Facts and interpretation in history and fiction.
- 1.3. Study of the natural world compared to the study of subjective world
- 1.4. Study of values.

MODULE II: LANGUAGE, CULTURE AND IDENTITY**20 HRS.**

- 2.1. Relation between language, culture and subjectivity.
- 2.2. Social construction of reality

MODULE III: NARRATION AND REPRESENTATION**25 HRS.**

3.1. Reality and representation.

3.2. Philosophy and History.

3.3. Textuality, intertextuality and reality

MODULE IV: METHODS OF PHILOSOPHY**22 HRS.**

4.1. Socratic method- Characteristics

4.2. Cartesian Method- Doubt leading to truth

4.3. Phenomenological Method- Definition and use

References

1. Abjith Kundu, The Humanities: Methodology and Perspectives, Pearson
2. Richard E Creel, Thinking Philosophically, Blackwell Publishers, USA
3. Rai, Chhaya, Studies in Philosophical Methods, University of Jabalpur, 1980

PHL 3 B04 – SYMBOLIC LOGIC AND INFORMATICS

108. Hrs./5 Week

Credits: 4

Brief description of the course:

The course introduces some fundamental symbols for the learners, especially the practical aspects of symbolic logic with the help of truth tables for conjunction, disjunction, negation, implication and logical equivalence. Students also maintain a sort of reasoning regarding the rules of inference and they try to construct formal proof of validity based on these nine rules. The paper also introduces certain fundamentals of informatics and its application.

Course Outcome:

1. Understand the fundamental symbols used in symbolic logic
2. construct formal proof of validity using nine rules
3. Determine the validity and invalidity of statement forms and argument forms
4. Understand and construct truth tables

MODULE I: INTRODUCTION

20 HRS.

- 1.1. Traditional logic and symbolic logic- Differences
- 1.2. Advantages of symbolization.
- 1.3. The symbols for Conjunction, Negation and Disjunction.

MODULE II: TRUTH FUNCTIONAL CONNECTIVES

30 HRS.

- 2.1. Compound statements
 - a) Difference between simple and compound statements
 - b) Truth functional compound statement
- 2.2. Truth tables for conjunction and negation
 - a) Finding truth values of statements containing conjunction and negation
- 2.3. Disjunction
 - 2.3.1. Truth table for disjunction

2.3.1. Finding truth values of statements containing disjunction, conjunction and negation

2.4. Implication

2.4.1. Truth table for implication

2.4.2. Finding truth values of statements containing implication, disjunction, conjunction and negation

2.5. Equivalence

2.5.1. Material equivalence

2.5.2. Biconditional

2.5.3 Logical equivalence- truth table for De-Morgan's theorem

MODULE III. STATEMENT FORMS AND ARGUMENT FORMS 23 HRS.

3.1. Argument form- Definition, validity and invalidity

3.2. Substitution instance and specific form- Definitions

3.3. Statement forms and statements

3.3.1. Definitions

3.3.2. Classification of statements into tautology, contradictory and contingent

MODULE IV: FORMAL PROOF OF VALIDITY 20 HRS.

4.1. Definition

4.2. Nine rules of inference

MODULE V: INFORMATICS 15 HRS.

5.1. Etymology and definition

5.2. Data, information and knowledge

5.3. Issues in cyber ethics - reduced privacy, cyber addiction and information overload

5.4. Logic Gates

References:

1. Symbolic Logic, IM Copi (Module 1-4)
2. Wikipedia Online Encyclopaedia (Section 5.1)
3. Informatics, Sony G Benjamin (Section 5.2 and 5.3)
4. Philosophy and Computing: An Introduction, Luciano Florida (Section 5.4)
5. Alan Evans et.al. Informatics: Technology in Action. Delhi: Pearson, 2012.

PHL 4 B05 – CLASSICAL INDIAN PHILOSOPHY**90 Hrs. 4/Week****Credits: 4****Brief description of the course:**

The paper provides a study of the origin and development of Indian Philosophy in ancient India. The students are able to evaluate the basic features of Indian philosophy. It helps the students to familiarize themselves with the basic concepts in Upanishads and the notions regarding Purusharthas, Moksha and the practical ideals in Bhagavad Gita.

Course Outcome:

1. Understand the salient features of Indian Philosophy and development of Vedic religion
2. Understand the relevance of Upanishadic teachings
3. Understand the relevance of Bhagavad Gita and the concepts of *Nishkama Karma* and *Stithaprajna*

Module – I. INTRODUCTION**20 HRS.**

1.1 Historical background

1.2 The salient features of Indian Philosophy: - spiritualism, Vedic authority, concept of Karma and liberation.

Module – II VEDAS**30 HRS.**

2.1 Introduction

2.2 Mantras, Brahmanas, Aranyakas and Upanishads

2.3 Vedic religion – Polytheism, Henotheism, Monotheism and Monism.

2.3 The concept of Rita. .

Module –III UPANISHADS**20 Hrs.**3.1 Concept of Reality: Brahman and Atman,
Cosmic and a-cosmic views

3.2 Concept of Jiva, States of experience of Jiva

3.3 Practical teaching: - Sravana, Manana and Nididhyasana

3.4 Purusharthas: Dharma, Artha, Kama and Moksha.

Module - IV BHAGAVAD GITA**15 HRS.**

4.1 Three Yogas – Karma yoga, Jnana yoga and Bhakti yoga

4.2 Nishkama Karma – meaning and unique value of the concept

4.3 Concept of Sthithaprajna

22. Hrs.

References:

1. M. Hiriyanna, *Essentials of Indian Philosophy* George Allen & Unwin, London.
2. Datta and Chatterjee, *An Introduction to Indian Philosophy*
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*
4. C. D. Sharma, *Critical Survey of Indian Philosophy*, Motilal Banarsidass

PHL 4 B06 – CLASSICAL WESTERN PHILOSOPHY**90 Hrs. 5/Week****Credits: 4****Brief description of the course:**

The course is intended to introduce the students to Western Philosophical tradition. It helps the students to familiarize themselves with the origin and development of Western philosophy and the characteristics of Early Greek Philosophy. The paper examines the philosophical nature of knowledge from Natural Philosophers and its shift to the problem of knowledge in Sophists and Socrates. The paper also discusses the philosophy of Plato and Aristotle and gives a brief outline of Medieval Philosophy.

Course Outcome:

1. Understand the origin and development of Western Philosophy
2. Describe the schools and concepts of Ionian Thinkers
3. Analyze and explain the Philosophy of Sophists and Socrates
4. Understand the Philosophy of Plato and Aristotle

Module – I GREEK PHILOSOPHY**35 Hrs**

- 1.1 Pre Socratic-Philosophy
- 1.2 Cosmology and Philosophy of Nature – Thales, Anaximander, Anaximenes and Anaxagoras
- 1.3 Pythagoras – numbers as the ultimate reality
- 1.4 Democritus–Atomism
- 1.5 The problem of substance and change - Heraclitus, Parmenides
- 1.6 The Sophistic Philosophy – Humanism and relativism of Protagoras

Module – II THE AGE OF GREAT SYSTEMS**35 HRS**

- 2.1 Socrates – Theory of knowledge, Ethics.
- 2.2 Plato–Theory of knowledge, Doctrine of Ideas.
- 2.3 Aristotle – Theory of knowledge, Theory of causation, Metaphysics.

Module – III MEDIEVAL PHILOSOPHY**20 HRS**

- 3.1 Scholasticism - characteristics
- 3.2 St. Augustine – Theory of knowledge, Theology
- 3.3 St. Anselm – Proofs for the existence of God
- 3.4 St. Thomas Aquinas – Faith and Reason

References:

- 1. Frank Thilly, A History of Philosophy. Central Book Depot, Allahabad
- 2. W.T. Stace, A Critical History of Greek Philosophy
- 3. Bertrand Russell, History of Western Philosophy
- 4. F. Copleston, A History of Philosophy
- 5. D.J.O. Connor, A Critical History of Western Philosophy

PHL 5 B07 – SYSTEMS OF INDIAN PHILOSOPHY

90 Hrs. 5/Week

Credits: 4

Brief description of the course:

The course aims at a concise introduction to the six systems of Indian Philosophy, namely, Nyaya, Vaisheshika, Samkhya, Yoga and Vedanta Schools. The paper proposes an evaluation of the systems of Classical Indian Philosophy. It provides the classification of orthodox and heterodox systems and presents the metaphysical, epistemological and ethical views of the Vedic and Non-vedic schools in Indian Philosophy.

Course Outcome:

1. Understand and explain the different schools of Indian Philosophy
2. Identify the Pramanas and Categories of Nyaya-Vaishesika Philosophy
3. Understand the dualistic metaphysics in Samkhya Philosophy
4. Understand the practical teachings of Yoga

Module I: INTRODUCTION: -Orthodox and Heterodox systems- norm of classification and differences. **5 Hrs**

Module II: NON-VEDIC SYSTEMS **35 Hrs.**

2.1 Carvaka – Theory of perception, Materialism

2.2 Jainism – Jiva – ajiva, Syadvada, AnekantaVada, Triratnas

2.3 Buddhism – Four Noble Truths Eight-fold path Prathityasamutpada,

Kshanikavada, Nirvana

Module III: VEDIC SYSTEMS**50 Hrs.**

3.1 Nyaya Vaisesika – categories Pramanas Apavarga

3.2 Samkhya Yoga – Purusha and Prakriti Eight limbs of Yoga

3.3 Purva mimamsa – Ritualism, Arthapathi, Anupalabdhi, Sabda

3.4 Vedanta –Dvaita – Brahman and Five Bhedas

3.4.1 Advaita – Brahman Maya Realization

3.4.2 Visistadvaita – BrahmanWorld and Jiva

References:

1. M. Hiriyanna, Essentials of Indian Philosophy. George Allen &Unwin, London.
2. T. M. P. Mahadevan, Invitation to Indian Philosophy.
3. C. D. Sharma, Critical Survey of Indian Philosophy.

PHL5 B08 - MODERN WESTERN PHILOSOPHY

90 Hrs. 5/Week

Credits: 4

Brief description of the course

This course will serve as an introduction to the transition and progress of Modern Western Philosophical systems. It also gives a brief analysis of various thinkers and their concepts. Thus, this course offers a comprehensive teaching of metaphysical, epistemological and Ethical outlooks of modern western philosophy.

Course Outcome

1. Acquainted with the characteristics of modern western philosophy.
2. Make an understanding of the main classifications – Rationalism & Empiricism
3. Apply various methods in thinking and to evaluating the events and processes.
4. To analyse the various concepts and their relevance throughout the period.

Module – I

Characteristics of modern philosophy- Anti-scholasticism, Revolt against authority, reflective spirit, critical approach, protest against absolutism and collectivism

10 Hrs

Module – II Rationalism

2.1 Descartes –Method innate ideas cogito ergo sum Doctrine of Substance

Proofs for the existence of God Mind-body problem (interactionism and occasionalism)

2.2 Spinoza– The doctrine of substance doctrine of modes psycho- physical parallelism

2.3 Leibnitz – The doctrine of substance

Doctrine of monads- definition and characteristics,

Pre-established harmony.

30 Hrs.

Module – III Empiricism

- 3.1 John Locke – Rejection of innate ideas simple and complex ideas primary and secondary qualities
- 3.2 George Berkely – Rejection of abstract ideas and matter, To be is to be perceived, Subjective idealism
- 3.3 David Hume – Association of ideas Theory of causation scepticism. **25Hrs.**

Module – IV

- 4.1 Immanuel Kant – Problem of knowledge Analytic and Synthetic Judgements, Synthetic a priori judgment, sensibility and understanding, Phenomena and Noumena. 19Hrs.
- 4.2 Hegel – Dialectical method, ‘The Real is rational and the rational is real Absolute Idealism.
- 4.3 Karl Marx- Dialectical Materialism (Basic principles), Theory of class struggle. 25 Hrs.

Reference

1. Frank Thilly, A History of Philosophy Central Book Depot, Allahabad
2. F. Copleston, A History of Philosophy Doubleday Publishing Group, New York.
3. W. K. Wright, A History of Modern Philosophy.
4. Roger Scruton, A History of Philosophy from Descartes to Wittgenstein Routledge Classics, London.
5. Bertrand Russell History of Western Philosophy.
6. Frederick Mayer A History of Modern Philosophy Eurasia Publishing House, New Delhi.

PHL5 B09 - FUNDAMENTALS OF ETHICS

90 Hrs. 5/Week

Credits: 4

Brief description of the course

This course is designed to provide an introduction to the nature and scope of ethics. It also intended to help the students to identify various psychological concepts as ethical notions. This also discusses different ethical theories such as deontology, utilitarianism, evolutionary theory and so on. The detailed description of the moral concepts like rights and duties and explanation of theories of punishment are included.

Course Outcome

1. Understand the significance of value inputs and start applying them in their life and profession.
2. Identify the moral concepts and become capable to analyse and assess their own actions as well as the actions of others by learning various ethical theories.
3. Recognize ethical actions and be able to assess them critically.
4. Become responsible citizens with a clear moral perspective.

Module I- Introduction

1.1 Definition, Nature and Scope of Ethics **15 Hrs**

Module – II Psychological basis of Ethics.

Conduct desire motive and intention Freedom of will **15 Hrs**

Module – III Ethical Theories

3.1 Hedonism-definition, norm of morality, different types of hedonism.

Utilitarianism – Bentham and Mill

3. 2 Immanuel Kant- Categorical Imperative

3.3 Evolutionary Theory – Herbert Spencer T. H. Green

3. 4 Intuitionism – Butler and Sidgwick. **40Hrs.**

Module – IV Moral Concepts

4.1 Rights and duties

4.2 Theories of punishment

20 Hrs.**References**

1. William Lilly, An Introduction to Ethics Allied Publishers, New Delhi
2. Mackenzie, Manual of Ethics Central Book Depot, Allahabad 21
3. W. Frankena, Ethics Prentice Hall
4. J. D. Mabbott, Introduction to Ethics
5. Philippa Foot (Ed), Theories of Ethics Oxford University Press, New York

PHL5 B10 – PHILOSOPHY OF EDUCATION**90 Hrs. 5/Week****Credits: 4****Brief description of the course**

This course helps the students to get a detailed introduction to the subject, philosophy of education. The educational philosophy of Western as well as Indian thinkers are included in this course. The course contains views about education of various thinkers like Aurobindo, Gandhiji, J Krishnamurti, Paulo Freire etc. The importance of Value Education is also discussed with special reference to Swami Vivekananda.

Course Outcome

1. Identify the fundamental characteristics of the philosophy of Education.
2. Have knowledge of different concepts and theories of educational philosophy.

3. Analyse both Indian and Western philosophies of education.
4. Develop the capacity to express the knowledge acquired through the study of this course in writing and in action.

Module I – Philosophical Basis of Education **12 Hrs**

- 1.1 Introduction - meaning of the term ‘education’ and some classical definitions
- 1.2 Nature, scope and functions of philosophy of education
- 1.3 The meaning and purpose of education

Module II – Western approach to educational philosophy **12 Hrs**

- 2.1 Aim, method and curriculum of education with reference to
 - a) Naturalism b) Idealism c) Pragmatism

Module III – Indian approach to educational philosophy **14 Hrs.**

- 3.1. Vivekananda’s ideal of education as life-building, man-making and character-making assimilation of ideas.
- 3.2 Aurobindo’s philosophy of education
 - 3.2.1. Integral and universal education
 - 3.2.2. The three principles of education - Nothing can be taught,
The mind has to be consulted in its own growth,
Work from the near to the far.
- 3.3 Gandhian ideals of education
 - 3.3.1. Aims of education as character-building, service, liberation, and self-discipline

3.3.2. Education for the development of body, mind and spirit

3.3.3. The significance of women education

Module IV –Radical views of education

12 Hrs

4.1. Paulo Freire - Pedagogy of the oppressed

4.1.1. Critique of banking method of education

4.1.2. The goal of education to make students to become critically conscious of reality and to challenge domination

4.2. J. Krishnamurthy's philosophy of education

4.2.1. Education towards the fullest development of the full human being

4.2.2. Freedom is at the beginning; it is not something to be gained at the end

4.2.3. The intentions of education must be the inner transformation and liberation of the human being and, from that, society would be transformed.

Module V – Value oriented education

4 Hrs.

5.1 The role and significance of value education.

5.2. Education as the means to value inculcation.

References:

1. Neeta Arora. Educational Philosophy. New Delhi: Saurabh Publishing House, 2010.
2. Paulo Freire, Pedagogy of the Oppressed. Tr. Myra Bergman Ramos. New York, Continuum.
3. Paulo Freire. Education for Critical Consciousness, Continuum, 2005

4. Brubacher, John S. (1962) *Modern Philosophies of Education* New York, McGraw Hill Book Company Inc.
5. Kar, N. K. (1996) *Value Education – A Philosophical Study* Ambala, The Associated Publication.
6. Dhavan, M.L. (2005): *Philosophy of Education* Delhi, Editor, Isha Books.
7. Pandey, R. S.: *An Introduction to Major Philosophers of Education* Agra, Vinod Pusatak Mandir.
8. Joshi, Kireet (ed.), *Philosophy of Value Oriented Education: Theory and Practice*, ICPR.
9. Mukharjee, R K, *Ancient Indian Education*, Cosmo Publications, New Delhi. 1969.
10. Marples, Roger (ed) *The Aims of Education*, Routledge, New York, 1999.
11. Russell, B, *Aims of Education*, Allen and Unwin.
12. S.R. Sharma. *An Introduction to Philosophy of Education*. Mohit Publishers, New Delhi.

SYLLABI OF OPEN COURSES OFFERED BY**PHILOSOPHY FACULTY****For Non - Philosophy UG Programmes****PHL5 D01 - PHILOSOPHICAL PERSPECTIVES OF MANAGEMENT****54 Hrs. 3 Hrs./Week****Credit: 3****Brief description of the course:**

The course gives awareness of management discipline as involving ethical choices. The purpose of the course is to clarify the ideas of management in the modern context. It deals with the basic concepts of management in Indian and Western perspectives of self-management.

Course-outcome:

1. The course helps the students to enhance the knowledge level of management as an emerging discipline.
2. It develops critical thinking in the students about the Indian and western perspectives of self-management.
3. It helps to understand the difference and similarity in Indian and western concepts of self-management.
4. It develops an ability of evaluation among the path of action, knowledge, discrimination and the path of sacrifice of wealth.

Unit. I - Introduction - The concept of management.**12 Hrs.**

- 1.1 Definition and meaning of the term.
- 1.2 Management: Art or science?
- 1.3 Difference between management and leadership.
- 1.4 Universality of Management and professionalization of management in India.

Unit. II -Evolution of Management Thought. 10 Hrs.

- 2.1. Taylor and Science of Management
- 2.2. Ragol's Administrative Management.

Unit. III -Basis of Mind Management 10Hrs.

- 3.1 Agitation and disturbances stress an immoral act.
- 3.2 Training the mind-The art of disengagement, self-denial and self-control.
- 3.3 The path of action, knowledge, discrimination and the path of sacrifice of wealth.

Unit. IV.- The Indian ideals of Self-Management. 12 Hrs.

- 4.1 The Bhagavad-Gita ideals of *Karma-yoga* and *Stitaprajna* are based on the interpretive study of *Slokas* 47,48,54 to 60,63,65 and 66 chapter II and *Sloka* 21,24 and 35 in Chapter III. The application of these ideals in the making of a management professional.
- 4.2 Mahatma Gandhi: The prescriptions for Self - Management
 - a) Self – discipline
 - b) Self – reliance
 - c) Self – control
 - d) Comparing the aloneness of the moral agent and the management professionals with special reference to the Gandhian technique of appealing to one's own conscience in situations of inner moral conflict.

Unit. V. The Western ideals of Self – Management. 10 Hrs.

- 5.1 Peter F. Drucker: The ideas of managing oneself
- 5.2 The norms of self – analysis
 - a) Assessing one's own strength

- b) Assessing one's own performance
- c) Assessing one's own values
- d) Assessing where one belongs

References

1. Prasad, L. M. (1979) *Principles and Practice of Management* Vol- 1, Educational Publishers, New Delhi.
2. Satish Madh, *Ethical Management*. Macmillan Press, New Delhi.
3. N. V. P. Unithiri. Ed. *Indian Traditions of Management*. Publication Division, University of Calicut, 2002.
4. P. C. Tripathi, *Principles of Management*. Tata McGraw Hill.
5. Joseph Massie, *Essentials of Management*. Prentice Hall of India.
6. R. Singh, *Management Thought and Thinkers*. S. Chand and Company.
7. B. L. Mathur, *Masterpieces of Management Thoughts*. S. Chand and Company.
8. R.C. Sekhar, *Ethical Choice in Business* (Response Books: New Delhi, 1977)
9. The Bhagavad-Gita.
10. Swami Chinmayananda, (i) *Know What You Have* (ii) *Self-Discovery*, Central Chinmaya Mission Trust: Mumbai, 1966.
11. Kumaraswamy, A, (2006), *Gandhi on Personal Leadership - Lessons from the life and times of India's Visionary leader*, Jaico Publishing House, Mumbai.
12. Pratap, R, (2009), *Gandhian Management the Paragon of Higher Order Management*, Jaico Publishing House.
13. Peter F. Drucker, *Managing Oneself* (Harper Collins: London, 1999)
hbr.org/2005/01/managing-oneself/

PHL5 D02 - PHILOSOPHY OF EDUCATION

54 Hrs. 3 Hrs./Week

Credits: 3

Brief description of the course:

The course introduces the meaning and nature of education and philosophy. It provides knowledge about various philosophical views and the aim and method of education. It deals with the different approaches to education. It also introduces value-education.

Course-outcome:

1. It helps the students to understand the nature, scope, value, aim and curriculum of education.
2. It provides analytical thinking about different approaches to education like idealism, naturalism, realism, pragmatism etc.
3. It helps to understand the significance of the concepts of different educational philosophers in India and Europe.
4. This course gives an insight of acquiring basic skills through the process of education in the present time.

Unit. I. Philosophical Basis of Education.

20. Hrs.

1. Nature, meaning and scope of education
 - 1.1. Aim and functions of education
 - 1.2. Philosophy and education.

Unit. II. Approaches to Educational Philosophy.

20Hrs.

- 2.1. Idealism– aim, method and curriculum of education
- 2.2. Naturalism- aim, method and curriculum of education
- 2.3. Realism– aim, method and curriculum of education
- 2.4. Pragmatism – aim, method and curriculum of education

Unit. III. Great Educators and their Philosophies. 20Hrs.

- 3.1. Swami Vivekananda- spiritualist view of education, concept of character education.
- 3.2. Mahatma Gandhi- Gandhian ideal of education- aims of education as service, liberation, and self-discipline, development of body, mind and spirit.
- 3.3. Sri. Aurobindo- integral education.
- 3.4. Rousseau – Critique of formal education, naturalist view.
- 3.5. Froebel – Concept of spherical education, Kindergarten.

Unit. IV. Educational Philosophy as a discipline. 15 Hrs.

1. Educational Philosophy as speculative
2. Educational Philosophy as normative
3. Educational Philosophy as critical

Unit. V. Value Oriented Education. 15 Hrs.

- 5.1 The Concept of Value education
- 5.2. Education as the means to value inculcation.

References

- (1) John. S. Brubacker, *Modern Philosophies of Education*, Tata Mc Gram
– Hill Publishers Co. Pvt. Ltd., Bombay.

- (2) B.R. Purkait, *Great Educators and their Philosophy*. New Central Book Agency Pvt. Ltd. Calcutta.
- (3) S.R. Sharma, *An Introduction to Philosophy of Education*. Mohit Publishers, New Delhi.
- (4) Joshi, Kireet (ed.), *Philosophy of Value Oriented Education: Theory and Practice*, ICPR, New Delhi.

PHL5 D03 - LOGIC AND REASONING APTITUDE

54 Hrs. 3. Hrs./Week

Credits:3

Brief description of the course:

The course introduces the theoretical concepts of logic. The purpose of the course is to upgrad the students from incorrect reasoning to correct reasoning. It deals with the basic concepts, terms and rules of logical reasoning.

Course-outcome:

1. The course helps the students to understand the concepts, terms and rules of logical reasoning.
2. It develops the ability to think and identify Deductive reasoning and inductive reasoning.
3. It helps to develop analytical thinking and differentiate correct reasoning from incorrect reasoning.
4. It develops the mental ability of the learners by the training in the exercises for testing reasoning aptitude.

Unit. I. Introduction. **10 Hrs.**

- 1.1. Etymological meaning of 'logic'.
- 1.2. The subject matter and functions of logic as the normative science of reasoning.
- 1.3. Technical terms and concepts -
 - a) Terms and propositions.
 - b) Denotation and connotation.
 - c) Truth and validity.
- 1.4. Deduction and induction - definition and differences.

Unit. II. Propositions **10 Hrs.**

1. Classification - Categorical and conditional.
2. Categorical propositions - quality and quantity, terms and structure, A, E, I, O propositions.
3. Terms and their distribution in a categorical proposition.
4. Conditional propositions - classification.

Unit. III. Traditional Square of Opposition **8 Hrs.**

1. Opposition of propositions - definition.
2. The square of opposition.
3. Relations of opposition - Contradiction, contrariety, sub-contrariety and sub-alternation.

Unit. IV. Immediate Inference **6 Hrs.**

1. Definition and examples of
 - i) Conversion
 - ii) Obversion
 - iii) Contraposition
 - iv) Inversion

Unit. V. Mediate inference **8 Hrs.**

- i) Categorical Syllogism - definition and standard form.
- ii) Terms in a categorical Syllogism.

Unit. VI Reasoning Exercises

12 Hrs.

- i) Based on syllogism.
- ii) Based on immediate inference.
- iii) Based on both syllogism and immediate inference.

References

1. Aggarwal R. S. *A Modern Approach to Logical Reasoning*. New Delhi: S. Chand and Company, 2013.
2. Copi, Irving. M. and Carl Cohen. *Introduction to Logic*. New Delhi: Prentice Hall of India, 2001.
3. Jain, Krishna. *A Textbook of Logic*. New Delhi: D. K. Print world, 2007.
4. Sharma, Arun. *Data Interpretation- Logical Reasoning and Mental Ability for General Studies Paper II*. New Delhi: Tata McGraw-Hill, 2012.

PHL6 B11 – CONTEMPORARY INDIAN PHILOSOPHY

90 Hrs. 5/Week

Credits: 4

Brief description of the course: -

This course is meant to introduce modern Indian philosophers and their teachings. This course helps the students to learn various perspectives of contemporary Indian thinkers regarding man, world and life. This will also throw light to the notions taught by the modern philosophers such as Humanism, Neo-Vedanta, Critique of social evils, Universal Religion,

Course Outcome

1. Understand how the modern Indian thinkers handle the perennial questions.
2. Realize the problems and issues addressed by the contemporary Indian thinkers.
3. To analyse and to reflect over the questions regarding life and meaning from a different standpoint.
4. Critically evaluate the concepts proposed by Classical and Contemporary Indian philosophy.

Module – I Introduction**15 Hrs.**

1.1. Characteristics of Contemporary Indian Philosophy –

- 1.1.1. Humanism
- 1.1.2. Neo-Vedanta
- 1.1.3. Critique of social evils
- 1.1.4. Existential approach.

Module – II Swami Vivekananda**15 Hrs**

- 2.1. Concept of intrinsic spirituality of human being
- 2.2. Interpretation of Yoga
- 2.3. Universal Religion

Module – III M. N. Roy**15 Hrs**

- 3.1. Radical Humanism- basic principles
- 3.2. Concept of rationality, morality and freedom.
- 3.3. Critique of collectivism- religion and the state as reducing the potential and freedom of the individual

Module – IV Sri. Aurobindo.**15 Hrs**

- 4.1. Concept of Satchitananda

4.2. Involution and evolution

4.3. Integral Yoga

Module – V Mahatma Gandhi

15 Hrs

5.1. Truth and ahimsa: end-means relationship

5.2. The ideal of Sarvodaya

5.3. Satyagraha- definition, the qualifications of a Satyagrahi

Module – VI S. Radhakrishnan

15 Hrs

6.1. Concept of Man

6.2. Human Destiny

6.3. Intellect and Intuition.

Reference

1. T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras, 1985
2. Basant Kumar Lal: Contemporary Indian Philosophy, Delhi, 1999
3. Benay Gopal Ray: Contemporary Indian Philosophers, Allahabad, 1957
- 4.V.S. Naravane : Modern Indian Thought, Bombay, 1964

PHL6 B12 - Philosophical Critique of Caste

90 Hrs. 5/Week

Credits: 4

Brief description of the course

This course provides an introduction to the historical sources of the caste system as well as the actual and ideal correlation between traditional philosophy and society in India. It enables the learner to comprehend the applications of philosophy in social

criticism. It also discusses the movements against casteism with special reference to Narayana Guru and Ambedkar.

Course Outcome

1. Understand historical sources of the caste system like Manu Smriti and Purusha Sukta.
2. Analyse critically the disagreement between the Indian social organization and the ideal of unity in Vedanta.
3. Reflect on the movements against casteism in history and become familiar with the neo-Buddhism proposed by Dr. Ambedkar.
4. Evaluate the issues in connection with Casteism by applying the knowledge they gained.

Module I Caste and Casteism.

18Hr

Historical background, Scriptural basis of

1.1 Manu Smrithi

1.2. Purusha Sukta

Module II Varna and Jati

2.1. Etymology,

2.2. differences

16 Hrs

Module III The contradiction between Philosophical ideal and social reality

3.1. Analysis of how the Indian social organization contradicts the ideal of unity in Vedanta Philosophy

20 HRS

Module IV Sree Narayana Guru's crusade against casteism

4.1. Analytic study of Jati Mimamsa and Jati Nirnaya

18 Hrs

Module V Ambedkar's attack on casteism

5.1. Caste as an unnatural social institution

5.2. Neo – Buddhism

18 Hrs

References

1. Jayapalan N. Indian Society and Social Institutions. Atlantic Publishers. New Delhi, 2001.
2. Srinivas, M. N. Social Change in Modern India. Orient Longman, New Delhi. 2005.
3. Swami Muni Narayana Prasad ‘The Philosophy of Narayana Guru’, New Delhi: DK Print world, 2003.
4. B.R. Ambedkar, The Essential Writings of B. R. Ambedkar Valerian Rodrigues (Editor) Oxford University Press, USA, 2002.
5. B.R. Ambedkar, The Buddha and His Dhamma: A Critical Edition Ajay Verma, Aakash Singh Rathore (Editor) Oxford university press, 2011.

PHL6 B13 – RECENT DEVELOPMENTS IN WESTERN PHILOSOPHY

90 Hrs. 5/Week

Credits: 4

Brief description of the course

This course is designed to introduce the turning points in western philosophy that defined the changing views of human identity and knowledge. This course contains detailed description of Pragmatism, Positivism, Philosophy of Language, Phenomenology and Existentialism. Prominent representatives of these schools are also introduced in this course.

Course Outcome

1. The students have an understanding of how the transition of philosophical approaches took place in Western Philosophy.
2. The students are able to analyse the origin, nature and use of language in a precise manner.

3. The students are familiar with various existential problems and phenomenological methods.
4. The students are enabled to evaluate the changing perspectives of knowledge, truth and subjectivity in contemporary philosophy.

Module – I Pragmatism**20 HRS**

1. Pragmatism - basic tenets

1.1 C. S. Peirce

1.1.1 The article 'How to Make Our Ideas Clear'

1.1.2 Concept of truth

2. William James –

2.1. The pragmatic test of truth

2.2. John Dewey – Instrumentalism and experimentalism

Module – II Positivism, Logical positivism and Philosophy of Language. 40 HRS

1. Positivism - Auguste Comte

1.1. Three Stages of the evolution of knowledge

1.2. Classification of Sciences

2. Logical positivism

2.1. Attack on metaphysics

2.2. The Vienna Circle

2.3. Verifiability Principle

3. Philosophy of Language

3.1. The linguistic turn in philosophy

3.2. Sense and Reference - Frege

3.3. Picture theory - Wittgenstein

Module – III Phenomenology and Existentialism**30 HRS.**

1. Edmund Husserl's Phenomenology

1.2. The concept of 'intentionality'

2 Existentialism

2.1. General characteristics

2.2. Theistic and Atheistic Existentialism differences and
representative thinkers

2.3. Sartre's classification of 'Being'

References

1. Frank Thilly, A History of Philosophy, Central Book Depot, Allahabad
2. Frederick Mayer, A History of Modern Philosophy, Eurasia Publishing House (P) Ltd., New Delhi
3. F. Copleston, A History of Philosophy
4. Bertrand Russell, History of Western Philosophy
5. D.J.O. Connor, A Critical History of Western Philosophy
6. Mrinal Kanti Bhadra. A Critical Survey of Phenomenology and Existentialism. ICPR, New Delhi.

PHL6 B14 - APPLIED ETHICS**90 Hrs. 5/Week****Credits: 4****Brief description of the course**

This course is intended to raise awareness about the application of ethical theories. The concept of equality and different types of equality are explained with examples.

This course demonstrates the human life, various positions of abortion and value of foetal life too. A detailed discussion of Euthanasia and Media ethics are also included.

Course Outcome

1. The students will have a thorough understanding of the practical aspects of ethical theories.
2. The students will be able to determine what is right and wrong according to the social norms and become confident and capable in handling life situations, personal as well as professional
3. They will get clarity in perception about human actions and they can critically analyse ethical problems.
4. This course helps them to evaluate the events and actions around them and thus to interfere in the social deeds.

Module – I Introduction -

15 Hrs

- 1.1 Ethical theory and Practice
- 1.2 Scope of ethical theory
- 1.3 Casuistry

Module – II Equality and its implications

30 Hrs

- 2.1. Basis of equality
- 2.2. Equality and genetic diversity
- 2.3. Racial differences and racial equality
- 2.4. Gender equality.

Module – III Human life and Abortion

15 Hrs

- 3.1. The problem of Abortion – conservative position, Liberal position, Feminist position
- 3.2. Value of foetal life foetus as potent life Abortion and Infanticide.

Module – IV Euthanasia**15 Hrs**

4.1. Types of Euthanasia -Voluntary, Non-voluntary, Active & Passive

4.2 Ethical issues

Module – V Media Ethics**15 Hrs**

5.1 Mass media – use and misuse

5.2 The issues of young children’s exposure to crime and violence in films and electronic media

5.3 The ethical issues of advertising

References

1. William Lilly, An Introduction of Ethics
2. Peter Singer, Practical Ethics.
3. Walter Glannon, Biomedical Ethics, Oxford University Press, New York.30
4. Hugh LaFollette, Ethics in Practice.
5. Le-Roy, Walter N. S Rom Buchman, Bioethics.
6. Aron Ridley, Introduction to Bio Ethics. Bedford, St: Martins.
7. Keval J. Kumar, Mass Communication in India. Jaico, New Delhi, 2000.

Elective Courses

PHL6 B15 (Elective 1) GANDHIAN PHILOSOPHY IN THE CONTEMPORARY WORLD

54 Hrs. - 3 Hrs./Week.

4 Credits

Course Description

This course offers the students a comprehensive knowledge of the basic concepts of Gandhian thought. This course is designed in such a way to show how Gandhian economic and socio-political outlook are suitable to the current issues in the light of Gandhian ideals. It explains Gandhi's views on Casteism, untouchability and women-education. The concepts like Sarvodaya, Gram swaraj, Panchayt Raj, Trusteeship etc. are included to throw light on the importance of Gandhian philosophy in the contemporary world.

Course Outcome

1. Understand the Gandhian philosophical message and his social ideals.
2. Pursue their research on contemporary issues from different standpoints.
3. Analyse and evaluate the issues like globalisation, war and terrorism from a very different perspective.
4. Inculcate and apply Gandhian values in their personal, professional and social life.

Module I- Introduction

10 Hrs

1. Influences on Gandhi
 - 1.1. Western - Thoreau, Tolstoy and Ruskin.
 - 1.2. Indian - Isavasya Upanishad and Bhagavad Gita.
2. Philosophical Foundations of Gandhian Thought
 - 2.1. The concept of God as Truth
 - 2.2. Satya and Ahimsa: End-means correlation,

- 2.3. Satyagraha - meaning and significance
- 2.4. Individual life and socio-political struggle.
- 2.5. Spiritualistic moral individualism –
 - 2.5.1. Faith in the intrinsic virtue of the individual
- 2.6. Only just individuals can create a just society.

Module II- Gandhian Alternatives to contemporary issues

20 Hrs.

- 1. Social issues and alternatives.
 - 1.1. Removal of casteism and untouchability,
 - 1.2. Emphasis on women education.
- 2. The ideals of Sarvodaya and Antyodaya.
- 3. Political issues and alternatives –
 - 3.1. Panchayat Raj as the ideal polity
 - 3.2 Decentralization of power.
- 4. Gram Swaraj in the light of the Gandhian aphorism “India lives in her villages”.
- 5. The ideals of non-violence and tolerance as personal virtues to resist the emerging crises of war and terrorism.
- 6. Political issues of Sarvodaya Violence War and Terrorism
 - 6.1. Globalization exploitation by Domination, Self-reliance and Decentralization.

Module III- Economic Ideal and Alternatives

20 Hrs

- 1. Trusteeship
 - 1.1. Critique of heavy industries and factory civilization.
 - 1.2. The economic and ecological advantages of rural economy and small-scale production.
- 2. Trusteeship as the means to resolve class conflict,
 - 2.1. comparative analysis of trusteeship.

- 2.2. Marxian ideal of Proletariat dictatorship.
- 2.3. Application of Gandhian economics in the present-day world –
E. F. Schumacher's concept of 'Small is Beautiful'.
- 2.4. The need for people-based production.
 - 2.4.1. Promotion of locally based production from locally
available materials for the consumption of local people.

Module IV Gandhian Ideals-Vision and Reality

4 Hrs.

- 1. Evaluation of the contemporary relevance of Gandhian ideals.
 - 1.1 Gandhian Environmental Ethics.
 - 1.2. Non-violence and Social Harmony.

References

1. Kripalani J B, Gandhi His Life and Thought, Publication Division, New Delhi.
2. Dr. R Balasubrahmanian (Ed) Gandhian Thought, Madras University
3. D M Datta, Philosophy of Mahatma Gandhi, Calcutta University
4. Sriman Narayan (Ed.), Selected Works of Mahatma Gandhi. Nava Jeevan
Publishers. (Relevant sections)
5. S. N. Sinha., Gandhian Philosophy of Sarvodaya. Classical Publishing Co.,
New Delhi.
6. M. Maharajan, Economic Thought of Mahatma Gandhi. Discovery Publishing
House, New Delhi.
7. Ramashray Roy (Ed), Contemporary Crisis and Gandhiji. Discovery
Publishing House, New Delhi.
8. K. Balan, Gandhiji, an Immortal Institution. Classical Publishing Co., New
Delhi.
9. M. K. Gandhi, Rebuilding our Village. Nava Jeevan Press, Ahmadabad.

10. V. P. Varma, Mahatma Gandhi and his Message and Their Relevance to Modern Times.
11. Lakshmi Biswas, Relevance of Gandhian Thought to the New World Order.
12. K. B. K. Singh, Pragmatism of Gandhian Values in Contemporary World

PHL6 B16 (Elective 2) PHILOSOPHY OF RELIGION

54 Hrs. - 3 Hrs./Week.

4 Credits

Brief description of the course:

The objective of the course is to understand the meaning and functions of religion through philosophical analysis. The purpose of the course is to differentiate the features of religion and science. It provides a clarity in the knowledge about religion and theology. It deals with the metaphysical theories of Religion and the proofs for the existence of God.

Course-outcome:

1. It helps the students to enhance their understanding of religion and theology.
2. It provides analytical thinking about the concepts of religion and science.
3. It helps to understand the significance of religion and science in the life of man.
4. This course gives an ability to understand the boundary between religion and science in the present life situation.

Unit – I Definition of Religion

12 Hrs.

Religion and Theology, Theology and Philosophy, Religion and Science.

Unit –II Metaphysical Theories of Religion.

12 Hrs.

Deism, Pantheism, Monotheism,

Theism and Atheism.

Unit – III Religious Beliefs. 10 Hrs.

Reason Revelation Faith Mysticism.

Unit – IV Proofs for the existence of God. 10 Hrs.

Teleological, Ontological and Cosmological.

Unit – V The Problem of Evil and the Immortality of the Soul 10 Hrs.

References

1. John Hick, *Philosophy of Religion*. Prentice Hall of India Pvt. Ltd.
2. Charles Taliaferro, *Contemporary Philosophy of Religion*. Blackwell Publishers.
3. Y. Masih, *Introduction to Religious Philosophy*. Motilal Banarsidas, New Delhi.
4. R. N. Sharma, *Philosophy of Religion*. Surjeeth Publications.
5. T. A. Trueblood, *Philosophy of Religion*
6. Mc Person, *The Philosophy of Religion*
7. D. M. Edwards, *The Philosophy of Religion*
8. L. Pojman (Ed), *Philosophy of Religion*

PHL6 B17 (Elective 3) ASIAN PHILOSOPHY

54. Hrs. 3 Hrs./Week

Credits: 4

Brief description of the course:

The course gives the importance the value of Asian philosophy. The purpose of the course is familiar with the ideas of Arab philosophy, Chinese philosophy, Japanese philosophy and Zoroastrianism. The features of Asian philosophy are clearly described in Continental perspective.

Course-outcome:

1. The course helps the students to enhance the knowledge level about Arab philosophy, Chinese philosophy, Japanese philosophy and Zoroastrianism.
2. It provides critical thinking in the peculiarity of Chinese philosophy, Japanese philosophy and Zoroastrianism.
3. It helps to understand the difference and similarity in Arab philosophy and Chinese philosophy.
4. It develops an ability of comparison between Buddhism and Tendai Zen Buddhism in Japan.

Unit – I Asian Philosophy.**8 Hrs.**

Characteristics, Why Asian Philosophy Overview of the prominent Asian Philosophical Streams.

Unit –II Philosophy of Arabs.**12 Hrs.**

Origins, chronology, classification, characteristics,
Alkindi, Alfrabi, Avicenna, Algazel, Averroes- Philosophy –

- a) God and the world
- b) Monopsychism
- c) Philosophy and Religion

Unit – III Chinese Philosophy.**14 Hrs.**

Ancient Philosophy, before Confucius, Confucianism, Taoism Medieval Philosophy, Chinese Buddhist Philosophy, Neo-Confucianism Modern Philosophy, Sun Yat Sen, Mao Tse -Tung Contribution of Chinese Philosophy,

Chinese religion, Chinese ideals of education.

Unit – IV Japanese Philosophy. 12 Hrs.

Origins, ancient streams of Japanese philosophy – Shingon, Jodo, Tendai Zen Buddhism – characteristics and divisions Figures of Zen Buddhism – Dogen Kigen, Bankei Yotkavu, Hakuin Ekaku Practical Zen

Unit – V Zoroastrianism. 8 Hrs.

Origins and characteristics-Concept of God,
Concept of Good and Evil.

Reference Books:

- 1) F. Copleston, *A History of Philosophy* – (Vol. II pp 186-205)
- 2) Leo. F. Miller, *History of Philosophy* – (pp 124-138), Discovery Publishing House, New Delhi.
- 3) R. Audi, *The Cambridge Dictionary of Philosophy* –
- 4) Donald. H. Bishop, *Chinese Thought: An Introduction*
- 5) C. Alexander, *Chinese Philosophy, Simple Taoism* –Simpkins & Annellen Simpkins
- 6) Dr. S. Radhakrishnan, *India and China* – (pp – 51-177, 145-167)
- 7) Fung You-lan, *History of Chinese Philosophy* – Vol-I& II.
- 8) Diane Collision, Kathryn Plant and Robert Wilkinson, *Fifty Great Eastern Thinkers*
- 9) D. T Suzuki, *An Introduction to Zen Buddhism*. Sidney Auckland Johannesburg, London.

Complimentary Papers

SYLLABI OF COMPLEMENTARY COURSES OFFERED BY PHILOSOPHY FACULTY For Non - Philosophy UG Programmes

(Complementary I- Western Philosophy)

PHL1(2) C01- GREEK PHILOSOPHY

90.Hrs. 6 Hrs./Week

4 Credit

Brief description of the course

This course is designed to familiarise the students with the characteristics and different periods in the development of Greek philosophy. Early Greek philosophical schools and Socratic period are discussed briefly. Some relevant thinking of Plato and Aristotle is covered. Brief explanation of ethical perspectives and Neoplatonism are also included in this course.

Course Outcome

1. Understand the basic characteristics of Greek Philosophy.
2. Identify different philosophical schools of pre-Socratic and Socratic period.
3. Analyse the transition of thinking from natural to humanistic level and familiar with ethical thinking of that time.
4. Study and evaluate the Western philosophical traditions with a strong foundation.

Module I –The Nature of Greek Philosophy.

24. Hrs

1.1 Orphic Religion

1.2 Characteristics of Early Greek Thought

1.3 Ionic School

1.4 Eleatic School

1.5 Atomism

Module II –Socratic Period.

26. Hrs.

2.1 Sophists and

- 2.2 Socrates- Socratic Method
- 2.3 Plato – Cardinal Virtues
- 2.4 Aristotle- Philosophy of Nature, Nicomachean Ethics
- 2.5 Cynicism
- 2.6 Stoicism

Module III –Greek Ethics 2 4 Hrs

- 3.1 Epicureanism
- 3.2 Skepticism

Module IV – Neo-Platonism 16 Hrs

- 4.1 Philo- Ontology and Epistemology
- 4.2 Plotinus- Trinity of God, Nous and World –soul.

References:

1. Y. Masih, A Critical History of Western Philosophy, Motilal Banarasidass, Delhi, 1994.39
2. Frank Thilly, History of Western Philosophy
3. Bertrand Russell, History of Western Philosophy

PHL4(3) C01 AESTHETICS

90Hrs. 6 Hours/Week

4 Credits

Brief description of the course

This course is designed to familiarise the students with the basic knowledge of Aesthetics, one of the main branches of Philosophy. This course covers the topics like aesthetic experience, art, beauty and different kinds of art. Traditional and modern western theories are described. Various aspects of Indian aesthetics are also explained.

Course outcome

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

1. Understand the general characteristics of Western and Indian Aesthetics.
2. Identify different types of art such as visual arts, fine arts and performing arts.
3. Analyse the aspects of arts by learning various concepts and theories proposed by different thinkers, both Western and Indian.
4. Evaluate and assess any piece of art work critically.

Module I Aesthetics: 20 Hrs.

- 1.1 A general introduction – Definition and its significance –
- 1.2 Aesthetic experience, Art and beauty
- 1.3 Alexander Baumgarten -

Module II Art: Form and Content – Classification of arts: 26 Hrs

- 2.1 Fine art- crafts – Pure and applied arts –
- 2.2 Visual arts: Architecture, Sculpture and Painting –
- 2.3 Literature –
- 2.4 Performing arts: Music, Dance, Drama and Cinema. .

Module III Theories of Art: 24 Hrs

- 3.1 Traditional: Plato–Imitation theory–
- 3.2 Aristotle – Representationism - Catharsis
- 3.3 Modern theories: Croce-Expression theory of art
- 3.4 Kantian theory of art.

Module IV Indian Aesthetics. 20 Hrs.

- 4.1 Indian approach to the Problem of Aesthetics
- 4.2 Natya Sastra –
- 4.3 Theory of Rasa - constituents of Rasa - Stayi Bhavas-Vibhavas - Anubhavas – Sancharibhavas.
- 4.4 Theory of Dhvani – Vacyartha-laksyarthā – Vyangyarthā –

References

1. Gupta Syamala, Art, Beauty and Creativity
2. Amaladass, Anand. Introduction to Aesthetics
3. Amaladass, Anand. Prelude to Aesthetics.
4. Langer, Susanne. K. Problems of Art.
5. Barlingay, S.S. A Modern Introduction to Indian Aesthetic Theory
6. Sastri, Ramaswami. The Indian Concept of the Beautiful
7. Sankaran. A. The Theories of Rasa and Dhvani.
8. Ramachandran. T. P. Indian Philosophy of Beauty. (2 vols.)

(Complementary II Indian Philosophy)

PHL1(2) C02- VEDANTA

90. Hrs.6 Hours/ Week.

Credits: 4

Brief description of the course:

The course introduces the meaning and functions of theism in early Vedic religion. It provides the knowledge about the nature of consciousness and reality. It deals with the theories of self and the means for knowledge in Vedanta.

Course-outcome:

1. The course helps the students to understand the classical Indian concept of the nature of Consciousness.
2. It provides analytical thinking about the theories of pramana in vedanta.
3. It helps to understand the significance of theories of error and truth in Vedanta philosophy.
4. This course gives an ability of understanding about the theories of causation in Vedanta philosophy.

Unit I. Introduction **18 Hrs.**

- 1.1. Early Vedic Religion- Polytheism- Monotheism- Monism
- 1.2. Vedic philosophy – Etymological meaning of ‘Veda’ and Upanishads
- 1.3. Karma Kanda and Jnana Kanda.

Unit II. Theories of the Self **16 Hrs.**

- 2.1. Atman (The pure self) - concept and characteristics
- 2.2. Brahman - Atman identity.
- 2.3. The meaning of ‘*Tat tvam asi*’.

Unit III. Theories of Pramana **18 Hrs.**

- 1.1 Prama and Pramana
- 1.2 Perception and Inference
- 1.3 Verbal Testimony and Comparison
- 1.4 Postulation and Non cognition
- 1.5 Anirvachaniya - khyati
- 1.6 Sat-khyati.

Unit IV. Advaita Vedanta **20 Hrs.**

- 1.1. Gaudapada – Ajativada
- 1.2. Asparsha yoga
- 1.3. Sattatraya
- 1.4. Brahma – Vivartha - vada

Unit V. Visishtadvaita and Dvaita **18 Hrs.**

- 5.1. Brahmaparinamavada
- 5.2. Aprthaksiddhi.
- 5.3 Ramanuja’s concept of Moksha
- 5.4. Panchabeda

5.5 Three Impurities.

5.6 Mandanamisra's Drstisrstivada.

References

1. C.D. Sharma, A Critical Survey of Indian Philosophy, Motilal Banarsidass, Delhi,
2. Chatterjee, Satishchandra and Dheerendramohan Datta. *An Introduction to Indian Philosophy*. Calcutta: UO Calcutta, 1948.
3. Hiriyanna M. *Outlines of Indian Philosophy*. Delhi: Motilal Banarsidass, 1993.
4. Tomlin E. W. F. *Philosophers of East and West*. London: Oak-Tree Books, 1986. Relevant sections of the 5th Chapter 'Hinduism'.
5. Sue Hamilton. *Indian Philosophy: A Very Short Introduction*. Oxford UP, 2001.
6. Mohanty, Jitendranath N. *Classical Indian Philosophy: An Introductory Text*. Rowman & Littlefield Publishers, 2000.

PHL4(3) C02-PHILOSOPHY OF YOGA

90. Hrs.6 Hours/ Week.

Credits: 4

Brief description of the course:

The course gives the importance the value of Yoga philosophy. The purpose of the course is familiar with concepts in Yoga philosophy. The aim the course is to introduce the theoretical bases and practice potentials of Yoga in the context of the changing world and human life in it.

Course-outcome:

1. The course helps the students to understand the multidimensional nature of Yoga philosophy and practice.

2. It provides critical thinking about the psychological and ethical dimensions of Yoga.
3. It helps to understand the unique conception of human mind and its control as prescribed in the Yoga system.
4. It develops an ability of concentration by the practice of meditation and Yoga.

Unit I. Introduction.

18 Hrs.

- 1.1 The etymological meaning of 'Yoga'.
- 1.2 Patanjali's definition- Yoga as the restraint of the processes of mind.
- 1.3 The goals of Yoga practice - liberation of the self through physical, mental and ethical preparations,
- 1.4 Process of self-discovery, attaining perfect harmony of body, mind and spirit.

Unit II. Yoga Concept of Body-Mind Relationship.

18 Hrs.

- 2.1. The subtle bodies and Chakras
- 2.2. The three bodies - physical, astral and causal.
- 2.3. Panchakosa- Annamaya Kosha, Manomaya Kosha, Pranamaya Kosha, Vijnanamaya Kosha, and Anandamaya Kosha.
- 2.4. Chakras – definition, The seven Chakras - Brief description.

Unit III. Yoga Concept of Liberation.

16 Hrs.

- 3.1. Moksha as the realization of individual self as cosmic self.
- 3.2. Kaivalya as the absolute freedom of Purusha from Prakrti.
- 3.3. Concept of God.

Unit IV. Psychological Concepts of Yoga.

18 Hrs.

- 4.1. Citta and Cittavrtti - Definition and characteristics.
- 4.2. Klesas - Definition, two kinds-klishta and aklishta,

4.3. five causes of suffering - avidya, asmita, raga, dvesha and abhinivesa.

Unit V. Practice Concepts of Yoga.

20 Hrs.

- 1.1. The ethical preparation - Yama and Niyama
- 1.2. The physical preparation - Asanas (only the benefit of maintaining a sound body for a sound mind is to be mentioned. Need not go into the detailed typology of postures).
- 1.3. Preparation of mind - Pranayama and Pratyahara.
- 1.4. Mind management - Dharana and Dhyana.
- 1.5. Equipoise of mind - Samadhi - Samprajnata and Asamprajnata Samadhi.

References:

1. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass, 2000.
2. F. T- Tola, Fernando and Carmen Dragonetti. *The Yogasutras of Patanjali: On Concentration of Mind*. Delhi: Motilal Banarsidass, 2001.
3. Osho, *walking in Zen, Sitting in Zen*. New Delhi, Full Circle, 2003.
4. Sri Kriyananda, *Forword*. Sturgess, Stephen. *The Yoga Book: A Practical Guide to Self - Realization*. Delhi: Motilal Banarsidass, 2002.
5. Bly, Robert W. *101 Ways to Make Every Second Count*. Mumbai: Jaico, 1999.
6. Feuerstein, George. *The Philosophy of Classical Yoga*. Manchester UP, 1980.
7. Feuerstein, George, *The Yoga Tradition*. Delhi: Motilal Banarsidass.
8. Osho, *Become One with Yourself*. New Delhi: Full Circle, 2003.
9. Vivekananda, Swami. *The Complete works of Swami Vivekananda*, Mayavati Memorial Edition - Vol. I. Calcutta: Advaita Ashrama, 1989.