

(Abstract)

M.A Philosophy Programme- Scheme, Syllabus and Model Question papers (1st and IInd semester only) under Choice Based Credit and Semester System (Outcome Based Education system- OBE) in Affiliated Colleges -Implemented with effect from 2023 admissions - Implemented- Orders issued.

ACADEMIC C SECTION

ACAD/ACAD C4/17013/2023

Dated: 23.08.2023

- Read:-1. U.O No. Acad C2/429/2017 Dated 08.09.2020
2. U. O No. Acad C1/21246/2019 Dated 07.12.2020
3. U.O. No. Acad/C1/21246/2019 dated 16.02.2023 ,
4. U.O. No. Acad/C1/21246/2019 dated 20.04.2023
5. Minutes of the meeting of the CSMC & Conveners of Adhoc committee held on 15.06.2023
6. U.O. No. Acad/C1/21246/2019 dated 09.08.2023
7. Minutes of the Meeting of the Adhoc committee for M.A Philosophy programme held on 11.08.2023
8. Scheme, Syllabus and Model Question paper of of M.A.Philosophy Programme submitted by the Convener, Ad hoc committee vide e-mail dated 14.08.2023

ORDER

1. A Curriculum Syllabus Monitoring Committee comprising the members of Syndicate was constituted for the Syllabus revision of U G & PG Programmes in Affiliated Colleges, vide paper read (1) above and as per the recommendation of this Committee in its meeting held on 20.11.2020, constitute a sub Committee to prepare the Regulation for PG programmes in Affiliated Colleges vide paper read (2) above.
2. As the reconstitution of Board of Studies of the University is under consideration of the Hon'ble Chancellor, considering the exigency of the matter, Ad hoc Committees were constituted vide paper read (3) above, & it has been modified vide paper read (4) above to revise the Curriculum and Syllabus of PG Programmes in Affiliated Colleges w.e.f 2023-24 academic year.
3. The combined meeting of the Curriculum Syllabus Monitoring Committee & Conveners of Ad hoc committee held on 15.06.2023 at syndicate room discussed in detail the draft Regulation, prepared by the Curriculum Syllabus Monitoring Committee, for the PG programmes under Choice Based Credit and Semester System to be implemented in Affiliated Colleges w.e.f 2023 admission and proposed the different phases of Syllabus revision process such as subject wise workshop , vide paper read (5) above.
4. Revised Regulation for PG programmes under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) was approved by the Vice Chancellor on 05.08.2023 and implemented w.e.f 2023 admission vide paper read (6) above.
5. Subsequently, as per the paper read (7) above, the Adhoc committee for M.A Philosophy programme finalized the Scheme, Syllabus and Model question papers of 1st & IInd semester M.A Philosophy programme to be implemented w.e.f 2023 admission
6. As per the paper read (8) above, the Convener, Ad hoc committee for M.A Philosophy programme, submitted the finalized copy of the Scheme, Syllabus and Model question papers of 1st & IInd semester M.A Philosophy programme for implementation w.e.f 2023 admission
7. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **accorded sanction to implement the Scheme, Syllabus and Model Question Papers of 1st & 2nd semester M.A Philosophy programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission , subject to report to the Academic Council.**
8. The Scheme, Syllabus and Model question papers of 1st and 2nd semester M.A Philosophy

programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission is uploaded in the University website.

9. Orders are issued accordingly.

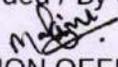
Sd/-

Sajesh Kottambrath
Assistant Registrar1
For REGISTRAR

To: 1. Principals of Affiliated Colleges offering M.A Philosophy Programme
2. Convenor, Curriculum Syllabus Monitoring Committee.
3. Convenors, Adhoc Committee for M.A Philosophy Programme

Copy To: 1. The Examination Branch (Through PA to CE)
2. PS to VC / PA to PVC / PA to R/PA to FO
3. DR / AR 1 (Acad) /All sections of Academic Branch/Computer Programmer
4. SF / DF /FC
5. IT Centre (for uploading on the website)
5. IT Centre (for uploading on the website)

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SECTION OFFICER





(Abstract)

M.A. Philosophy Programme - Scheme (modified) and syllabus (Third and Fourth semester) - Under Choice Based Credit and Semester System (in Outcome Based Education system- OBE) in Affiliated Colleges - Approved & Implemented with effect from 2023 admissions - Orders issued

ACADEMIC C SECTION

ACAD/ACAD C4/17013/2023

Dated: 09.08.2024

Read:-1. U.O No. Acad C4/17013/2023 Dated 23.08.2023

2. Minutes of the Meeting of the BoS in Philosophy (Cd) programme held on 04.05.2024
3. Scheme & Syllabus of M.A Philosophy Programme submitted by the Chairperson, BoS in Philosophy (Cd) vide e-mail dated 09.05.2024
4. The Minutes of the XXVIII th meeting of the Academic council held on 25.06.2024 (Additional agenda item no.5)

ORDER

1. As per the paper read (1) above, Scheme (all Semesters), Syllabus and Model Question papers (Ist and IInd Semesters only) of M.A. Philosophy Programme under Choice Based Credit and Semester System (in Outcome Based Education System- OBE) in Affiliated Colleges were implemented w.e.f 2023 admission vide paper read (1) above.
2. Later, the meeting of the Board of Studies (BoS) in Philosophy (combined), held on 04.05.2024, discussed and finalized the Syllabi of IIIrd and IVth Semester M.A Philosophy Programme under CBCSS (in Outcome Based Education system) to be implemented w.e.f 2023 admission vide the paper read (2) above. The BoS recommended to change the title of the course MAPHIL03C10 to make them more specific (the title of the course MAPHIL03C10 is changed as 'Phenomenology & Existentialism' instead of Existentialism & Phenomenology.
3. The Chairperson, BoS in Philosophy (Cd) vide the paper read (3) above, submitted the Scheme (modified) and Syllabuses of the 3rd and 4th Semesters of M.A Philosophy Programme in Affiliated colleges to implement w.e.f 2023 admission.
4. The Vice Chancellor after considering the matter in detail, ordered to place the same before the Academic council for approval.
5. The XXVIIIth Meeting of the Academic Council held on 25.06.2024, vide paper read 4 above, considered the matter and approved *the Scheme (modified) and IIIrd and IVth semester Syllabi of the M.A. Philosophy programme, applicable w.e.f 2023 admission under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in the Affiliated Colleges under the University in principle and accorded sanction to publish the same, considering the urgency of the matter.*
5. The Scheme (modified) and Syllabuses of I ,II ,III ,IV Semesters of the M.A. Philosophy programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University, applicable w.e.f 2023 admission, is uploaded in the University website.

Orders are issued accordingly.

Sd/-

ANIL CHANDRAN R
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: 1. Principals of Affiliated Colleges offering M.A. Philosophy programme
2. Chairperson, BoS in Philosophy (Cd)

Copy To: 1. The Examination Branch (Through PA to CE)
2. PS to VC / PA to PVC / PA to R/PA to FO

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m. b. n.
SECTION OFFICER



b

KANNUR UNIVERSITY



CHOICE-BASED CREDIT AND SEMESTER SYSTEM FOR POST GRADUATE PROGRAMME IN AFFILIATED COLLEGES - 2023

(OBE: OUTCOME BASED EDUCATION – SYSTEM)

(KUCBCSSPG 2023)

M.A. PHILOSOPHY PROGRAMME

CURRICULUM AND SYLLABI

(2023 ADMISSIONS ONWARDS)

PREFACE

The Syllabus and Curriculum for the Under Graduate Programme in Philosophy came under Outcome-Based Education (OBE) in 2019. In continuation of this, it becomes necessary to introduce the OBE system in Post-Graduation in Philosophy too. As the reconstitution of the Board of Studies is under consideration of the Hon'ble Chancellor, the Ad-hoc Committee for Revision of PG Curriculum/ Syllabus for Academic Year 2023-24 was constituted by the University. Hence, the existing Curriculum and Syllabus for the Post Graduate programme Philosophy since 2014 is revised in OBE form by the Ad-hoc committee and will come into effect from 2023-24 onwards.

Outcome-Based Education (OBE) is an educational approach focusing on the learning outcomes students are expected to achieve. OBE is based on the idea that students should be able to demonstrate their knowledge and skills through performance-based assessments. Clearly defined learning outcomes, Performance-based assessments and Student involvement are some of the key features of OBE. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills.

The curriculum for Post-Graduate Programme in Philosophy, as stated earlier, is outcome-based and includes philosophical wisdom from both East and West as well as ancient and modern. It also includes recent developments in the field of Philosophy and major contemporary discourses in the field. The programme runs through four semesters that are distributed over a period of two academic years.

The Programme includes three types of courses: Core course, Elective course and Open Elective course. The Core course is intended to cover major areas of philosophy and is compulsory for all students undergoing the programme. The Elective course covers some of the selected areas of study and is opted for by the parent departments each semester. The Open Elective course is offered by the Philosophy Department of Affiliated Colleges and is of multi-disciplinary nature. Students, both from the parent department and from other departments can select the Open Elective course. Students also have to carry out Project Work for the completion of the Programme.

The student evaluation method has two major components; Continuous Evaluation (CE) and End Semester Examination (ESE) having a weightage of 20% and

80% respectively. The CE includes assignments, Test papers, Seminars and Book/ Article Reviews. The ESE uses Bloom's taxonomy in assessing students through levels one to six.

The curriculum and syllabus are restructured and placed before students and the academic community in order to facilitate research interest in philosophy and reward them in their further studies or employment by acquiring knowledge and skills related to philosophy.

Kannur,

Convener

August 2023

Ad Hoc Committee for Revision of
Curriculum and Syllabus

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KANNUR UNIVERSITY
MISSION STATEMENTS

- To produce and disseminate new knowledge and to find novel avenues for the application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender-sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

KANNUR UNIVERSITY

PROGRAMME OUTCOMES (POs)

Program Outcomes (POs): Program outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

PO 1: Knowledge and Skills: Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

PO 2: Research and Analytical Abilities: Postgraduate programs often emphasize research and analytical thinking. The ability to conduct independent research, analyse complex problems, and propose innovative solutions is highly valued.

PO 3: Critical Thinking and Problem-Solving Skills: Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

PO 4: Effective Communication Skills: Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

PO 5: Ethical and Professional Standards: Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

PO 6: Career Readiness: Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

PO 7: Networking and Collaboration: Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

PO 8: Lifelong Learning: Postgraduate education should instil a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

POST GRADUATE PROGRAMME IN PHILOSOPHY

PROGRAMME SPECIFIC OUTCOMES

- PSO 1:** Understand key philosophical concepts and theories from both Indian and Western traditions and also in other philosophical approaches.
- PSO 2:** Develop the ability to think critically, solve problems and evaluate philosophical positions by applying philosophical methods of inquiry.
- PSO 3:** Identify and analyse philosophical problems, both in the abstract and in relation to specific cases, identify the key concepts and issues involved in each problem, and develop their own philosophical positions.
- PSO 4:** Communicate their ideas effectively in both oral and written form. They will be able to write clear and concise essays and give presentations that are engaging and informative.
- PSO 5:** Capability to ask new questions that can lead to research in philosophy. They will be able to identify and evaluate both primary and secondary sources and synthesize information from different sources.
- PSO 6:** Develop an appreciation for the value of philosophy as a way of understanding the world and ourselves and applying philosophical concepts and theories to contemporary issues. They will be able to articulate the benefits of philosophical inquiry and its relevance to their own lives and careers.

EXCERPTS FROM KUCBCSSPG 2023

(Modified to meet the nature/ requirements of the Programme wherever necessary)

- The respective section/ clause of the Regulations is given in brackets.
 - Sections with changes made to meet the demands of the M.A. Programme in Philosophy are marked as *modified*.
- A) **Duration of the Programme:** The duration of a Postgraduate programme shall be four semesters inclusive of days of examinations distributed over a period of two academic years. The odd semesters (1, 3,) shall be from June to October and the even semesters (2, 4,) shall be from October/November to March. Each semester shall have 90 working days inclusive of days of all examinations. (3.1)
- B) **Eligibility for Admission:** The eligibility criteria for admission to the MA Philosophy course are as follows:
- a. Any graduate with a minimum of 45% marks in Part III.
 - b. An extra weightage of 25% of the mark/ grade secured in part III be given to students who have passed BA Philosophy for graduation. (3.2 and University Order)
- C) **Courses:** The Postgraduate programme shall include three types of courses, viz. Core Courses, Elective Courses and Open Elective Courses (including MOOC courses). The parent Department shall offer appropriate elective courses for a specific programme. Open Elective Courses are offered either by the parent department or by any other Department or via MOOC. Open Elective courses can be opted for in the third semester preferably multidisciplinary in nature. (3.3)
- D) **Project Work:** There shall be a project work with a dissertation of 3 Credits to be undertaken by all students. Project and dissertation work is a special course involving the application of knowledge in solving/ analysing/ exploring a real-life situation/ problem. The dissertation may entail fieldwork, report, presentation and viva voce. More details on the Project Work are given separately in courses under Semester IV (3.4 modified)
- E) **Course code:** Every course offered is identified by a unique course code. Where the first two letters (MA) denote the programme name (Master of Arts). The next three letters (PHL) denote the subject Philosophy. This is followed by semester numbers such as 01,02 and 03. After semester numbers, the single alphabet stands for the type of course; Core (C) Elective (E) and Open Elective/ MOOC (O). The last two digits denote

the serial number of the course in that category (C, E or O) in that programme. (3.5 modified)

F) **Credits:** Each course shall have a specified number of credits. The total credits required for successful completion of a four-semester programme will be 80. The minimum credits for the core course shall be 64. The number of credits from elective courses/ Open Elective courses shall vary between 12 to 16. (3.6)

G) **Attendance:** A student shall be permitted to appear for ESE, only if she/ he secures not less than 75% attendance in all courses of a semester put together. (3.7)

H) **Course Evaluation:**

The evaluation scheme for each course shall contain two parts

- a) Continuous Evaluation (CE)
- b) End Semester Evaluation (ESE)

20% weightage shall be given to the Continuous Evaluation (CE) and 80% weightage shall be for the End Semester Evaluation (ESE). (6.1)

I) **Continuous Evaluation (CE):**

- a. 20% of the total marks in each course are for continuous assessment. The continuous evaluation shall be based on a transparent system involving the following components

Component	Total No.	% of CE Total
Test Paper	2	40
Assignment	1	20
Seminar Presentation	1	20
Review of Book/ Article	1	20

The Book/ Article for review may be given to the students in part or in full and the reviewed write-up of 250-500 words may be presented.

- b. Attendance ***shall not be*** a component of Continuous Evaluation (CE).
- c. There is ***no pass minimum*** insistence on internal marks. (6.2 modified)
- d. To ensure transparency of the evaluation process, the continuous evaluation marks awarded to the students in each component of each course in a semester shall be notified on the notice board at least three days before the commencement of the End Semester Evaluation. **There shall not be any chance for improvement in Continuous Evaluation.** (6.3)

- J) **End Semester Evaluation (ESE):** End Semester Evaluation carries 80% of total marks. (6.4)
- K) **Project Evaluation:**
- a) Project evaluation shall be conducted at the end of the fourth semester as per the following general guidelines or by the guidelines framed by the Board of Studies concerned: (6.5)
 - b) A complete account of the Project Work and its evaluation are given separately in courses under Semester IV.
- L) **Viva Voce:** There shall be a comprehensive viva voce at the end of the programme covering questions from all courses of the programme including project work. The candidate shall present one copy of the Dissertation on the project before the Viva-voce board. The viva voce shall be conducted by two external examiners. (6.6)
- M) **Completion of a Course:** A candidate securing not less than 40% of aggregate marks of a course with not less than 40% in End Semester Evaluation (ESE) shall be declared to have passed that course. A minimum of grade point 4 with a letter grade of E is needed for the successful completion of a course. (7.5)
- a. Appearance for Continuous Evaluation (CE) and End Semester Evaluation (ESE) is compulsory and no grade shall be awarded to a candidate if she/he is absent for CE/ESE or both. (7.6)
- N) **Completion of the Programme:** Those candidates who pass all the courses prescribed for a programme shall be declared to have successfully completed the programme and be eligible for the degree. The minimum OGPA required for the successful completion of the degree programme is 4. In the event a candidate fails to secure a pass in any course in a semester, consolidation of SGPA and CGPA will be made only after obtaining a pass in the failed course in the subsequent appearance. (7.11)
- a. A student who fails to secure a minimum mark for a pass in a course is permitted to write the examination along with the subsequent batch. (7.12)
 - b. **Revaluation:** In the new system revaluation is permissible. The prevailing rules and regulations of revaluation are applicable to KUCBCSSPG 2023. (7.14)
- O) **Award of Degree:** For the successful completion of all the courses (core, elective and open elective(multidisciplinary)) a candidate has to secure a minimum E grade. Satisfying the minimum credit of 80 and securing a minimum OGPA of 4 shall be the minimum requirement for the award of a Degree.

M.A. PROGRAMME IN PHILOSOPHY
COURSE, CREDIT AND MARK DISTRIBUTION

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
I	MAPHL01C01	Concepts and Debates in Indian Philosophy-1	15	60	75	4	5
	MAPHL01C02	Problems of Philosophy-1	15	60	75	4	5
	MAPHL01C03	Moral Philosophy	15	60	75	4	5
	MAPHL01C04	Symbolic Logic	15	60	75	4	5
	MAPHL01E--	Elective Course	15	60	75	4	5
	TOTAL		75	300	375	20	25
II	MAPHL02C05	Concepts and Debates in Indian Philosophy-2	15	60	75	4	5
	MAPHL02C06	Problems of Philosophy-2	15	60	75	4	5
	MAPHL02C07	Ethics in Practice	15	60	75	4	5
	MAPHL02C08	Key Concepts in Political Philosophy	15	60	75	4	5
	MAPHL02E--	Elective Course	15	60	75	4	5
	TOTAL		75	300	375	20	25
III	MAPHL03C09	Concepts and Debates in Indian Philosophy-3	15	60	75	4	5
	MAPHL03C10	Phenomenology and Existentialism	15	60	75	4	5
	MAPHL03C11	Language and Philosophy-1	15	60	75	4	5
	MAPHL03C12	Philosophy of Gender	15	60	75	4	5
	MAPHL03O--	Open Elective Course	15	60	75	4	5
	TOTAL		75	300	375	20	25
IV	MAPHL04C13	Philosophy of Mind	15	60	75	4	6
	MAPHL04C14	Language and Philosophy-2	15	60	75	4	6
	MAPHL04C15	Philosophy of Science	15	60	75	4	5
	MAPHL04C16	Methodology of Philosophical Research	10	40	50	2	3
	MAPHL04C17	Project Work	10	40	50	3	5
	MAPHL04C18	Comprehensive Viva-Voce	--	50	50	3	--
	TOTAL		65	310	375	20	25
GRAND TOTAL			290	1210	1500	80	--

LIST OF ELECTIVE COURSES

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
I	MAPHL01E01	Environmental Ethics: Positions and Debates	15	60	75	4	5
	MAPHL01E02	Philosophical Counselling	15	60	75	4	5
II	MAPHL02E03	Philosophy of Religion	15	60	75	4	5
	MAPHL02E04	Sreenarayana Guru's Thought and Practice	15	60	75	4	5

LIST OF OPEN ELECTIVE COURSES

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
III	MAPHL03O01	Film and Philosophy	15	60	75	4	5
	MAPHL03O02	Mysticism	15	60	75	4	5

CONCEPTS AND DEBATES IN INDIAN PHILOSOPHY-1

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Core	MAPHL01C01	4	5	15	60	3 Hours

Course Description:

This course explores the Indian philosophical tradition's theories of knowledge and logic. We will examine the six pramāṇas, or sources of knowledge, as recognized by classical Indian philosophy. We will also have a look at the minor sources of knowledge. We will study different types of inference, the nature of truth, and the relationship between logic and epistemology. A study on the theories of error also is taken up in this course.

Course Outcomes:

- CO 1: Understand the main theories of knowledge and logic in the Indian philosophical tradition.
- CO 2: Differentiate between correct and incorrect forms of knowledge.
- CO 3: Identify and explain the six pramāṇas, or sources of knowledge, as recognized by classical Indian philosophy.
- CO 4: Analyse different sources of knowledge for their reliability and strength.
- CO 5: Identify various forms of errors as recognised by classical Indian schools.
- CO 6: Evaluate philosophical arguments based on Indian epistemology.

MODULE 1:

- 1.1. General characteristics of Indian Epistemology – the distinction between knowledge (prama) and cognition (jñāna)
- 1.2. Elements of Cognition (pramāṇa, prameya, pramata, prama)
- 1.3. Prama: Difference between real experience (yathārtha anubhava) and unreal experience (ayathārtha anubhava)
- 1.4. Aprama: Viparyaya, Tarka, Smṛti and Samśaya

(18 Hours/ 15 Marks)

References:

- 1. Sharma C D. *Critical Survey of Indian Philosophy*, Motilal, 2004. (Chapter 12)
- 2. Banerjee, NV. *The Spirit of Indian Philosophy* (pp 50-52)

3. Mohanty, J N. *Classical Indian Philosophy*. Oxford, 2002. (Chapter 2)

MODULE 2:

- 2.1. Knowledge in Jainism – kinds of knowledge- syādvāda.
- 2.2. Nyāya:
 - a) Pratyakṣa: Kinds and stages
 - b) Anumāna:
 - i) Sawārthānumāna, parārthānumāna
 - ii) Pūrvavat, śeṣavat, sāmānyatodṛṣṭa
 - iii) Classification based on vyāpti.
 - c) Upamāna
 - d) Śabda: Vaidika and Laukika- Conditions of meaningfulness: (Akaṣa, yogyata, sannidhi and tātparya)

(18 Hours/ 15 Marks)

References:

1. Sharma, C D. *Critical Survey of Indian Philosophy*. (Chapters 12, 13 & 15)
2. Mohanty, J N. *Classical Indian Philosophy*, Oxford, 2002. (Chapter 2)
3. Satichandra Chatterjee & Dhirendramohan Datta. *An Introduction to Indian Philosophy*. (PP 52-58, 149-210, 68-81)
4. Banerjee, NV. *The Spirit of Indian Philosophy* (pp 52-86)

MODULE 3:

- 3.1. Criticism of Nyāya anumāna by Cārvāka, Dignāga,
- 3.2. Criticism of śabda by Cārvāka, Vaiśeṣika
- 3.3. Pūrvamīmāmsa: Arthāpatti and anupalabdhi
 - a) Criticism of arthāpatti by Vedānta and Prabhākara
- 3.4. Minor sources of cognition

(18 Hours/ 15 Marks)

References:

1. Sharma C D. *Critical Survey of Indian Philosophy*. (Chapters 12, 13 & 15)
2. Mohanty J N. *Classical Indian Philosophy*, Oxford, 2002. (Chapter 2)
3. Satichandra Chatterjee & Dhirendramohan Datta. *An Introduction to Indian Philosophy*, (pp 290-306)
4. Banerjee, NV. *The Spirit of Indian Philosophy* (pp 86-93; 97-98)

MODULE 4:

- 4.1. Nayavāda and syādvāda
- 4.2. Pramāṇyavāda and apramāṇyavāda
- 4.3. Triputipratyakṣavāda of Prabhākara, jñātataṅvāda of Kumarila
- 4.4. Theories of error: Akhyāti- viparītakhyāti- anyathakhyāti- satkhyāti- asatkhyāti- anivacanīyakhyāti.

(18 Hours/ 15 Marks)

References:

1. Sharma C D. *Critical Survey of Indian Philosophy*. (Chapters 12, 13 & 15)
2. Mohanty, J N. *Classical Indian Philosophy*. Oxford, 2002. (Chapter 2)
3. Banerjee, NV. *The Spirit of Indian Philosophy* (pp 121-32)

Additional Readings:

1. Dutta, DM. *Six Ways of Knowing*. University of Calcutta, 1960.
2. Singh, BN. *Indian Logic*. Asha Prakashan. 1982.

PROBLEMS OF PHILOSOPHY-1

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Core	MAPHL01C02	4	5	15	60	3 Hours

Course Description:

Epistemology is the branch of philosophy that studies knowledge. It asks questions about the nature of knowledge, the way we acquire knowledge, the limitations of knowledge and the justification of our beliefs.

This course will examine the development of Western epistemology from the pre-Socratics to Kant. We will explore the different theories of knowledge that have been proposed, and we will critically evaluate their strengths and weaknesses.

Course Outcomes:

- CO 1: Understand central concerns and problems of epistemology.
- CO 2: Examine the historical development of Western epistemology from pre-Socratic philosophers to Kant.
- CO 3: Evaluate arguments for and against different theories of knowledge.
- CO 4: Identify the strengths and weaknesses of different epistemological positions and develop their own criticisms.
- CO 5: Apply various tools of epistemology in real-world issues such as scepticism, religious belief, and scientific knowledge.

MODULE 1: DOXA AND EPISTEME

- 1.1. Epistemological relativism- *Homo Mensura*: Sophists
- 1.2. Socratic method, Know thyself, Virtue is knowledge, Socratic irony
- 1.3. Allegory of the cave - Analogy of divided line: Plato
- 1.4. Classification of sciences, Logic as Organon: Aristotle

(18 Hours/ 15 Marks)

References:

1. Plato: "The Allegory of the Cave: Plato, *Republic*". John Cottingham, *Western Philosophy: An Anthology*.

2. Stace, W.T. *A Critical History of Greek Philosophy*. New Delhi: Macmillan India Limited, 1920.
3. Lavine, T.Z. *From Socrates to Sartre: The Philosophic Quest*. New York: Bantam Books, 1984.

MODULE 2: RATIONALISM – KNOWLEDGE AS A *PRIORI*

- 2.1. Methodological scepticism- Cogito ergo sum- Classification of ideas: Descartes
- 2.2. Geometrical method (a brief account), Levels of knowledge: Spinoza
- 2.3. Law of sufficient reason: Leibniz

(18 Hours/ 15 Marks)

References:

1. Descartes: “New Foundations for Knowledge: Rene Descartes, *Meditations*”. John Cottingham, *Western Philosophy: An Anthology*.
2. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd, 1945.
3. Frank Thilly: *A History of Philosophy*
4. Nicholas Jolley: *The Cambridge Companion to Leibniz*

MODULE 3: EMPIRICISM – KNOWLEDGE AS A *POSTERIORI*

- 3.1. Rejection of innate ideas, primary and secondary qualities, *Tabula rasa*: John Locke
- 3.2. *Esse est percipi*: George Berkeley
- 3.3. Impressions and ideas, Scepticism: David Hume

(16 Hours/ 15 Marks)

References:

1. Locke: “The Senses as the Basis of Knowledge: John Locke, *Essay concerning Human Understanding*”. John Cottingham, *Western Philosophy: An Anthology*.
2. Hume: “Scepticism versus Human Nature: David Hume, *Enquiry Concerning Human Understanding*”. John Cottingham, *Western Philosophy: An Anthology*.
3. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd, 1945.

MODULE 4: ENLIGHTENMENT IN EPISTEMOLOGY

- 4.1. Copernican revolution: Immanuel Kant
- 4.2. Synthetic *a priori* knowledge
- 4.3. Transcendental aesthetics (Space and Time)
- 4.4. Transcendental logic (Categories)

(20 Hours/ 15 Marks)

References:

1. Smith, Norman Kemp. *A Commentary to Kant's Critique of Pure Reason*. New York: Palgrave Macmillan, 2003.
2. AC Ewing: *A Short Commentary on Kant's Critique of Pure Reason*
3. Paul Guyer: *The Cambridge Companion to Kant*

General References:

1. Copleston, Frederick. *A History of Philosophy*. Vo. I to VI. New York: Image Books, Doubleday. 1993.
2. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd, 1945.
3. Frank Thilly: *A History of Philosophy*
4. Cohen, S.M. Patrica Curd, and Reeve, C.D.C., Eds. *Readings Ancient Greek Philosophy: From Thales to Aristotle*. 4th Ed. Indianapolis: Hackett Pub., 2011.
5. Shields, Christopher. *Ancient Philosophy: A Contemporary Introduction*. 2nd ed. New York: Routledge. 2012.
6. Taylor, C.C.W. *Socrates: A Very Short Introduction*. New York: Oxford UP, 1998.
7. Kahn, Charles. H. *Plato and the Post Socratic Dialogue: The Return to the Philosophy of Nature*. UK: Cambridge UP, 2013.
8. May, Hope. *On Socrates*. Singapore: Wadsworth. 2000.

MORAL PHILOSOPHY

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Core	MAPHL01C03	4	5	15	60	3 Hours

Course Description:

Moral philosophy is a prominent branch of philosophy that contains discourses on morality. It raises questions and sets parameters about the nature of right and wrong, how ought good life be lived and provides foundations of morality that guide human actions.

This course will introduce students to the major theories of moral philosophy, including consequentialism, deontology, and virtue ethics. We will explore the different ways in which these theories have been used to answer the questions of morality, and we will critically evaluate their strengths and weaknesses.

Course Outcomes:

- CO 1: Understand major fundamental theoretical streams of Western Moral Philosophy.
- CO 2: Assess arguments of ethics objectively from philosophical perspectives.
- CO 3: Critically engage with conventional ethical frameworks.
- CO 4: Demonstrate understanding of major ethical theories and problems in the Western tradition from a critical perspective.
- CO 5: Apply knowledge of ethical perspectives, theories, and critical reasoning to develop their own opinions regarding moral problems and issues.

MODULE 1: INTRODUCTION

- 1.1. What is Moral Philosophy?
- 1.2. Divisions of Ethics: Normative, Practical and Meta Ethics

(12 Hours/ 12 Marks)

References:

1. Lillie, William, *Introduction to Ethics*, Peoples Publishing House, Delhi, 1980. (Relevant Sections)

2. Mackenzie, John, *Manual of Ethics*, University Tutorial Press, 1900.
(Relevant Sections)

MODULE 2: NORMATIVE ETHICAL THEORIES

- 2.1. Utilitarianism: J S Mill
- 2.2. Deontology: Immanuel Kant
- 2.3. Virtue Ethics: Aristotle

(18 Hours/ 15 Marks)

References:

1. Mill, J S, "Utilitarianism". Marino, Gordon. *Ethics: The Essential Writings*, pp 225-255
2. Immanuel Kant: "Fundamental Principles of the Metaphysics of Morals", Marino, Gordon. *Ethics: The Essential Writings*, pp 191-224
3. Aristotle, "Nicomachean Ethics", Marino, Gordon. *Ethics: The Essential Writings*, pp 46-84

MODULE 3: META ETHICAL THEORIES

- 3.1. Ethical Cognitivism and Non-cognitivism
- 3.2. Ethical Naturalism and Non-naturalism
- 3.3. Naturalistic fallacy: G.E. Moore
- 3.4. Emotivism: C.L. Stevenson
- 3.5. Prescriptivism: R.M. Hare

(24 Hours/ 18 Marks)

References:

1. Alexander Miller, *An Introduction to Contemporary Metaethics*, Polity Press, 2003. Sections 1.1-1.4 of Introduction
2. Moore, G.E. "Principia Ethica". Marino, Gordon. *Ethics: The Essential Writings*. pp 1-36
3. Stevenson, CL. "Emotivism, Ethics and Language". Marino, Gordon. *Ethics: The Essential Writings*. pp-81-114
4. Hare, R.M, "Prescriptive Language". Marino, Gordon. *Ethics: The Essential Writings*. pp.8-23

MODULE 4: ALTERNATIVE APPROACHES WITHIN

- 4.1. Nietzsche: On the Genealogy of Morals
- 4.2. Macintyre: After Virtue
- 4.3. Luce Irigaray: An Ethics of Sexual Difference

(18 Hours/ 15 Marks)

References:

1. Nietzsche. *On the Genealogy of Morals*, Marino, Gordon. Ethics: The Essential Writings.
2. Macintyre. "After Virtue". Marino, Gordon. *Ethics: The Essential Writings*, pp. 396-423
3. Luce Irigaray. *An Ethics of Sexual Difference* translated by Carolyn Burke and Gillian C. Gill Cornell University Press, New York, 1984. "Sexual Difference", pp. 5-19

Suggested Readings:

1. Blackburn, Simon. *Being Good: A Short Introduction to Ethics*. Oxford University Press, 2002.
2. Cahn, Steven M., Peter Markie (Eds.), *Ethics, History, Theory and Contemporary Issues*. Oxford University Press, 1998.
3. Driver, Julia. *Ethics: The Fundamentals*. Blackwell, 2007.
4. Gensler Harry, Earl Spurgin, James Swindal. *Ethics Contemporary Readings*. Routledge, 2003.
5. Irigaray, Luce, Khader, Serene J Hom, Sabrina L Rawlinson and Mary. *Thinking With Irigaray*. State University of New York Press, 2011.
6. Rachels James, Stuart Rachels. *The Elements of Moral Philosophy*. McGraw-Hill, 2018.
7. Williams, Bernard. *Morality: An Introduction to Ethics*. Cambridge University Press, 1972.

SYMBOLIC LOGIC

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Core	MAPHL01C04	4	5	15	60	3 Hours

Course Description:

Symbolic logic is a formal system for representing and analyzing arguments. It is a powerful tool for understanding the logical structure of arguments, and for evaluating their validity.

This course will introduce students to the basics of logic in general, including the nature of logic, inductive and deductive logic. Students will learn how to translate ordinary language sentences into symbolic statements, and how to use truth tables to analyze the validity of arguments. They will also learn about the inference rules of propositional logic using different decision procedures and, and the basics of predicate logic and the logic of relations.

Course Outcomes:

- CO-1: Understand the fundamental concepts of logic and symbolic logic
- CO-2: Develop proficiency in symbolic notations
- CO-3: Evaluate arguments given in ordinary language and translate into the propositional and predicate calculus
- CO-4: Apply logical rules and proof techniques to analyze and evaluate arguments
- CO-5: Identify and symbolize relational propositions
- CO-6: Develop logical reasoning skills

MODULE 1: UNDERSTANDING LOGIC

- 1.1. What is Logic?
- 1.2. Development of Logic from Traditional to Symbolic
- 1.3. Deductive and inductive arguments: Truth and validity, soundness and cogency
- 1.4. Functions of language and emotively neutral language

(12 Hours/ 12 Marks)

References:

1. Copi, I.M *Symbolic Logic*.
2. Creighton, J E. *An introductory Logic*. MacMillan,1900.
3. Hurley, P. J. *A concise Introduction to Logic*. 7th Ed. Wards Worth Publishing, 2000.

Additional Readings:

1. Copi, M. Irving, Carl Cohen & McMahon. *Introduction to Logic* 14th Ed. Pearson Education Ltd. USA, 2014.
2. Jain, Krishna, *A Textbook of Logic*, 5th Ed. D.K. Printworld, New Delhi, 2012
3. Frank R. Harrison, *Logic and Rational Thoughts*, Indo American Books, 2006.

MODULE 2: STATEMENTS AND ARGUMENTS

- 2.1. Simple and compound statements
- 2.2. Truth functional statements: Negation, Conjunction, Disjunction, Conditional statements and Material Equivalence
- 2.3. Argument and Argument forms
- 2.4. Statement and Statement forms
 - a) Paradoxes of material implication
 - b) De-Morgan's Theorems
- 2.5. Logical Equivalence
- 2.6. Exercises
 - a) Symbolising and Evaluating arguments
 - b) Classification of statement forms

(20 Hours/ 18 Marks)

Reference:

Copi, I.M. *Symbolic Logic*.

Additional Readings:

1. Hurley, P. J. *A concise Introduction to Logic*, 12th Ed. Wards Worth Publishing, 2014.
2. Jain, Krishna, *A Textbook of Logic*, 5th Ed. D.K. Printworld, New Delhi, 2012.
3. Frank R. Harrison, *Logic and Rational Thoughts*, Indo American Books, 2006.

MODULE 3: METHOD OF DEDUCTION

- 3.1. Formal Proof of Validity
- 3.2. Rules of Inference- Exercises
- 3.3. Rules of replacement- Exercises
- 3.4. Rules of Conditional Proof -Exercises
- 3.5. The Rule of Indirect Proof-Exercises
- 3.6. Shorter Truth table Technique

(22 Hours/ 18 Marks)

Reference:

Copi, I.M *Symbolic Logic*.

Additional Readings:

1. Hurley, P. J. *A concise Introduction to Logic*, 12th Ed. Wards worth Publishing, 2014.
2. Frank R. Harrison, *Logic and Rational Thoughts*, Indo American Books, 2006.

MODULE 4: QUANTIFICATION THEORY AND RELATIONS

- 4.1. Singular and General proposition
 - a) Symbolization of Categorical propositions and exercises
- 4.2. Preliminary quantification rules
- 4.3. Multiply general proposition- Symbolization and exercises
- 4.4. Logic of Relations- Symbolization and exercises
- 4.5. Attributes of Relations and their symbolic expressions

(18 Hours/ 12 Marks)

Reference:

Copi, I.M *Symbolic Logic*.

Additional Readings:

1. Hurley, P. J. *A concise Introduction to Logic*, 12th Ed. Wards worth Publishing, 2014.
2. Frank R. Harrison, *Logic and Rational Thoughts*, Indo American Books, 2006.

ENVIRONMENTAL ETHICS: POSITIONS AND DEBATES

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Elective	MAPHL01E01	4	5	15	60	3 Hours

Course Description:

Environmental ethics is a field of applied ethics that seeks to understand humans' moral obligations to protect and preserve the environment. It focuses on helping to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment. It also provides new patterns of behaviour to individuals, groups and society as a whole towards the environment.

This course will introduce students to the basic nature of environmental ethics, including the need and significance of the discipline. Students will acquire knowledge of different positions and approaches in environmental ethics. They will also learn about the environmental issues and debates occurring in the field of eco-philosophy.

The course will also include the studies of major works in the area of ecological discourses and these studies help the students to mould their own ecosophy for developing and leading an eco-friendly life.

Course Outcomes:

- CO 1: Understand the basic concepts of environmental ethics.
- CO 2: Differentiate between ecology and ecosophy.
- CO 3: Identify the key concepts and positions of environmental ethics.
- CO 4: Analyse the debates and discourses in environmental ethics.
- CO 5: Understand the different approaches in eco-philosophy.
- CO 6: Understand the major contributions of different environmentalists in the field of ecological ethics.
- CO 7: Developing and applying one's own ecosophy.

MODULE 1: INTRODUCTION

- 1.1. Why Environmental Ethics?
- 1.2. Ecology and Ecosophy

1.3. Moral Agents and Moral Standing

(16 Hours/ 15 Marks)

References:

1. *A Dictionary of Ecology*, 5th Ed. Michael Allaby. Oxford UP
2. Callicott, J. Baird and Robert Frodeman (Ed). *Encyclopedia of Environmental Ethics and Philosophy*. Macmillan, 2009.
3. Desjardins, Joseph, R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Wardsworth
4. Schonfeld, Martin. "Who or What Has Moral Standing?". *American Philosophical Quarterly*. Vol.29.4 (Oct. 1992) pp 353-362.
5. *Routledge Encyclopedia of Philosophy*

MODULE 2: CENTRAL DEBATES IN ECO-PHILOSOPHY

- 2.1. Ecocentrism, Biocentrism, and Anthropocentrism
- 2.2. Deep ecology
- 2.3. Social Ecology
- 2.4. Ecofeminism

(20 Hours/ 15 Marks)

References:

1. Desjardins, Joseph,R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Wardsworth.
2. Naess, Arne. *The Deep Ecology Movement: Some Philosophical Aspects*. OpenAirPhilosophy.org
3. Bookchin, Murray. "What is Social Ecology?". M.E. Zimmerman. (Ed). *Environmental Philosophy: From Animal Rights to Radical Ecology*. Prentice Hall, 1993.
4. Greta, Gaard. Ed. *Ecofeminism: Women, Animals, Nature*. Philadelphia: Temple University Press, 1993.

MODULE 3: CENTRAL THEMES IN MAJOR WORKS

- 3.1. The interconnectedness of life: *Silent Spring* – Rachel Carson
- 3.2. Land as a Community: *Land Ethic*- Aldo Leopold

- 3.3. Women and Environment: *Staying Alive: Women, Ecology and Survival in India*- Vandana Shiva

(18 Hours/ 15 Marks)

References:

1. Carson, Rachel. *Silent Spring*. Greenwich: Fawcett Publications, 1962.
2. Leopold, Aldo. *The Land Ethic*. A Sand Country Almanac, 1949.
3. Shiva, Vandana. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Kali For Women, 1988.

MODULE 4: ECOLOGICAL RESISTANCE

- 4.1. Sustainable Development
- 4.2. The Ideology of Ecological Resistance
- 4.3. Development and Displacement

(18 Hours/ 15 Marks)

References:

1. Taylor, Bron Raymond. (Ed). *Ecological Resistance Movements: The Global Emergence of Radical and Popular Environmentalism*. New York: State University of New York Press, 1995.
2. Kappen, Mercy. (Ed). *Resistance and Hope: Stories and Documents of People's Struggles*. Bangalore: Visthar, 2000.
3. Merchant, Carolyn. (Ed). *Ecology: Key Concepts in Critical Theory*. New Delhi: Rawat Publications, 1996.
4. Verma, Manish Kumar. *Development, Displacement and Resettlement*. New Delhi: Rawat Publications, 2004.
5. Desjardins, Joseph R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Wardsworth.

PHILOSOPHICAL COUNSELLING

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
1	Elective	MAPHL01E02	4	5	15	60	3 Hours

Course Description:

Philosophical counselling is a form of counselling that uses philosophical concepts and methods to help people address their personal problems. It is a non-directive approach that focuses on helping people think more clearly about their problems, identify their values, and make decisions consistent with their values.

This course will introduce students to the basic concepts of philosophical counselling, including the nature of philosophy, the role of reason, and the importance of critical thinking. Students will learn how to conduct philosophical counselling sessions, including active listening, asking open-ended questions, and providing constructive feedback. They will also learn about the philosophical issues that clients are facing, such as meaning, purpose, and values.

The course will also cover the process of personal transformation, and how philosophical counselling can help people to live more fulfilling lives.

Course Outcomes:

- CO 1: Understand the basic features of philosophical counselling.
- CO 2: Differentiate between philosophical and psychological counselling.
- CO 3: Identify the key concepts and methods of philosophical counselling.
- CO 4: Analyse the role of philosophy and rationality in philosophical counselling.
- CO 5: Understand the existential and phenomenological approaches in philosophical counselling.
- CO 6: Understand the Eastern contributions to philosophical counselling.
- CO 7: Apply philosophical concepts and methods to real-life problems.

MODULE 1: INTRODUCTION

- 1.1. Defining Philosophical Counselling
- 1.2. The Socratic dialogue
- 1.3. Difference between Philosophical and Psychological Counselling

- 1.4. The Philosophy in Philosophical Counselling
- 1.5. Avoiding domination

(18 Hours/ 15 Marks)

References:

1. Louw, D. “Defining Philosophical Counselling: An Overview”. *South African Journal of Philosophy*, 32(1) 2013. pp 60–70.
2. Sivil, R. C. “Understanding Philosophical Counseling”. *South African Journal of Philosophy*, 28(2) 2009. pp 199–209.
3. Schuster, S. C. “Philosophical Counselling”. *Journal of Applied Philosophy*, 8(2) 1991. pp 219–223.
4. Lahav, R. “What is Philosophical in Philosophical Counselling?” *Journal of Applied Philosophy*, 13(3). 1996. pp 259–278.
5. Kerr, D. H., & Buchmann, M. “On Avoiding Domination in Philosophical Counseling”. *Journal of Chinese Philosophy*, 23(3). 2008. pp 341–351.

MODULE 2: RATIONAL APPROACHES

- 2.1. Use of Analytic Philosophy in Philosophical Counselling
- 2.2. Stoic Anxiolytics
- 2.3. Rational Emotive Behaviour Therapy
- 2.4. Logic Based Therapy

(18 Hours/ 15 Marks)

References:

1. Lahav, R. “Using Analytic Philosophy in Philosophical Counselling”. *Journal of Applied Philosophy*, 10(2) 1993. pp 243–251.
2. Ferraiolo, William. “Stoic Anxiolytics”. *International Journal of Applied Philosophy*, 25 (1). 2011. pp 107-114.
3. Ellis, A. “Rational Emotive Behavior Therapy”. *Encyclopedia of Psychotherapy*. 2002. pp 483–487.
4. Elliot D. Cohen and Samuel Zinaich, Jr. Eds. *Philosophy, Counseling, and Psychotherapy*. Chapter 8.
5. Cohen, Elliot D. *Logic-Based Therapy and Everyday Emotions: A Case-Based Approach*.

MODULE 3: PHENOMENOLOGICAL EXISTENTIAL APPROACHES

- 3.1. Phenomenology in Philosophical Counselling
- 3.2. Existential Psychotherapy
- 3.3. Logotherapy

(18 Hours/ 15 Marks)

References:

1. Lahav, R. “Applied Phenomenology in Philosophical Counseling”. *International Journal of Applied Philosophy*, 7(2). 1992. pp 45-52.
2. Carel, H. “Phenomenology and its application in medicine”. *Theoretical Medicine and Bioethics*, 32(1). 2010. pp 33-46.
3. May, R. “Existential bases of psychotherapy”. *American Journal of Orthopsychiatry*, 30(4). 1960. pp 685–695.
4. Ghaemi, S N “Rediscovering existential psychotherapy: the contribution of Ludwig Binswanger”. *American Journal of Psychotherapy*, 55 (1). 2001 pp. 51–64.
5. Crumbaugh, J. C. “Frankl’s logotherapy: A new orientation in counseling”. *Journal of Religion & Health*, 10(4). 1971. pp 373–386.
6. Frankl, V. E. “From psychotherapy to logotherapy”. *Pastoral Psychology*, 7(5). 1956. pp 56–60.
7. Frankl, V. E. “Logotherapy and the challenge of suffering”. *Pastoral Psychology*, 13(5). 1962. pp 25-28.

MODULE 4: EASTERN APPROACHES

- 4.1. Bhagavad Gita
- 4.2. Yoga and Meditation
- 4.3. Mindfulness
- 4.4. Taoism
- 4.5. Zen Buddhism

(18 Hours/ 15 Marks)

References:

1. Reddy, M. S. “Psychotherapy - Insights from Bhagavad Gita”. *Indian Journal of Psychological Medicine*, 34(1). 2012. pp 100-104.

2. Annellen M. Simpkins, and C. Alexander Simpkins. - *Meditation and Yoga in Psychotherapy: Techniques for Clinical Practice*. 2010. Chapter 12.
3. Dryden, W., & Still, A. "Historical Aspects of Mindfulness and Self-Acceptance in Psychotherapy". *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 24(1). 2006. pp 3-28.
4. Lahav, R. "Philosophical Counseling and Taoism: Wisdom and Lived Philosophical Understanding". *Journal of Chinese Philosophy*, 23(3). 2008. pp 259-276.
5. Blass, R. B. "On The Possibility of Self-Transcendence: Philosophical Counseling, Zen, and the Psychological Perspective". *Journal of Chinese Philosophy*, 23(3). 2008. pp 277-297.
6. Fromm, Erich, D. T. Suzuki & Richard De Martino. *Zen Buddhism and Psychoanalysis*. NY: Harper & Row. 1960.

Suggested Readings:

1. Frankl, V. E. *Man's Search for Meaning*. Delhi: Thomson Press India Ltd. 2004.
2. Marinoff, Lou. *Plato, not Prozac! Applying Philosophy to Everyday Problems*. NY: Harper Collins Publishers. 1999.
3. Sulavikova, Blanka. "Key Concepts in Philosophical Counselling". *Human Affairs*. 24(4) 2014. pp 574-583.

CONCEPTS AND DEBATES IN INDIAN PHILOSOPHY-2

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Core	MAPHL02C05	4	5	15	60	3 Hours

Course Description:

This course explores the debates made by Indian philosophical tradition on the theories of reality and ethics. We will examine the different schools of thought on the nature of reality, self, the relation between the self and the world, and various causal theories put forward by classical Indian schools. We will also examine the ethical approaches made by Indian thinkers, such as nature and the different paths to liberation.

Course Outcomes:

- CO 1: Understand the main theories of reality and liberation in the Indian philosophical tradition.
- CO 2: Analyze and evaluate arguments on the nature of reality upheld by different schools of Indian philosophy.
- CO 3: Critically evaluate the theories of causality upheld by the schools of Indian philosophy.
- CO 4: Compare and contrast the notions of self in different Indian schools of philosophy.
- CO 5: Evaluate the theories of liberation held by different schools of philosophy based on their respective metaphysical views.

MODULE 1: THE BEGINNING

- 1.1. Development of Vedic religion– Concept of R̥ta
- 1.2. Upaniṣadic: Brahman , Ātman and Brahman–Ātman identity
- 1.3. Avasthatraya: An exposition of Mandūkya Upaniṣad

(18 Hours/ 15 Marks)

References:

- 1. Dasgupta, Surendranath. *Indian Idealism*. London: Cambridge University Press, 1933. Chapter I, II, & III
- 2. Hiriyanna, M. *The Essentials of Indian Philosophy*. London: George Allen & Unwin, 1932.

3. Gambhirananda, Swami. *Mandukya Upaniṣad*. Calcutta: Advaita Ashrama, 1995.

MODULE 2: ULTIMATE REALITY

- 2.1. Consciousness:
 - a) Sāṃkhya-Yoga: Puruṣa- Karyacitta- Karaṇacitta
 - b) Vedānta: Brahman- Ātman- Sattatraya
- 2.2. Non-eternal, momentary: Buddhism.
 - a) Sūnyavāda and Vijñānavāda
- 2.3. Categories: Jaina and Vaiśeṣika

(18 Hours/ 15 Marks)

References:

1. Puligandla, Ramakrishna. *Fundamentals of Indian Philosophy*, New York: D.K. Printworld(P) Ltd, 1975. Chapter 5 (for 2.1)
2. Taimni, I.K. *The Science of Yoga*. Madras: The Theosophical Publishing House, 1961. (for 2.1.)
3. Mukerji, J. N. *Samkhya or the Theory of Reality: A Critical and Constructive Study of Isvarakrishna's Samkhyakarika*, Calcutta, 1931. Chapter IV. (for 2.1)
4. Raju, P.T. *Idealistic Thought of India*. Cambridge, Mass: Harvard University Press, 1953. Chapters III & IV. (for 2.1)
5. Sinha, Jadunath. *Indian Realism*. London: Kagan Paul, 1938. Chapter I (for 2.2 & 2.3)
6. 2.3. Jaini, J. L. *Outlines of Jainism*. London: Cambridge University Press, 1916. Chapter II. (for 2.3)
7. Keith, A.B. *Indian Logic and Atomism: An Exposition of the Nyaya and Vaiseshika Systems*. Oxford: Clarendon Press, 1921. Relevant Chapters (for 2.3)

MODULE 3: WORLD AND CAUSATION

- 3.1. Nature of the physical world
 - a) World as Vyavahārika Satta: Advaita
 - b) The world as the manifestation of Prakṛti: Sāṃkhya
 - c) The world as an aspect of God: Rāmānuja
 - d) The world as a product of atoms: Nyāya-Vaiśeṣika

3.2. Causation

- a) Vaiśeṣika's definition and classification of cause
- b) Satkāryavāda of Sāṃkhya
- c) Asatkāryavāda of Nyāya-Vaiśeṣika
- d) Pratītyasamutpāda of Buddhism
- e) Vivartavāda, Pratibimbavāda and Avaccedavāda of Advaita

(18 Hours/ 15 Marks)

References:

1. Sastri, Kokileswar. *An Introduction to Advaita Philosophy*. Calcutta: University of Calcutta Press, 1926. Chapter III (for 3.1. a)
2. Iyer, K. A. Krishnaswami. *Vedanta, or the Science of Reality*. Madras: Ganesh & Co, 1930. Relevant Chapters (for 3.1. a)
3. Puligandla, Ramakrishna. *Fundamentals of Indian Philosophy*, New York: D.K. Printworld (P) Ltd, 1975. Chapters 5 & 9 (for 3.1. b & c)
4. Shaw, J. L. (2002). "Causality: Samkhya, Bauddha and Nyaya" *Journal of Indian Philosophy*, 30(3), 213–270. (for 3.2)
5. Mukerji, J. N. *Samkhya or the Theory of Reality: A Critical and Constructive Study of Isvarakrishna's Samkhyakarika*, Calcutta, 1931. Chapters IV & II (for 3.1. b & 3.2. b)
6. Keith, A.B. *Indian Logic and Atomism: An Exposition of the Nyaya and Vaiseshika Systems*. Oxford: Clarendon Press, 1921. Relevant Chapters (for 3.1. d & 3.2. a)
7. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidas Publishers, 1987. Relevant Chapters (for 3.2. c)
8. Banerjee, N.V. *The Spirit of Indian Philosophy*. London: Heinemann Educational Books Ltd, 1974. Page number 235 (for 3.2)

MODULE 4: SELF AND LIBERATION

- 4.1. Nature of Self: Cārvāka, Buddhism, Jainism, Nyāya-Vaiśeṣika, Sāṃkhya-Yoga and Advaita
- 4.2. Nature and Means of Liberation
 - a) Buddhism: Aṣṭāṅgamārga and Nirvaṇa
 - b) Jainism: Triratna
 - c) Yoga: Cittavṛttinirodhaḥ- Aṣṭāṅgayoga

d) Vedānta: Advaita, Viśiṣṭādvaita and Dvaita

(18 Hours/ 15 Marks)

References:

1. Shastri, Dakshinaranjan. *A Short History of Indian Materialism, Sensationalism and Hedonism*. Calcutta: Bookland Pvt Ltd, 1930.
2. Jaini, J. L. *Outlines of Jainism*. London: Cambridge University Press, 1916.
Relevant Chapters
3. Banerjee, N.V. *The Spirit of Indian Philosophy*. London: Heinemann Educational Books Ltd, 1974. Part III (for module 4)

PROBLEMS OF PHILOSOPHY-2

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Core	MAPHL02C06	4	5	15	60	3 Hours

Course Description:

Metaphysics is the branch of philosophy that studies the fundamental nature of reality. This course will explore the history of Western metaphysics, from the ancient Greeks to the present day. We will examine the work of some of the most important Western philosophers, such as Plato, Aristotle, Descartes, Kant, and Hegel. Topics will include Greek cosmology, mind-body relation in modern philosophy, the problem of universals, causality and the critique of metaphysics.

Course Outcomes:

- CO 1: Understand the metaphysical positions held by various Western philosophers.
- CO 2: Trace the development of Western metaphysics from the ancient Greeks to the present day.
- CO 3: Analyze the metaphysical arguments of some of the most important Western philosophers.
- CO 4: Evaluate the different metaphysical theories.
- CO 5: Develop own critique of metaphysical views.

MODULE 1: MYTHOLOGY TO COSMOLOGY

- 1.1. Ontology of Milesian thinkers: Thales, Anaximander, Anaximenes
- 1.2. Parmenides: Problem of Being- Heraclitus: Problem of Change

(16 Hours/ 12 Marks)

References:

- 1. Cohen, S.M., Patrica Curd, and Reeve, C.D.C. (Eds). *Readings Ancient Greek Philosophy: From Thales to Aristotle*. 4th Ed. Indianapolis: Hackett Pub. 2011. (Relevant Sections)
- 2. Stace, W.T. *A Critical History of Greek Philosophy*. New Delhi: Macmillan India Limited, 1920.

3. Burnet, John. *Early Greek Philosophy*. 4th Ed. Delhi: Surjeet Publications, 2017.

MODULE 2: SUBSTANCE AND MIND-BODY RELATION

- 2.1. Descartes: Dualism, Interactionism
- 2.2. Spinoza: Monism, Parallelism
- 2.3. Leibniz: Pluralism, Monads, Pre-established Harmony
- 2.4. Locke: Mind and Body as Substance
- 2.5. Hume: Bundle Theory of Self

(18 Hours/ 15 Marks)

References:

1. Descartes: “The Incorporeal Mind, Rene Descartes, *Meditations*”.
 2. Spinoza: “The Identity of Mind and Body, Benedict Spinoza, *Ethics*”.
 3. Hume: “The Self as Bundle, David Hume, *A Treatise of Human Nature*”.
 4. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd. 1945.
 5. Locke, John: *An Essay Concerning Human Understanding*. (Ed). Peter. H. Niddith. New York: Oxford UP.1975.
- (Reference 1-3 from John Cottingham, *Western Philosophy: An Anthology*.)

MODULE 3: UNIVERSALS AND PARTICULARS

- 3.1. Plato: Concept of Universals- Objective Idealism
- 3.2. Aristotle: Universals and Particulars
- 3.3. Duns Scotus, William of Ockham: View of Universals
- 3.4. Berkeley: Rejection of Abstract Ideas- Subjective Idealism
- 3.5. Hegel: Concrete Universals- Absolute Idealism

(18 Hours/ 15 Marks)

References:

1. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd. 1945.
2. Porphyry, Boethius, Abelard, Duns Scotus, Ockham. *Five texts on Mediaeval Problem of Universals*. Indianapolis: Hackett Publishing Company, 1994.
3. Berkeley: “Nothing Outside the Mind, George Berkeley, *Principles of Human Knowledge*”. John Cottingham, *Western Philosophy: An Anthology*.

4. Frederick, Beiser Ed. *Hegel*. New York: Routledge, 2005.

MODULE 4: CAUSATION AND CRITIQUE OF METAPHYSICS

- 4.1. Causation
 - a) Aristotle
 - b) Hume
 - c) Immanuel Kant
- 4.2. Immanuel Kant: Critique of Metaphysics
 - a) Transcendental illusions
 - b) Antinomies
 - c) Paralogism
 - d) Ideal of Pure Reason
- 4.3. Hegel: Dialectics

(20 Hours/ 18 Marks)

References:

1. Beebe, H. *Hume on Causation*. 1st Ed. Routledge, 2011.
2. Smith, Norman Kemp. *A Commentary to Kant's Critique of Pure Reason*. New York: Palgrave Macmillan, 2003.
3. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd. 1945.
4. Ewing, AC. *A Short Commentary on Kant's Critique of Pure Reason*
5. Paul Guyer. *The Cambridge Companion to Kant*

Suggested Readings:

1. Shields, Christopher. *Ancient philosophy: A contemporary introduction*. 2nd ed. New York: Routledge, 2012. (Relevant Chapters)
2. Long, AA. Ed. *The Cambridge Companion to Early Greek Philosophy*. Ed. London: Cambridge University Press, 1999.
3. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd. 1945.
4. Pojman, Louis P. *Introduction to Philosophy: Classical and Contemporary Readings*. 2nd Ed. Canada: Wadsworth, 2000.

ETHICS IN PRACTICE

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Core	MAPHL02C07	4	5	15	60	3 Hours

Course Description:

This course is an introduction to the field of practical ethics. We will explore the methods and principles of practical ethics, and apply them to a variety of real-world ethical issues. The course is designed to help students develop their critical thinking skills and their ability to apply ethical principles to real-world problems. It is a valuable course for students who are interested in law, business, medicine, or any other field where ethical decision-making is important.

Course Outcomes:

- CO-1: Understand the nature of ethics and ethical reasoning.
- CO-2: Apply ethical theories to real-world ethical issues in the fields of Business, Medicine, Media, Gender, LGBTQ, Cyber, Environment, Artificial Intelligence.
- CO-3: Analyze ethical issues from a variety of theoretical and practical perspectives.
- CO-4: Communicate their own ethical views in a clear and reasoned way.
- CO-5: Contribute towards decision-making in critical cases related to practical ethics.
- CO-6: Contributes to creating sensibility about the ethical ideals like Justice, Equity, Freedom and Inclusion.

MODULE 1: INTRODUCTION: BIOMEDICAL ETHICS

- 1.1. Nature of applied ethics, ethical decision making
- 1.2. Medical: The four principles
- 1.3. Doctor-patient relationship - Informed consent
- 1.4. Debating the Ethics of Life and Death: a) Abortion-Pro Life Vs Pro Choice debate; b) Euthanasia; c) Cloning; d) Assisted Reproduction

(18 Hours/ 15 Marks)

References:

1. Hugh LaFollette (ed): *The Oxford Handbook of Practical Ethics*: Introduction
2. Raanan Gillon Ed . *Principles of Health Care Ethics*, Sussex, John Wiles and Sons. 1994. Part 1:1
3. R S Downie, *Doctor-Patient Relationship*. Raanan Gillon (ed). *Principles of Health Care Ethics*, pp. 343-352
4. Thomson, J. (1971). "A Defense of Abortion". *Philosophy and Public Affairs* 1: 47–66.
5. Article on Abortion in Internet Encyclopedia of Philosophy
6. John R. Williams, Consent. Peter A. Singer, A. M. Viens. *The Cambridge Textbook of Bioethics*. Cambridge University Press, 2008.
7. Bernard M. Dickens, Joseph M. Boyle Jr., and Linda Ganzini. "Euthanasia and Assisted Suicide". Peter A. Singer, A. M. Viens. *The Cambridge Textbook of Bioethics*. London. Cambridge University Press, 2008.
8. Mykitiuk Roxanne and Jeff Nisker, "Assisted Reproduction". Peter A. Singer, A. M. Viens. *The Cambridge Textbook of Bioethics*. London. Cambridge University Press, 2008.
9. Gregory Pence. "Cloning". Helga Kuhse, Peter Singer. *A Companion to Bioethics*. Blackwell. Sussex. 2009

MODULE 2: ETHICS IN MEDIA, BUSINESS, AND CYBERSPACE

- 2.1. Media: Media ethics
- 2.2. Business: Ethical decision making in Business
- 2.3. Ethical Issues in Cyber Space: a) Cyber security b) Right to Privacy (case study)

(18 Hours/ 15 Marks)

References:

1. McLuhan, Marshall, Eric McLuhan. *Understanding Media: The Extensions of Man*. New York. The MIT Press. 1994. Introduction 1.1
2. McLuhan, Marshall and Quentin Fiore. *The Medium is the Massage*. Gingko Press. Berkeley. 2005. Textual Study.
3. Lozano Josep M. *Ethics and Organizations: Understanding Business Ethics as a Learning Process*. Springer. 2000. 1.1-2.6.

4. Kenneth Einar Ed: “Ethical Issues Involving Computer Security”. *The Handbook of Information and Computer Ethics*. New Jersey: John Wiley & Sons. 2008. Chapter 8
5. Anne T. “Google and the Right to Be Forgotten”. Lawrence and James Weber. *Business and Society: Stakeholders, Ethics, Public Policy*, 2020. pp.480-489.

MODULE 3: ETHICAL IDEALS

- 3.1. Justice: Debates on Punishment
- 3.2. Equity: Gender
- 3.3. Freedom: Indian Constitution
- 3.4. Inclusion: LGBTQ- Education, Workplace and Human rights

(18 Hours/ 15 Marks)

References:

1. Summers Robert and S. M. A. Stewart. *Law, Morality and Rights*. Springer. 1983. Part 7.
2. Butler Judith, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, 1999. Chapter 1.
3. *Indian Constitution* (Relevant Sections)
4. Goldberg, Abbie E. *The Sage Encyclopedia of LGBTQ Studies*. Sage Publications. London. 2016. Relevant Sections

MODULE 4: ETHICS AND SOME EMERGING TRENDS

- 4.1. The emergence of some AI prompted ethical issues
- 4.2. Man playing God: Gene Ethics
- 4.3. Environmental Ethics
- 4.4. Ethics of Care

(18 Hours/ 15 Marks)

References:

1. Liao, S. Matthew. *Ethics of Artificial Intelligence*. Oxford University Press. 2020. Chapter 1.
2. Barash, Carol Isaacson. *Just Genes: The Ethics of Genetic Technologies*. Praeger. 2008. Introduction and Chapter 1.

3. Holmes Rolston. *Environmental Ethics: Duties to and Values in the Natural World*. Temple University Press. 1988. Chapter 6.
4. Collins, Stephanie. *The Core of Care Ethics*. Palgrave Macmillan. Introduction. 2015.

General References:

1. Beauchamp T L and Childress J F. *Principles of Biomedical Ethics*. London. Oxford University Press. 2001.
2. Cohen, S. *Visions of Social Control: Crime, Punishment, and Classification*. New York: Polity Press. 1985.
3. Jodi A. O'Brien. *Encyclopedia of Gender and Society*. London. Sage. 2008.
4. Singer Peter. *Practical Ethics*. London. Cambridge University Press, 1993.

KEY CONCEPTS IN POLITICAL PHILOSOPHY

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Core	MAPHL02C08	4	5	15	60	3 Hours

Course Description:

This course aims at acquiring a firm grounding in political philosophy by way of mastering the foundational concepts in their proper theoretical contexts. Through understanding key terms and concepts against their specific theoretical background, it is envisaged that learners will attain the capability to raise new questions and pursue original research which will be informed by the advanced ideas in the field.

Course Outcomes:

- CO 1: To understand the current debates in political philosophy on the ideas of equality, justice and political authority
- CO 2: To understand the genesis of nationalism as a concept and the different theories of nationalism
- CO 3: To achieve firm grounding in key terms and concepts in political theory
- CO 4: To familiarise the theoretical contexts in which each concept functions
- CO 5: To acquire the capability to analyse texts and situations in a theoretically informed manner

MODULE 1: UNDERSTANDING POLITICS

- 1.1. What is Politics?
- 1.2. Why Political Philosophy?
- 1.3. Human Nature: Hobbes, Rousseau, Agamben
- 1.4. The Idea of Rights: Human Rights, Theories of Rights
- 1.5. Different Traditions in Political Theory: Liberal, Marxist, Communitarian, Feminist, Postmodern.

(18 Hours/ 15 Marks)

Readings:

1. Bhargava, Rajeev and Ashok Acharya (eds), *Political Theory: An Introduction*, Pearson Longman, 2008.

2. Marsh, David and Gerry Stoker (ed), *Theory and Methods in Political Science*, Macmillan Press Ltd, 1995.
3. Knowles, Dudley, *Political Philosophy*, London: Routledge, 2001.
4. Miller, David, *Political Philosophy A Very Short Introduction*, New Delhi: Oxford University Press, 2003.
5. Minogue, Kenneth, *Politics: A Very Short Introduction*, New York: Oxford, 1995.
6. Bryson, Valerie, *Feminist Political Theory: An Introduction*, New York: Palgrave Macmillan Publications, 2003.
7. Bhargava, Rajeev. *What is Political Theory and Why Do We Need it?* New Delhi: Oxford University Press, 2010.

MODULE 2: JUSTICE

- 2.1. Plato on Justice
- 2.2. Justice as Fairness: John Rawls
- 2.3. Limitations of Rawl's Theory: Amartya Sen
- 2.4. The Idea of Equality: Ambedkar

(18 Hours/ 15 Marks)

Readings:

1. Plato, *The Republic*, Penguin, 2007.
2. Rawls, John. *A Theory of Justice*, Oxford: Oxford University Press, 1971.
3. Bellamy, Richard (ed), *Theories and Concepts of Politics*, Manchester University Press, New York, 1993.
4. Ambedkar, Bhimrao Ramji and Valerian Rodrigues, *The Essential Writings of B R Ambedkar*, Oxford University Press, 2004.
5. Bhargava, Rajeev and Ashok Acharya (eds), *Political Theory: An Introduction*, Pearson Longman, 2008.

MODULE 3: STATE, GOVERNMENT

- 3.1. The State of Nature and Social Contract
- 3.2. The Class State: Marxism
- 3.3. Questioning Authority: Gandhi
- 3.4. Foucault: Governmentality
- 3.5. Questioning Sovereignty: Recent Debates
- 3.6. Nationalism: Ernest Gellner, Partha Chatterjee, Benedict Anderson

(18 Hours/ 15 Marks)

Readings:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso, 1991
2. Gellner, Ernest. *Nations and Nationalism*, Blackwell Publishers, 1983
3. Chatterjee, Partha, *Nationalist Thought and Colonial World: A Derivative Discourse*, Zed Books, 1993
4. Knowles, Dudley, *Political Philosophy*, London: Routledge, 2001.
5. Miller, David, *Political Philosophy A Very Short Introduction*, New Delhi: Oxford University Press, 2003
6. Foucault, Michel and Paul Rabinow, *The Foucault Reader*, Vintage, 1984.
6. Bhargava, Rajeev and Ashok Acharya (eds), *Political Theory: An Introduction*, Pearson Longman, 2008.
7. Parekh, Bikhu, *Gandhi: A Very Short Introduction*, Oxford University Press, 2001.
8. Miliband, Ralph, *Marxism and Politics*, Oxford University Press, 1978

MODULE 4: DIFFERENT APPROACHES

- 4.1. Why should one obey?: Isaiah Berlin
- 4.2. Socialist Alternatives: Marx & Engels, Ram Manohar Lohia
- 4.3. Citizenship: T.H Marshall (Equal Citizenship); Changing Concerns (Multiculturalism)
- 4.4. Beyond Human

(18 Hours/ 15 Marks)

Readings:

1. Berlin, Isaiah, *Four Essays on Concepts of Liberty*, Oxford: Oxford University Press, 1969
2. Bhargava, Rajeev and Ashok Acharya (eds), *Political Theory: An Introduction*, Pearson Longman, 2008.
3. Lohia, Rammanohar. *Marx, Gandhi and Socialism*. Hyderabad: Navahind 1963.
4. Marshall and Bottomore, *Citizenship and Social Class*, London: Pluto Press.
5. Knowles, Dudley, *Political Philosophy*, London: Routledge, 2001.
6. Minogue, Kenneth, *Politics: A Very Short Introduction*, New York: Oxford.

PHILOSOPHY OF RELIGION

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Elective	MAPHL02E03	4	5	15	60	3 Hours

Course Description:

This course is an introduction to the philosophical study of religion. We will examine the nature of religious belief, the arguments for and against the existence of God, and the relationship between religion and morality. The problems of religious language and the foundations of religious belief are also examined in this course.

Course Outcomes:

- CO 1: Understand the basic concepts and methods of the philosophy of religion.
- CO 2: Analyse and evaluate arguments for and against the existence of God.
- CO 3: Think critically about their own religious beliefs, or lack thereof.
- CO 4: Compare and contrast the major religious traditions.

MODULE 1: INTRODUCTION

- 1.1. Nature and Scope of Philosophy of Religion
- 1.2. Metaphysical Theories of Religion
 - a) Monism, Deism, Pantheism
 - b) Polytheism, Henotheism, Monotheism

(18 Hours/ 15 Marks)

References:

1. Hick, John H. *Philosophy of Religion*. Singapore: Pearson Education, 1990.
2. Mohapatra, A R. *Philosophy of Religion*. Second Ed. New Delhi: Sterling Publishers, 1990.
3. Masih, Y. *Introduction to Religious Philosophy*. Delhi: Motilal Banarasidass Publishers, 1991.

MODULE 2: PROBLEMS OF RELIGIOUS LANGUAGE

- 2.1. Nature of Religious Language: Mythical, Symbolic & Noncognitive
- 2.2. Religious Statements as Analogical
- 2.3. The Problem of Verification: Logical Positivism

(18 Hours/ 15 Marks)

References:

1. Hick, John H. *Philosophy of Religion*. Singapore: Pearson Education, 1990.
2. Wilkinson, Michael B, Hugh N. Campbell. *Philosophy of Religion: An Introduction*. New Delhi: Bloomsbury, 2017.
3. Masih, Y. *Introduction to Religious Philosophy*. Delhi: Motilal Banarasidass Publishers, 1991.

MODULE 3: FOUNDATIONS OF RELIGIOUS BELIEF

- 3.1. Faith and Reason: St. Thomas Aquinas, St. Anselm
- 3.2. Proofs for the Existence of God: Ontological, Cosmological, Teleological, and Moral Arguments.
- 3.3. Concept of God: Christianity, Judaism and Islam.
- 3.4. The Problem of Evil: St. Augustine.

(18 Hours/ 15 Marks)

References:

1. Hick, John H. *Philosophy of Religion*. Singapore: Pearson Education, 1990.
2. Mohapatra, A R. *Philosophy of Religion*. Second Ed. New Delhi: Sterling Publishers, 1990.
3. Masih, Y. *Introduction to Religious Philosophy*. Delhi: Motilal Banarasidass Publishers, 1991.
4. Copleston, S.J, Frederick. *A History of Philosophy Vol-II*. New York: Doubleday, 1962.

MODULE 4: THE ENCOUNTERS OF RELIGIONS

- 4.1. Religious Pluralism and Secularism
- 4.2. Althusser: Religion as Ideological Apparatus
- 4.3. Religion and Ideologies of Gender – Luce Irigaray, Grace Jantzen

(18 Hours/ 15 Marks)

References:

1. Reddy, Nye, Malory. *Religion The Basics*. London: Routledge, 2003.
2. Hick, John H. *Philosophy of Religion*. Singapore: Pearson Education, 1990.
3. Masih, Y. *Introduction to Religious Philosophy*. Delhi: Motilal Banarasidass, Publishers, 1991.

SREENARAYANA GURU'S THOUGHT AND PRACTICE

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
2	Elective	MAPHL02E04	4	5	15	60	3 Hours

Course Description:

This course presupposes a grasp of the foundations of metaphysics, ethics and political philosophy. It aims to arrive at new readings of Sreenarayana Guru's texts and contextual interventions by closely understanding and analysing his writings, major themes and his life.

Course Outcomes:

- CO 1: Understand the metaphysical and political underpinnings of Sreenarayana Guru's works and life.
- CO 2: Raise and work out questions about the moral implications of Guru's standpoints.
- CO 3: Critically evaluate the complex relationship between Kerala's modernity and Guru's interventions.
- CO 4: Enable new creative readings of Guru's life and works.

MODULE 1: METAPHYSICAL CONCERNS AND THE NOTION OF 'ARIVU'

In this unit Advaita and other sources of his thinking will be understood through engaging closely with portions of his writings. The way in which he departed from dominant epistemological traditions by positing the unique notion of 'arivu' will also be looked into.

(18 Hours/ 15 Marks)

Texts for Study:

1. *Athmopadesasatakam* Verses 10, 11, 99 (A Cry in the Wilderness: The Works of Narayana Guru, p184, 205)
2. *Arivu* (A Cry in the Wilderness: The Works of Narayana Guru, p166)
3. *Vedantasoothram* (A Cry in the Wilderness: The Works of Narayana Guru, pp171-174)

4. *Guruchinthana: Oru Mukhavura: Thinking with Sree Narayana Guru*, pp 63-95 (Chapters 'Atman and Ego', 'Jagalsandeham')

Additional Readings:

1. Nataraja Guru, *The Word of the Guru: The Life and Teachings of Guru Narayana*, New Delhi: D K Printworld, 2008
2. Swami John Spiers, *Philosopher Saint: The Life and Philosophy of Narayana Guru*, Kochi: Prism Books, 2021

MODULE 2: ETHICAL CONCERNS

In this unit, the ideas about Atman, Aham, Ahantha and Aparan in his writings will be analysed. The attempt will be to see how he encountered ethical questions through his thinking and practice.

(18 Hours/ 15 Marks)

Texts for Study:

1. *Athmopadesasatakam* Verses 22 to 25 (*A Cry in the Wilderness: The Works of Narayana Guru*, p187)
2. *Darshanamala*, Vision of Nirvana — *Nirvana Darsanam* (*A Cry in the Wilderness: The Works of Narayana Guru*, pp 234-237) *A Cry in the Wilderness: The Works of Narayana Guru*, pp 234-237)

MODULE 3: POLITICAL CONCERNS

In this unit, the integral connection between 'Arivu' and Action will be analysed. The way in which he impacted the people around him and the ways in which they acted in society will be looked into. This peculiar attitude evidences politics without any prescriptions including Advaitavada. Contextual significance of utterances/interventions in everyday life and dialogues with disciples/friends will be given special focus.

(18 Hours/ 15 Marks)

Texts for Study:

1. Conversation with Vagbhatananda on consecration of idols (Balakrishnan, Syam. (2015). *Mounapponthen*. Wayanad: One- world University.)

2. Conversation with a disciple on *sanyasa* and British rule (Balakrishnan, Syam. (2015). *Mounapponthen*. Wayanad: One- world University.)
3. *Metaphysics and the Politics of Compassion: An Indian Perspective*, pp 24-34

Additional Reading:

1. Balakrishnan, P. K. (2006). *Narayana Guru*. Kottayam: DC Books.

MODULE 4: TEXTS AND CONTEXT

In this unit, the aim will be to learn the complex relationship between Guru's acts and Kerala's modernity. Guru who did not know English became the inaugurator of modernity in Kerala. He lived the life of a 'modern' despite the enabling thinking traditions on which his originality drew were non- modern. How could we account for the silent political transformations triggered by Guru's minor interventions in everyday life without ascribing the whole agency of such reforms/renaissance/ modernising to Guru the person?

(18 Hours/ 15 Marks)

Text for Study:

1. *Writing the First Person: Literature, History and Autobiography in Modern Kerala*, pp 43-85

Additional Reading:

1. Anonymous author, *Guruchinthana: Oru Mukhavura: Thinking with Sree Narayana Guru*

General References:

1. Anonymous author, *Guruchinthana: Oru Mukhavura: Thinking with Sree Narayana Guru*, Tr: J. Devika, Kochi: Uru art Harbour, 2017.
2. Narayana Guru, Vinaya Chaitanya, *A Cry in the Wilderness: The Works of Narayana Guru*, New Delhi: Harper Collins, 2022.
3. Nizar Ahmed, *Metaphysics and the Politics of Compassion: An Indian Perspective*, Calicut: Insight Publica- Praxis, 2023.
4. Udaya Kumar, *Writing the First Person: Literature, History and Autobiography in Modern Kerala*, Ranikhet: Permanent Black, 2016.

CONCEPTS AND DEBATES IN INDIAN PHILOSOPHY-3

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
3	Core	MAPHL03C09	4	5	15	60	3 Hours

Course Description:

This course provides an in-depth exploration of 20th-century Indian philosophy, focusing on the evolution of modern Indian thought and its key philosophical foundations, including the contributions of the social reformers from Kerala. Through systematic examination of prominent thinkers and their ideas, students will gain insights into the diverse perspectives on self, world, God, social ethics, and the nature of reality. By analysing primary texts and engaging with critical scholarship, students will develop a comprehensive understanding of the philosophical landscape of modern India.

Course Outcomes:

- CO 1: Analyse and evaluate the characteristics of modern Indian thought, including its philosophical underpinnings and socio-cultural contexts.
- CO 2: Critically examine the contributions of key figures to the discourse on self, world, and God in 20th-century Indian philosophy.
- CO 3: Assess the social and ethical implications of philosophical ideas espoused by Indian thinkers on various philosophical, social and cultural issues.
- CO 4: Explore diverse conceptions of reality, rationality, and the philosophy of existence as articulated by 20th-century Indian philosophers.
- CO 5: Critically evaluate the evolution and significance of 20th-century Indian philosophy in the contemporary socio-cultural scenario.

MODULE 1: AN INTRODUCTION TO MODERN INDIAN THOUGHT

- 1.1. Characteristics of Modern Indian Thought
- 1.2. Philosophical foundations of Indian Renaissance- Neo Vedanta

(12 Hours/ 12 Marks)

References:

1. Lal, Basant Kumar. *Contemporary Indian Philosophy*. New Delhi: MLBD publishers, 1978.

2. T.M.P. Mahadevan & C.V. Saroja: *Contemporary Indian Philosophy*, Madras, 1985.

MODULE 2: SELF, WORLD AND GOD

- 2.1. Vivekananda: Nature of man, Universal Religion
- 2.2. Tagore: Man and God, Humanism
- 2.3. Mohammed Iqbal: Self, world and God
- 2.4. S. Radhakrishnan: God and Absolute

(20 Hours/ 16 Marks)

References:

1. Vivekananda, Swami. *Complete Works*. LBA, 2018.
2. Tagore, Rabindranath. *The Religion of Man*. The Macmillan Company, 1931.
3. Iqbal, Mohammad. *Reconstruction of Religious Thought in Islam*. California: Stanford University Press, 1989.
4. Radhakrishnan, S. *An Idealist View of Life*. Read Books. 2008.
5. Radhakrishnan, S. *Religion in a Changing World*. Allen and Unwin. 1967.

MODULE 3: SOCIAL AND ETHICAL IMPLICATIONS

- 3.1. Mahatma Gandhi: Truth and Non-violence
- 3.2. Sree Narayana Guru: Jati Mimamsa
- 3.3. Chattampi Swamikal: Authority on Knowledge, Vedadhikara Nirupanam
- 3.4. Brahmananda Swami Sivayogi: The Supremacy of Yoga Marga

(20 Hours/ 16 Marks)

References:

1. Prasad, Mahadeva. *Social Philosophy of Mahatma Gandhi*. India: Viswavidyalaya Prakashan. 1958.
2. Prasad, Swami Muni Narayana. *The Philosophy of Narayana Guru*. D.K New Delhi: Print World Ltd, 2004.
3. Balakrishnan, P. K. *Narayana Guru*. Kottayam: DC Books,2006.
4. *Vedadhikara Nirupanam*. Chattampi Swamikal
5. *Mokshapradeepam*. Brahmanda Sivayogi

MODULE 4: ON PHILOSOPHY, REALITY AND RATIONALITY

- 4.1. Aurobindo: Reality, Supermind, Evolution and Involution

- 4.2. K.C. Bhattacharya: Concept of Philosophy
- 4.3. J. Krishnamurti: Freedom from the known
- 4.4. Vagbadananda Guru: Rational outlook

(20 Hours/ 16 Marks)

References:

1. Rishabhchand. *The Integral Yoga of Sri Aurobindo*. Sri Aurobindo Ashram Press, 1953.
2. Bhattacharya, Krishnachandra. *Studies in Philosophy*. Vol 1. Creative Media Partners, LLC, 2018.
3. Krishnamurti, J. *Freedom from the Known*. Rider Publishers, UK. 2010.
4. Balakrishnan, Syam. *Conversation with Vagbhatananda on Consecration of Idols*. Mounapponthen. Wayanad: One- world University, 2015.

Suggested Readings:

1. Srivastava, R.L. *Contemporary Indian philosophy*. MLBD publishers, New Delhi, 1983.
2. Mahadevan, T.M.P. and Saroja, G.V. *Contemporary Indian philosophy*. Sterling publishers. 1981.
3. Naravane, V. S. *Modern Indian Thought*. Asia Publishing House, 1964.

PHENOMENOLOGY AND EXISTENTIALISM

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
3	Core	MAPHL03C10	4	5	15	60	3 Hours

Course Description:

This course provides an in-depth exploration of the philosophical movements of Phenomenology and Existentialism. Students will delve into the foundational concepts, key figures, and major works within these philosophical traditions. Through close reading of primary texts and critical analysis, students will develop a nuanced understanding of the core themes, methodologies, and implications of Phenomenology and Existentialism. The course aims to foster critical thinking skills and philosophical inquiry while encouraging students to reflect on the nature of human existence, perception, freedom, and responsibility.

Course Outcomes:

- CO 1: Analyse the key concepts and principles of Phenomenology and Existentialism.
- CO 2: Understand and evaluate the contributions of major figures such as Edmund Husserl, Martin Heidegger, Jean-Paul Sartre, and Maurice Merleau-Ponty to the development of Phenomenology and Existentialism.
- CO 3: Understand the methodological approaches employed in Phenomenology and their implications for the study of consciousness and subjective experience.
- CO 4: Critically assess existentialist themes such as freedom, choice, alienation, and the absurd, as articulated in the works of existentialist philosophers.
- CO 5: Synthesise insights from Phenomenology and Existentialism to analyse contemporary issues and experiences concerning questions of existence, meaning, and authenticity.

MODULE 1: INTRODUCTION

- 1.1. The Background of Phenomenology
- 1.2. Franz Brentano: Intentionality

(12 Hours/ 8 Marks)

Essential Readings:

1. Moran, Dermot. *Introduction to Phenomenology*. Routledge, London, 2000. Pp.1-17 (for 1.1)
2. Spiegelberg, Herbert. *The Phenomenological Movement: A Historical Introduction*. Volume 1. Springer Science, Hague. 1960. Pp.27-50 (for 1.2)

MODULE 2: EDMUND HUSSERL

- 2.1. Different Phases of Husserl's Phenomenology
- 2.2. Basic features of Husserl's Phenomenology
- 2.3. Husserl's doctrine of essences
- 2.4. Intentionality
- 2.5. Reduction
- 2.6. Life-world

(18 Hours/ 16 Marks)

Essential Readings:

1. Moran. Pp.65-67 (for 2.1)
2. Moran. Pp.60-64 (for 2.2)
3. Spiegelberg Herbert. *The Phenomenological Movement* pp.73-87 (for 2.3-2.5)
4. Moran. Pp.181-185 (for 2.6)

MODULE 3: MERLEAU PONTY

- 3.1. Phenomenology of perception
- 3.2. Body-Subject

(12 Hours/ 8 Marks)

Essential Readings:

1. Moran. pp.391-427

MODULE 4: EXISTENTIALISM: AN INTRODUCTION

- 4.1 The background of Existentialism
- 4.2 Chief features of Existentialism

(10 Hours/ 10 Marks)

Essential Readings:

1. Edward Craig-*Routledge Encyclopaedia of Philosophy*. Routledge (1998). Pp.2643-52. (for 4.1)

2. Thomas Flynn. *Existentialism A Very Short Introduction*. Oxford. 2006. (for 4.2)

MODULE 5: SOME EXISTENTIALIST THINKERS

- 5.1. Soren Kierkegaard: The concept of existence; Subjective truth; The three stages of self
- 5.2. Martin Heidegger: Being; Dasein; Fundamental Ontology
- 5.3. Jean-Paul Sartre: Bad faith, Freedom, Choice and Responsibility

(20 Hours/ 18 Marks)

Essential Readings:

1. Soren Kierkegaard, Howard V. Hong and Edna. H. Hong. "Either Or: A Fragment of Life, Part II" in *The Essential Kierkegaard*. Princeton University Press. 2000. Pp.71-83. (for 5.1)
2. Martin Heidegger. *Being and Time*. Translated by John Macquarrie & Edward Robinson. Blackwell. 2001. Oxford. Pp.23-76
3. Jean-Paul Sartre, Annie Cohen, Solal Arlette and Elkaïm Caro. *Existentialism Is a Humanism*. 2007, Yale University Press. pp.17-53.

General References:

1. Blackham H.G, *Six Existentialist Thinkers*. Routledge. 1961
2. Dreyfus Hubert L and Wrathall Mark A. *A Companion to Phenomenology and Existentialism* Blackwell. 2006.
3. Hannay, Alastair, *Kierkegaard and Philosophy: Selected Essays*, Routledge. 2003.
4. Large, William. *Heidegger's Being and Time. Edinburgh Philosophical Guide*. Edinburgh University Press. 2008.
5. Michelman, Stephen. *Historical Dictionary of Existentialism*. The Scarecrow Press. 2008.
6. Moran Dermot and Cohen Joseph. *The Husserl Dictionary*. Continuum, New York. 2012.
7. Moran, Dermot and Mooney T (ed.) *Phenomenology Reader*. Routledge, 2002
8. Solomon, Robert C, *Existentialism*. Oxford University Press, New York, 2005
9. Warnock, Mary, *Existentialism*. Oxford University Press, New York; 1970.
10. Webber Jonathan (ed.) *Reading Sartre: On Phenomenology and Existentialism* Routledge. 2011.

LANGUAGE AND PHILOSOPHY-1

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
3	Core	MAPHL03C11	4	5	15	60	3 Hours

Course Description:

This course invites students to an intellectual voyage through the 20th-century philosophy of language. This will introduce the ground-breaking ideas and heated debates that reshaped our understanding of language, meaning, and communication.

By familiarising with these philosophical ideas, students can sharpen their critical thinking skills, refine their ability to analyse arguments and gain a deeper appreciation for the intricacies of language and its role in shaping our world.

Course Outcomes:

- CO 1: Acquire a thorough understanding of the major movements and debates in 20th-century philosophy of language.
- CO 2: Critically evaluate influential theories of meaning, reference, truth, and representation.
- CO 3: Analyse the relationship between language, thought, and the world.
- CO 4: Develop advanced skills in argument analysis, critical thinking, and academic writing.
- CO 5: Engage in informed discussions and debates on complex philosophical issues.

MODULE 1: THE DAWN OF A LINGUISTIC CENTURY

- 1.1. The Linguistic Turn
- 1.2. Frege: Sense and Reference
- 1.3. Russell: Logical Atomism, On Denoting
- 1.4. Early Wittgenstein: Picture Theory, Language and World

(22 Hours/ 20 Marks)

References:

1. Hans-Johann Glock: *What is Analytic Philosophy?*
2. AP Matrinnich and David Sosa (Eds.): *Analytic Philosophy: An Anthology* [Part I - 1 & 3. for 1.2 and 1.3]

3. Russell: “The Philosophy of Logical Atomism” *The Monist* volume 28, issue 4 (1918).
4. Wittgenstein. *Tractatus Logico Philosophicus*
5. Arif Ahmed: “Wittgenstein: Tractatus Logico Philosophicus” in *Philosophy of Language: The Key Thinkers*. Barry Lee (Ed.)

MODULE 2: LOGICAL POSITIVISM AND BEYOND

- 2.1. Logical Positivism:
 - a) Verification Theory of Meaning
 - b) AJ Ayer: Rejection of Metaphysics
- 2.2. Later Wittgenstein: Meaning as Use, Language Games, Private Language, Role of Philosophy

(14 Hours/ 10 Marks)

References:

1. Avrum Stroll: *Twentieth Century Analytic Philosophy* [For 2.1 a)]
2. AP Matrinich and David Sosa (Eds.): *Analytic Philosophy: An Anthology* [Part VII-40. for 2.1 b)]
3. Wittgenstein: *Philosophical Investigations* (Relevant sections)
4. Arif Ahmed: “Wittgenstein: Philosophical Investigations” in *Philosophy of Language: The Key Thinkers*. Barry Lee (Ed.)

MODULE 3: THE DIVERSIFICATION OF THE LANDSCAPE

- 3.1. Strawson: On Referring
- 3.2. Davidson: Truth-Conditions
- 3.3. Kripke: Identity and Necessity
- 3.4. Putnam: The Meaning of ‘Meaning’
- 3.5. Quine: Two Dogmas of Empiricism

(18 Hours/ 15 Marks)

References:

1. AP Matrinich and David Sosa (Eds.): *Analytic Philosophy: An Anthology* [Parts: I-4; I-6; I-7; I-8 & VII-43]

MODULE 4: THE POWER OF CONTEXT AND DEBATES

- 4.1. Grice: Intentional Semantics
- 4.2. Austin: Theory of speech acts
- 4.3. Searle: Speech Acts
- 4.4. Chomsky: Universal Grammar
- 4.5. Lakoff: Conceptual Metaphors

(18 Hours/ 15 Marks)

References:

1. AP Matrinich and David Sosa (Eds.): *Analytic Philosophy: An Anthology* [Part: I-5]
2. Austin: *How to Do Things with Words*
3. Searle: “What is a Speech Act?” in Maurice Black (ed.), *Philosophy in America*, London: Allen and Unwin, 1965, pp. 221—239.
4. Ray Jackendoff: *Foundations of Language: Brain, Meaning, Grammar, Evolution* [Chapter 4 (for 4.4)]
5. Chomsky: “Logical structures in language”. *American Documentation*, 8(4), 284–291.
6. George Lakoff and Mark Johnson: “Conceptual Metaphor in Everyday Language”. *The Journal of Philosophy*, Volume 77, Issue 8.1980. 453-486.

Suggested Readings:

1. AP Matrinich and David Sosa (Eds.). *A Companion to Analytic Philosophy*
2. AP Matrinich and David Sosa (Eds.). *Analytic Philosophy: An Anthology*
3. Barry Lee (Ed.). *Philosophy of Language: The Key Thinkers*
4. Barry R. Gross. *Analytic Philosophy: An Historical Introduction*
5. Lycan, William G. *Philosophy of Language: A Contemporary Introduction.*
6. R.C Pradhan. *Recent Developments in Analytic Philosophy*, ICPR, New Delhi, 2001

PHILOSOPHY OF GENDER

Semester	Course Type	Course Code	Credit	Hours/ Week	CE Marks	ESE Marks	Duration of ESE
3	Core	MAPHL03C12	4	5	15	60	3 Hours

Course Description:

This course explores the philosophical foundations of gender by exploring the key concepts, theories, and perspectives that shape our understanding of gender identity, roles, and societal constructs. Through critical examination of feminist philosophies, students will analyse the intersections of gender with other social categories such as race, class, and sexuality. The course encompasses historical, contemporary, and post-structuralist approaches to gender philosophy, fostering a nuanced understanding of gender dynamics in various contexts.

Course Outcomes:

- CO 1: Analyse the basic concepts of gender, including its distinction from sex and sexuality, and understand the social construction of gender roles and identities.
- CO 2: Evaluate different waves and types of feminism, and critically assess their contributions and limitations in addressing gender inequalities.
- CO 3: Examine philosophical approaches to feminism and analyse how feminist perspectives challenge patriarchal structures in philosophy.
- CO 4: Investigate postmodern and post-structuralist theories on gender on knowledge, power and gender performativity.
- CO 5: Apply feminist philosophical perspectives to contemporary issues and understand the importance of intersectionality in addressing multiple axes of oppression.

MODULE 1: BASIC CONCEPTS OF GENDER

- 1.1. Gender, Sex and Sexuality, Social Construction of Gender
- 1.2. Patriarchy, Masculinity, Femininity
- 1.3. Intersectionality
- 1.4. Gender Spectrum: Beyond the Binary

(14 Hours/ 10 Marks)

Readings:

1. John Stuart Mill, *The Subjection of Women*, Global Grey E books, 2023.
2. Stevi Jackson 'The Social Construction of Female Sexuality', *Feminism and Sexuality A Reader*, Edinburgh University Press, 2002
3. Moira Gatens: 'The Feminist Critique of Philosophy', *Feminism and Philosophy*, Polity Press 1991.
4. Kaustav Bakshi and Rohit K Dasgupta: *Queer Studies: texts, Contexts, Praxis*, Orient Black Swan, 2019
5. Nancy Jay: "Gender and Dichotomy", *A Reader in Feminist Knowledge*, Routledge, London, 1994
6. Simone de Beauvoir: *The Second Sex*, Vintage, 1997
7. Nancy Tuana, "Reading Philosophy as Women" *Women and the history of Philosophy*, Paul: Paragon Press, 1992. Chap 1
8. Susie Tharu et.al: *A World of Equals: a Textbook on Gender*, Orient Black Swan, 2022
9. Patricia Hill Collins & Sirma Bilge, *Intersectionality* 2nd ed. Polity, 2020

MODULE 2: PSYCHOANALYTICAL PERSPECTIVES

- 2.1. Freud: Little girl as little man/ Femininity as failed masculinity
- 2.2. Jacques Lacan: Women do not exist in the Symbolic Order
- 2.3. Luce Irigaray: Critique of Freud
- 2.4. Toril Moy: Critique of Lacan

(22 Hours/ 20 Marks)

Readings:

1. Freud: "Three Essays on the Theory of Sexuality", *On Sexuality*, Penguin, 1953
2. Anthony Elliot: "Psychoanalytic Feminism", *Psychoanalytic Theory: An Introduction*, Blackwell, 1994
3. Jacques Lacan: 'The Mirror Stage as Formative of the I as Revealed in Psychoanalytic Experience' *Ecrits*, Norton, New York, 2006
4. Julia Kristeva: "Women's Time", *The Continental Philosophy Reader*, Routledge, 1996

5. Luce Irigaray: Sexual Difference. *French Feminist Thought: A Reader* Edited by Toril Moi
6. Luce Irigaray: “This Sex Which is Not One”, *A Reader in Feminist Knowledge*. Routledge, London, 1994
7. Toril Moi, 'From Femininity to Finitude: Freud, Lacan, and Feminism, Again', Vol. 29, No. 3 (Spring 2004), pp. 841-878

MODULE 3: FOCUS ON THE BODY

- 3.1. Michel Foucault on Sexuality and Power
- 3.2. Women as body- Embodied Identities- Merleau-Ponty’s theory of embodiment
- 3.3. Iris Marion Young: Critique of Merleau-Ponty
- 3.4. Judith Butler: Rethinking Sex/Gender distinction - Gender as performance

(18 Hours/ 15 Marks)

Readings:

1. Foucault: Selections, *The History of Sexuality*, Vol. 1. Vintage, New York, 1978.
2. Elizabeth V Spelman, ‘Women as Body: Ancient and Contemporary Views, *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999.
3. Moira Gatens: “Power Bodies and Difference”, *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999.
4. Susan Bordo, ‘Feminism, Foucault and the Politics of the Body’ *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999.
5. Judith Butler, ‘Bodies that Matter’, *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999.
6. Judith Butler, ‘Bodily Inscriptions, Performative Subversions’, *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999.
7. Judith Butler: Sections, *Gender Trouble*, Routledge, London & New York, 1999
8. Merleau-Ponty, M. (1962). *The Phenomenology of Perception*. Part I, Chapter V “The Body in Its Sexual Being”, Translated by Colin Smith, London: Routledge Press, 1962

9. Iris Marion Young, Chapter 2, pp 27-45, *On Female Body Experience: "Throwing like a Girl" and Other Essays*, Oxford University Press, 2005
10. Elizabeth Grosz: "A Thousand Tiny Sexes: Feminism and Rhizomatics", *Gilles Deleuze and the Theatre of Philosophy*, Routledge, New York, 2000.
11. Moira Gatens, *Feminism and Philosophy: Perspectives on Difference and Equality*, Indiana University Press, Bloomington and Indianapolis, 1991.
12. Moria Gatens: "Power Bodies and Difference" *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburgh University Press, 1999.

MODULE 4: GENDER APPLIED

- 4.1. Care Ethics- Carol Gilligan's Care based morality and justice-based morality
- 4.2. Feminist Philosophy of Science: Gendered Science
- 4.3. Ecofeminism: Vandana Shiva and Maria Mies

(18 Hours/ 15 Marks)

Readings:

1. Phyllis Rooney, "Gendered Reason: Sex Metaphor and Conceptions of Reason", *Hypatia*, Vol.6, Wiley, 1991, pp 77-103
2. Elizabeth Potter, "Can the Philosophy of Science Be Value-free?" *Feminism and Philosophy of Science: An Introduction*, Routledge, 2006
3. Susan Haack, "Science 'From a Feminist Perspective'", *Philosophy The Journal of Royal Institute of Philosophy*, Published by Cambridge University Press, 1979
4. Luce Irigaray and Edith Oberle, "Is the Subject of Science Sexed"? *Cultural Critique*, University of Minnesota Press, 1985, pp.73-88
5. Gilligan, Carol *In a Different Voice: Psychological Theory and Women's Development*, Harvard University Press, Cambridge, 1996
6. Virginia Held, "The Ethics of Care as Moral Theory" Ch 1, *Ethics of Care: Personal, Political and Global*, OUP, 2006)
7. Nel Noddings, "On Ethics of Caring" " Chapter 4 of *Caring: A Feminist Approach to Ethics and Moral Education* 2nd Edition, Berkeley and Los Angeles: University of California Press, 2003 (79-103)
8. Vandana Shiva 1993. "Women's Indigenous Knowledge and Biodiversity Conservation", Maria Mies and Vandana Shiva *Ecofeminism*, London, Zed Books 164-173

9. Karen J. Warren and Jin Cheney “Ecological Feminism and Ecosystem Ecology, Ed. Andrew Light and Holmes Rolston III *Environmental Ethics: An Anthology*, Blackwell Publishers, USA, 2007

Suggested Readings:

1. Simone de Beauvoir, *The Second Sex*, Vintage, London, 1997.
2. Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge, New York, 1990.
3. *Feminist Theory and the Body: A Reader*, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999
4. *A Reader in Feminist Knowledge*, Sneja Gunew (ed), Routledge, London, 1994

FILM AND PHILOSOPHY

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
4	Open Elective	MAPHL03O01	4	5	15	60	3 Hours

Course Description:

This course on Film and Philosophy explores the multi-dimensional relationships between philosophy and films. The course is divided into four sections. After examining the question of how film is uniquely able to raise philosophical questions and illustrate thought experiments, we move on to engage in a critical analysis of how philosophers like Andre Bazin, Stanley Cavell and Gilles Deleuze have conceptualised cinema. In the next section the course ventures deeply into various film genres in detail. The third segment deals with Cinema in India and Some Critical Discourses on Representations through broader themes like Gender and Movies, Portrayal of Body in Movies, Caste sensibilities and Movies and Politics and Movies. Starting with the domains of Knowledge and Truth, moves to the course of Mind Body and personality through the notions of Personal Identity and Artificial Intelligence and then delves into Moral Responsibilities. The final block analyses the core issues related to Existence through the exposition of individual experiential notions angst, ambivalence and so on. The last section of the course will mostly be in watch, review and debate mode. The course also looks at film as one of the most important cultural tools/influences on human life- although it's highly fictional- because of the intrinsic embeddedness of its heuristic, transformative and cathartic nature. So, a list has been given below-although the list is not exhaustive- consisting of films from various genres.

Course Outcomes:

- CO 1: To understand and appreciate cinema as an art form and work of fiction.
- CO 2: To know how intricately cinema and philosophy overlap each other.
- CO 3: To cultivate and proliferate awareness of gender sensibility, and social and political inequalities.
- CO 4: To introspect and evaluate one's own world views.
- CO 5: To develop critical alertness to reform one's value systems constantly.

MODULE 1: INTRODUCTION

- 1.1. Philosophy and Films: An Introduction
- 1.2. Importance of Films
- 1.3. Ontology of Films (specificity and interdisciplinary nature)
- 1.4. Experiencing a Film (from perception to reception; from spectatorship to agency)

(18 Hours/ 15 Marks)

References:

- 1.1. Carroll Noel and Jinhee Choi (ed). *Philosophy of Film and Motion Pictures: An Anthology*. Wiley Blackwell. 2005. Part II (Introduction, 4 and 5). Also Alain Badiou: Cinema and Philosophy:
<https://www.youtube.com/watch?v=Arwso3fy50M>.
- 1.2. Carroll Noel and Jinhee Choi (ed). *Philosophy of Film and Motion Pictures: An Anthology*. Wiley Blackwell. 2005. Part VIII (pp.391-396).
- 1.3. Cavell Stanley. *The World Viewed: Reflections on the Ontology of Film*. Harvard University Press. 1979. Introduction.
- 1.4. Deleuze Gilles. *Cinema 1: The Movement-Image*. University Of Minnesota Press. 1986. pp.71- 86.

MODULE 2: FILM GENRES

- 2.1. Realism and Neo-Realism
- 2.2. New Wave Cinema
- 2.3. Popular cinema
- 2.4. Political cinema

(18 Hours/ 15 Marks)

References:

- 2.1. <https://www.youtube.com/watch?v=TjHxj6lhxZc>. What is Cinematic Realism? 1/3: André Bazin Three videos in Francesco Quario's channel Frank Films. Also, what is Neo Realism? In André Bazin, Bert Cardullo. *André Bazin and Italian Neorealism*, 2011, Bloomsbury Academic. pp. 18-28.
- 2.2. - 2.4 Nowell-Smith Geoffrey. *The History of Cinema: A Very Short Introduction*. Conclusion. Oxford, 2018.

MODULE 3: CINEMA IN INDIA AND SOME CRITICAL DISCOURSES ON REPRESENTATIONS

- 3.1. Gender and Movies
- 3.2. Portrayal of Body in Movies
- 3.3. Caste Sensibilities and Movies
- 3.4. Politics and Movies

(18 Hours/ 15 Marks)

Essential Readings:

- 3.1. Representations of Gender in *Gender, Cinema, Streaming Platforms: Shifting Frames in Neoliberal India*, Runa Chakraborty Paunksnis, Šarūnas Paunksnis. 2023, Palgrave Macmillan. Pp. 16-26.
- 3.2. *Popular Cinema and Politics in South India: Reimagining MGR and Rajinikanth*, S. Rajanayagam, 2015, Routledge. Introduction: Part II Politics of Body.
- 3.3. Abraham Joshil K., Judith Misrahi-Barak (eds.). *The Routledge Companion to Caste and Cinema in India*. Routledge. 2022. Introduction.
- 3.4. Politics of Imagining Politics in Introduction: Part IV in *Popular Cinema and Politics in South India: Reimagining MGR and Rajinikanth*, S. Rajanayagam, 2015, Routledge.

MODULE 4: PHILOSOPHICAL HEURISTICS AND MOVIES

- 4.1. Knowledge and Truth
 - a) Scepticism- The Matrix and Total Recall
 - b) Relativism- Seven Samurai
- 4.2. Mind and Body
 - a) AI- AI: Artificial Intelligence
 - b) Personal Identity: Memento and Being John Malkovich
- 4.3. Moral Responsibilities: Sacrifice and Schindler's List
- 4.4. Existence: Existential Crisis: Like Someone in Love, Love and Death

(18 Hours/ 15 Marks)

Essential Readings:

1. Mary M. Litch & Amy Karofsky, *Philosophy Through Film*. Routledge, 2015. Introduction.

Cinemas to Watch:

- | | |
|-------------------------------|-----------------------|
| a) Modern Times | i) Four Daughters |
| b) City of God | j) Sandesham |
| c) Bicycle Thieves (1948) | k) A Separation |
| d) Breathless | l) Darlings |
| e) The Shawshank Redemption | m) Article 15 |
| f) Great Dictator | n) Pariyerum Perumal |
| g) The Battle of Algiers | o) Jaya Jaya Jaya Hey |
| h) The Trial of the Chicago 7 | p) Aattam |

Suggested Readings:

1. André Bazin and Hugh Gray. What is Cinema. Vol. 1 (1967, University of California Press).
2. Barry Langford. *Film Genre: Hollywood and Beyond*. (2005, Edinburgh University Press).
3. Bedford-St. Martin's. Haskell, Molly (1974) *From Reverence to Rape: The Treatment of Women in the Movies*, Harmondsworth: Penguin Books.
4. Corrigan, Timothy and White, Patricia (2004) *The Film Experience: An Introduction*, New York and Boston, MA:
5. Hermann Kappelhoff and Daniel Hendrickson. (2015). *The Politics and Poetics of Cinematic Realism*. Columbia University Press.
6. Hogan Patrick Colm. *Indian Movies: Culture, Cognition, and Cinematic Imagination*. (2008). University of Texas Press.
7. Julia Hallam and Les Roberts. *Locating the Moving Image: New Approaches to Film and Place* (2013). Indiana University Press.
8. Nowell-Smith, Geoffrey. *The History of Cinema: A Very Short Introduction* (2018). Oxford University Press.
9. Pillai Meena T. (ed.) *Women in Malayalam Cinema: Naturalising Gender Hierarchies*. (2015). Orient BlackSwan.
10. Rajanayagam, S. - *Popular Cinema and Politics in South India: Reimagining MGR and Rajinikanth*. (2015). Routledge.
11. Rick Altman. *Film Genre* (1999). British Film Institute.
12. Runa Chakraborty Paunksnis and Šarūnas Paunksnis. *Gender, Cinema, Streaming Platforms_ Shifting Frames in Neoliberal India*. (2023). Palgrave Macmillan.

MYSTICISM

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
3	Open Elective	MAPHL03O02	4	5	15	60	3 Hours

Course Description:

This course delves into the multifaceted realm of mysticism, exploring its essence, various traditions, and philosophical underpinnings. Through an interdisciplinary approach, students will examine the subjective and objective dimensions of mystical experiences, their significance across religious and cultural contexts, and their impact on the individual and collective consciousness. Drawing from historical texts, philosophical treatises, and contemporary insights, students will gain a nuanced understanding of mysticism as a profound mode of spiritual inquiry and transformation.

Course Outcomes:

- CO 1: Understand the concept of mysticism and its nature, and evaluate its status within philosophical and scientific discourses.
- CO 2: Explore the diversity of mystical experiences and their significance as sources of inner authority.
- CO 3: Investigate various mystical traditions, spanning religious, cultural, and philosophical domains.
- CO 4: Examine the role of mystical love, empathy, and creative expression in philosophical mysticism.
- CO 5: Reflect critically on the implications of mystical experiences for personal, spiritual and ethical development.

MODULE 1: ESSENTIALS OF MYSTICISM

- 1.1. Definitions of Mysticism
- 1.2. Being Mystical: Nature and Applicability
- 1.3. Mysticism: Objective/ Subjective and Scientific status

(15 Hours/ 12 Marks)

References:

1. Rajkumar and Jagmohan Kulkarni. *Mysticism and Philosophy*. Commonwealth Publishers, 2012. (pp. 1-82)

2. Plato. "Ascent of the Soul" from *The Phaedo*.

MODULE 2: KINDS OF MYSTICAL EXPERIENCES

- 2.1. Mystical Experiences as Authority of the Inner Light
- 2.2. Extrovertive and Introvertive
- 2.3. Theistic and non-theistic: Identity with God

(15 Hours/ 12 Marks)

References:

1. Rajkumar and Jagmohan Kulkarni. *Mysticism and Philosophy*. Commonwealth Publishers, 2012. (pp. 1-82)
2. Augustine. "The Experience of Beauty". from *Confessions*.

MODULE 3: MYSTICAL TRADITIONS

- 3.1. Religious Traditions
 - a) Hasidism
 - b) Zen
 - c) Sufism
- 3.2. Cultural and Spiritual Traditions
 - a) Khalil Gibran
 - b) Jalaludheen Rumi
 - c) Rabindranath Tagore
- 3.3. Philosophical Traditions
 - a) Socrates
 - b) Nietzsche
 - c) Wittgenstein: The Inexpressible

(24 Hours/ 21 Marks)

References:

1. Sadhu Santideva. *Philosophy of Mysticism*. Cosmo, 2000 (pp. 259 -288).
2. Al-Qushayri. *Principles of Sufism*. Islamic Book Trust. 2014 (pp. 258-262)
3. Khalil Gibran. *The Prophet*
4. Khalil Gibran. *Sand and Foam*
5. Jalaluddin Rumi. *Rubaiyat*
6. Rabindranath Tagore. *The Flies*
7. Plato. "Ascent of the Soul" from *The Phaedo*
8. Nietzsche. *Thus Spoke Zarathustra*

9. Wittgenstein. *Tractatus Logico Philosophicus*

MODULE 4: AN ACCOUNT OF PHILOSOPHICAL MYSTICISM

- 4.1. Greek Mysticism
- 4.2. Mysticism and Creative Arts
- 4.3. Mystical Love and Empathy: Meerabhai, Narayana Guru

(18 Hours/ 15 Marks)

References:

1. Rajkumar and Jagmohan Kulkarni. *Mysticism and Philosophy*. Commonwealth Publishers, 2012. (pp. 201-227)
2. *Bharathiya Paithrukam*. Kerala Bhasha Institute, 1993. (pp. 201-227)
3. Narayana Guru. *Anukampa Dashakam*

Suggested Readings:

1. W T Stace. *Mysticism and Philosophy*, MacMillan & Co.
2. Rajkumar and Jagmohan Kulkarni. *Mysticism and Philosophy*. Commonwealth Publishers, 2012.
3. Sadhu Santideva. *Philosophy of Mysticism*. Cosmo, 2000.

PHILOSOPHY OF MIND

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
3	Core	MAPHL04C13	4	5	15	60	3 Hours

Course Description:

This course aims to provide students with a comprehensive understanding of the major philosophical issues and debates in the field of philosophy of mind. Students will explore the nature of mental states, consciousness, perception, intentionality, and the mind-body problem. The course will also examine key theories and concepts in the philosophy of mind and their implications for our understanding of human cognition and consciousness.

Course Outcomes:

- CO 1: Understand and analyse the major theories and concepts in philosophy of mind.
- CO 2: Critically evaluate different philosophical approaches to the nature of consciousness and mental states.
- CO 3: Identify and analyse philosophical arguments about the mind-body problem and the nature of perception and intentionality.
- CO 4: Apply understanding of the philosophy of mind to contemporary issues in cognitive science and neuroscience.

MODULE 1: THE NATURE OF MIND

- 1.1. Dualism: Substance Dualism and Property Dualism
- 1.2. Behaviourism and Ryle's Category Mistake
- 1.3. Identity Theory
- 1.4. Multiple Realisability and Functionalism

(18 Hours/ 15 Marks)

References:

1. Rene Descartes: "Meditations on First Philosophy (II and VI)"
2. Francescotti, R: "Property Dualism without Substance Dualism?"
Philosophical Papers, 30(2), 93–116.

3. Gilbert Ryle: "Descartes Myth" in *The Concept of Mind* London: Penguin Books, 1949.
4. Rudolf Carnap: "Psychology in Physical Language (Excerpt)"
5. Hilary Putnam: "Brain and Behaviour"
1,3, 4 and 5 in David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
6. David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings* Section [1 C for 1.3]
7. David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings* Section [1 D for 1.4]

MODULE 2: CONSCIOUSNESS AND SELF

- 2.1. Nature of Consciousness
 - a) Subjectivity
 - b) Phenomenal and Access Consciousness
 - c) The Hard Problem
- 2.2. The Unity of Consciousness
 - a) Split-Brain Cases
- 2.3. Personal Identity
 - a) The Narrative Self
- 2.4. The Extended mind

(18 Hours/ 15 Marks)

References:

1. Thomas Nagel: "What is it Like to Be a Bat?"
2. Ned Block: "Concepts of Consciousness" in David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
3. David J. Chalmers: "Facing Up to the Problem of Consciousness"
4. Devitt LW: "Consciousness, Mind, and Self: The Implications of the Split-Brain Studies". *British Journal of Philosophy of Science*. Vol.26. 1975.
5. Sydney Shoemaker and Richard Swinburne: *Personal Identity*. Basil Blackwell. 1984.
6. Eric T. Olson: "Personal Identity" in Stephen P. Stich and Ted A. Warfield (Eds.) *The Blackwell Guide to Philosophy of Mind*

7. Dan Zahavi: "Self and Other: The Limits of Narrative Understanding". Royal Institute of Philosophy Supplement, 60, 179–202. 2007.
8. Andy Clark and David Chalmers: "Extended mind" in David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*

MODULE 3: PERCEPTION, REPRESENTATION AND INTENTIONALITY

- 3.1. Searle: The Content of Perception (Intentional Structure of Consciousness)
- 3.2. Alva Noë: Conscious Reference
- 3.3. Fred Dretske: Experience and Representation
- 3.4. Frank Jackson and Michael Tye: The Problem of Qualia

(18 Hours/ 15 Marks)

References:

1. Searle: "Intentionality and its place in nature". *Synthese*. 1984
2. Alva Noë: "Conscious Reference". *The Philosophical Quarterly*, 59(236), 470–482. 2009.
3. Dretske, F: "Experience as Representation". *Philosophical Issues*, 13(1), 67–82. 2003.
4. Jackson, F: What Mary Didn't Know. *The Journal of Philosophy*, 83(5). 1986.
5. Tye, M: Inverted Earth, Swampman, and Representationism. *Nous*, 32(S12), 459–477. 1998.

MODULE 4: MIND-BODY PROBLEM AND COGNITIVE SCIENCE

- 4.1. Eliminativism and Non-Reductive Physicalism
- 4.2. Propositional Attitudes
- 4.3. Connectionism, Artificial Intelligence and Chinese Room Argument
- 4.4. Global Workspace Theory of Consciousness
- 4.5. Embodied Cognition

(18 Hours/ 15 Marks)

References:

1. Paul M. Churchland: "Eliminative Materialism and the Propositional Attitudes" in David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
2. Susan Schneider: "Non-Reductive Physicalism and the Mind Problem"
3. Frank Jackson: "What Mary Didn't Know"

4. Jerry A. Fodor: "Propositional Attitudes" in David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
5. Litch, M: "Computation, connectionism and modelling the mind". *Philosophical Psychology*, 10(3), 357–364. 1997.
6. Alan Turing: "Computing Machinery and Intelligence" *Mind* 1950.
7. Searle, J. R: "Minds, brains, and programs". *Readings in Cognitive Science*, 20–31. 1988.
8. Bernard J. Baars: "The Global Workspace Theory of Consciousness" in Max Velmans, Susan L Schneider (Eds.) *The Blackwell Companion to Consciousness*
9. Anderson, M. L: Embodied Cognition: A field guide. *Artificial Intelligence*, 149(1), 91–130. 2003.

Suggested Readings:

1. William Jaworski: *Philosophy of Mind: A Comprehensive Introduction*
2. David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
3. Max Velmans, Susan L Schneider (Eds.) *The Blackwell Companion to Consciousness*
4. E.J. Lowe: *An Introduction to Philosophy of Mind*
5. John Heil: *Philosophy of Mind*
6. Lawrence Shapiro: *Embodied Cognition*

LANGUAGE AND PHILOSOPHY-2

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
4	Core	MAPHL04C14	4	5	15	60	3 Hours

Course Description:

This course explores the dynamic interplay between language, power, and subjectivity through the lens of continental philosophy. It investigates how language functions as a tool of power, shaping social norms and constructing subjectivities, by drawing from Foucault's discourse analysis and Lacan's psychoanalytic insights. Further, this course examines the political dimensions of language by analysing theorists like Butler, Habermas, and Deleuze to understand its role in shaping political discourse and norms of recognition. Through critical engagement with theoretical texts and analytical discussions, students can gain a deeper understanding of the complex relationship between language, philosophy, and society.

Course Outcomes:

- CO 1: Acquire knowledge about the nature of language as imagined by major continental philosophers.
- CO 2: Evaluate the connections and differences between structuralist and post-structuralist theories.
- CO 3: Synthesise the insights emerging out of the frameworks proposed by major philosophers in this tradition.
- CO 4: Apply these theories to examine texts and social discourses.
- CO 5: Critically analyse the construction of subjectivities in the light of the perspectives proposed by these thinkers.

MODULE 1: AUTONOMY OF LANGUAGE

- 1.1. Ferdinand de Saussure: Meaning as arbitrary and relational -signifiers and signifieds- language as an autonomous system operating through differences
- 1.2. From structuralism to post-structuralism: Major differences between them- Language seen as constituting the world
- 1.3. Jacques Derrida: Textuality- free play of signifiers- differance- deconstruction

(18 Hours/ 15 Marks)

Essential Readings:

1. Saussure, Ferdinand de, *Course in General Linguistics*, New York: Columbia University Press, 2011.
2. Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, England: Manchester University Press, 2002.
3. Derrida, Jacques, 'Structure, Sign and Play in the Discourse of the Human Sciences' in *Writing and Difference*, The University of Chicago Press, 1980.
4. Derrida, Jacques, *Of Grammatology*, New York: John Hopkins University Press, 1998.
5. Culler, Jonathan, *On Deconstruction: Theory and Criticism after Structuralism*, Cornell University Press, 2008.

MODULE 2: LANGUAGE AND POWER

- 2.1. Michel Foucault: Discourse as a regulated way of speaking- regimes of truth- subject as an effect of categorisation- normalisation- archeological and genealogical approaches
- 2.2. Louis Althusser: Ideology-interpellation- ISA

(18 Hours/ 15 Marks)

Essential Readings:

1. Foucault, Michel, *Foucault Reader*, London: Vintage, 1984.
2. Deleuze, Gilles, *Foucault*, Minnesota; University of Minnesota Press, 1988.
3. Althusser, Louis, *Lenin and Philosophy and Other Essays*, New York: Monthly Review Press, 2001.
4. Terry Eagleton, *Literary Theory An Introduction*, Oxford: Blackwell, 1983.

MODULE 3: LANGUAGE AND SUBJECTIVITY

- 3.1. Jacques Lacan: Structure of unconscious - mirror stage- real, imaginary and symbolic- Identification and role of fantasy and desire in subject formation
- 3.2. Alain Badiou: Theory of the subject
- 3.3. Slavoj Zizek: Ideological subjects- Lacanian perspective- master signifiers

(18 Hours/ 15 Marks)

Essential Readings:

1. Lacan, Jacques, *Ecrits*, W W Norton & Company, 2007.
2. Badiou, Alain. *The Theory of the Subject*, New York: Continuum, 2009.
3. Zizek, Slavoj, *The Sublime Object of Ideology*, London: Verso, 2009.

MODULE 4: POLITICS OF LANGUAGE

- 4.1. Judith Butler: Norms of recognition - performativity - speech acts
- 4.2. Jurgen Habermas: Communicative reason- validity claims- role of debates
- 4.3. Gilles Deleuze: Language as machine - minoritisation

(18 Hours/ 15 Marks)

Essential Readings:

1. Butler, Judith, *The Judith Butler Reader*, Wiley, 2004.
2. Butler, Judith, *Prekarious Life: The Powers of Mourning and Violence*, London: Verso, 2006.
3. Habermas, Jurgen, *The Theory of Communicative Action*, Beacon Press, 1985.
4. Deleuze, Gilles, *The Deleuze Reader*, New York: Columbia University Press, 1993.

Suggested Readings:

1. Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, England: Manchester University Press, 2002.
2. Terry Eagleton, *Literary Theory An Introduction*, Oxford: Blackwell, 1983.
3. Culler, Jonathan, *On Deconstruction: Theory and Criticism after Structuralism*, Cornell University Press, 2008.

PHILOSOPHY OF SCIENCE

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
4	Core	MAPHL04C15	4	5	15	60	3 Hours

Course Description:

This course offers a comprehensive examination of the philosophical underpinnings of scientific knowledge and its societal impact. Divided into four modules, it explores key concepts, methodologies, aims, and socio-political dimensions of science through the lenses of prominent philosophers and their seminal works. This course equips students with the analytical tools necessary to navigate complex philosophical debates surrounding science and its role in society.

Course Outcomes:

- CO 1: Evaluate and compare philosophical perspectives on the demarcation problem to understand the boundaries of scientific inquiry.
- CO 2: Critically analyse the deductive-nomological model of scientific explanation and assess Thomas Kuhn's and Paul Feyerabend's arguments to enhance comprehension of scientific methodology.
- CO 3: Examine and assess various methods of scientific inquiry to comprehend the diversity of methodologies employed in scientific research.
- CO 4: Evaluate and contrast competing philosophical stances on the aims of science to understand the epistemic goals and objectives of scientific endeavours.
- CO 5: Analyse the interplay between science and society through various perspectives to foster an understanding of the socio-political dimensions of scientific knowledge production.

MODULE 1: THE NATURE OF SCIENCE

- 1.1. Demarcation problem
 - a) The Logical positivist criterion of verifiability
 - b) Popper on falsifiability
- 1.2. The problem of explanation: Deductive Nomological model
- 1.3. Thomas Kuhn and Feyerabend: Observation as theory-laden

(18 Hours/ 15 Marks)

References:

1. Karl Popper, Selection from The Logic of Scientific Discovery, Routledge Revised Edition, 2005
2. Karl Popper, Science and Falsifiability, Conjectures and Refutations (Western Philosophy; an Anthology, Ed. John Cottingham)
3. Imre Lakatos, Popper on Demarcation and Induction, Methodology of Scientific Research (Philosophical Papers, Vol.1) Cambridge University Press, 1978
4. Karl Hempel and Paul Oppenheim, Selection from Studies in the Logic of Explanation, Philosophy of Science 15, no 2, University of Chicago, 1948
5. Thomas Kuhn, Selection from Structure of Scientific Revolutions, University of Chicago Press, 1962.

MODULE 2: THE METHODS OF SCIENCE

- 2.1. Bacon's inductive method
- 2.2. Deductivism vs inductivism
 - a) Mill's methods
 - b) Popper's deductivism
 - c) Hypothetico-deductivism
- 2.3. Relativism and anarchism
- 2.4. Holism and naturalism

(18 Hours/ 15 Marks)

References:

1. Francis Bacon, Experimental Methods and True Causes, Novum Organum (Western Philosophy: an Anthology)
2. David Hume, The Problem of Induction, Enquiry concerning Human Understanding (Western Philosophy: an Anthology)
3. J.S Mill, The Uniformity of Nature, System of Logic (Western Philosophy: an Anthology)
4. Thomas Kuhn, Change and Crisis in Science, The Structure of Scientific Revolutions (Western Philosophy: an Anthology)
5. Paul Feyraband, Selection from Against Method, Verso, 1975.
6. W.V Quine, Selection from From a Logical Point of View, Harvard University Press, 1964

MODULE 3: THE AIMS OF SCIENCE

- 3.1. Scientific realism
- 3.2. Anti-realism
- 3.3. Varieties of antirealism
 - a) Instrumentalism
 - b) Semantic reductionism
 - c) Operationalism
 - d) Constructive empiricism
 - e) Conceptual relativism
 - f) Pluralism

(18 Hours/ 15 Marks)

References:

1. Stathis Psillos, Selection from, *Scientific Realism: How Science Tracks Truth*, (Routledge, 1999)
2. Hempel, *Aspects of Scientific Explanation*, Chapter 2
3. Nagel, Selection from *The Structure of Science*, Routledge, 1961
4. Thomas Kuhn, Selection from *Structure of Scientific Revolutions*, Thomas Kuhn
5. Goodman, *Ways of Worldmaking*
6. Fodor, *Special Sciences, or the disunity of science as a working hypothesis*, *Synthese* 28; 77- 115(1974) *Scientific Pluralism*, edited by Stephen Kellert, Hellen Longino and Kenneth Waters (University of Minnesota Press, 2006)

MODULE 4: SCIENCE AND SOCIETY

- 4.1. Robert Merton and the sociology of science
- 4.2. Kuhn on normal science
- 4.3. Science and scientism
- 4.4. Bruno Latour and social constructivism, *Science studies*
- 4.5. Critique of social constructivism; Sokal's hoax; feminist critique of positivism and the notion of objectivity.

(18 Hours/ 15 Marks)

References:

1. Robert Merton, Selection from *The Sociology of Science*, University of Chicago, 1979
2. Thomas Kuhn, *Objectivity, Values and Theory Choice*, in *Essential Tension*, University of Chicago, 1977.
3. Christin. "Distinguishing Between Science and Scientism". *INTEGRAL*, 11: (2), pp: 53- 61, 2013.
4. Steve Fuller, *Social Epistemology*, Indiana University Press, 1995
5. Bruno Latour and Steve Wooglar, *Laboratory Life*, Princeton University Press, 1986
6. Bruno Latour, *Pandora's Hope: Essays on the Reality of Science Studies*, Harvard University Press, 1999
7. Bruno Latour, "Has Critique Run out of Steam?", *Social Inquiry* 30: 225-248, 2004
8. Ian Hacking, *The Social Construction of What?*, Harvard University Press, 1999.

Suggested Readings:

1. Yuri Balasho and Alex Rosenberg (Ed.). *Philosophy of science: Contemporary Readings*.
2. Alan Chalmers. *What is the Thing Called Science?*
3. Samir Okasha. *Philosophy of Science: A Very Short Introduction*
4. Antony O'Hear. *Philosophy of Science*

METHODOLOGY OF PHILOSOPHICAL RESEARCH

Semester	Course Type	Course Code	Credit	Hours/Week	CE Marks	ESE Marks	Duration of ESE
4	Core	MAPHL04C16	2	3	10	40	2 Hours

Course Description:

This course will cover various aspects of research, including types of research, research methods, and criteria for good research. It will also explore the relationship between research and writing, emphasising creativity, self-learning, and effective selection of research topics and materials. Additionally, the course will delve into working with bibliographies, differences between citation styles, and rules of documentation in research papers, culminating in general guidelines for writing philosophy papers.

Course Outcomes:

- CO 1: Understand different types of research and their respective methodologies.
- CO 2: Develop skills in selecting appropriate research topics and learning materials, fostering creativity and inquisitiveness in their approach to research.
- CO 3: Effectively cite various sources using MLA and APA styles and adhere to documentation rules in research papers.
- CO 4: Gain proficiency in writing philosophy papers, including mechanics of writing, outlining, drafting, and defending central theses.
- CO 5: Enhance their critical thinking abilities by engaging with and responding to criticism, objections, and counter arguments in philosophical discourse.

MODULE 1: RESEARCH: MEANING AND OBJECTIVES

- 1.1. Meaning and Definition of Research
- 1.2. Research Method and Methodology- Correlation and differences
- 1.3. Criteria of a Good Research
- 1.4. Ethics in research practices: Plagiarism, informed consent.

(8 Hours/ 10 Marks)

References:

1. CR Kothari. *Research Methodology: Methods and Techniques*. New Age International Ltd, New Delhi, 1990. For 1.1. (page number 2-4)

2. Ibid For 1.2 pp. 7-8
3. Ibid For 1.3 pp. 20-21
4. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th Ed. New Delhi: Affiliated East-West Press, 2012 pp. 52-61.

MODULE 2: WRITING A RESEARCH PAPER

- 2.1. Structure of Research Paper: Front page- abstract- introduction- literature review- methodology- findings- conclusion- references
- 2.2. Language of Research Paper: Precision of Expression- Grammar- Punctuation- Gender.

(8 Hours/ 10 Marks)

References:

- 2.1. J, Mikk. *Writing A Research Paper*. <https://files.eric.ed.gov>.
- 2.2. Zachary Seech, *Writing Philosophy Papers*, 2nd ed. (Belmont: Wadsworth, 1997) pp. 37-49.

MODULE 3: WORKING BIBLIOGRAPHY

- 3.1. Differences between the MLA Style and the APA Style.
- 3.2. Rules of Documentation in research thesis/paper:
- 3.3. Formatting Research Paper/ Thesis

(12 Hours/ 10 Marks)

References:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th Ed. New Delhi: Affiliated East-West Press, 2012 pp. 126-128
2. Ibid pp. 129-212
3. Ibid pp. 115-122

MODULE 4: STRATEGIES OF WRITING A RESEARCH PAPER

- 4.1. Stating the problem
- 4.2. Preparation of outline
- 4.3. Rough and final drafts
- 4.4. Responding to criticism
- 4.5. Word processing tools (familiarisation of electronic tools for citation will be provided to the learners)

(12 Hours/ 10 Marks)

References:

1. Zachary Seech, *Writing Philosophy Papers*, 2nd ed. (Belmont: Wadsworth, 1997) pp. 26-36 for 4.1,4.2,4.3,4.4, and 4.5.

Suggested Readings:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th Ed. New Delhi: Affiliated East-West Press, 2012
2. A. P. Martinich, *Philosophical Writing*, 2nd ed. (Cambridge: Blackwell, 1996)
3. Zachary Seech, *Writing Philosophy Papers*, 2nd ed. (Belmont: Wadsworth, 1997)
4. CR Kothari. *Research Methodology: Methods and Techniques*. New Age International Ltd, New Delhi, 1990.
5. **Online reference for articles on ‘Writing Philosophy Papers’:**
 - a. <http://www.uq.edu.au/>
 - b. <http://www.earlham.edu/~peters/philinks.htm>

MAPHL04C17- PROJECT WORK

Semester	Course Type	Course Code	Credit	Hours/ Week	CE Marks	ESE Marks	Total Marks
4	Core	MAPHL04C17	3	5	10	40	50

1. There shall be a project work with a Dissertation to be undertaken by all students.

- a) Project work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the Department coordinator.
- b) The project report shall be prepared according to the guidelines approved by the university.
- c) A typed copy of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester.
- d) The external evaluation of the project work shall be carried out at the end of the programme.

2. Every student has to do the Project Work independently.

- a) No group projects are accepted.
- b) The project should be unique concerning the title, project content and project layout.
- c) No two project reports of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

3. Guidelines for Preparing the Project Report

- a) The Project Report should be submitted in 40-60 pages.
 - i. The report should be typed in 'Times New Roman' font, font size 14, linespacing 1.5, left and right margins- 1.25" each and top and bottom margins 1" each in paper sized A4.
 - ii. The report should contain a Declaration by the candidate, a Certificate by the supervising teacher, Acknowledgements, a Contents page, the Main project report and a Bibliography.
 - iii. MLA 8 Formatting style should be used to prepare the project.
- b) The report should be printed on A4 size paper **Double-sided**.
- c) The paperback binding should be done with the cover page indicating the details of the project.

4. Evaluation of Project Work:

- a) Evaluation of the Project Report shall be done under the Mark System.
- b) The evaluation of the project will be done in two stages:
 - i. Internal Assessment (The supervising teacher/s along with other teachers will assess the project based on the synopsis and seminar presentations and award internal Marks)
 - ii. End Semester Evaluation (by external examiners appointed by the University)
- d) The ESE of the project work shall be conducted by a board comprising one external examiner, one internal examiner and the chairperson of the Board of Examinations.
- e) Marks secured for the project will be awarded to candidates, combining the internal and external Marks
- f) The internal to the external component is to be taken in the ratio 1:4.
- g) Assessment of different components of the project may be taken as below:

Distribution of Marks:

Evaluation Type		Marks
Internal Evaluation		10
a)	Synopsis Presentation	5
b)	Seminar Presentation	5
End Semester Evaluation		40
a)	Relevance of the Topic	5
b)	Statement of Objectives	5
c)	Methodology (Reference/ Bibliography)	5
d)	Presentation/ Quality of Analysis	5
e)	Conclusion	5
f)	Viva-Voce	15
Total		50

- h) **Internal Evaluation of the Project Work:** The project work done by students is to be evaluated internally through two phases-
 - i. Each student needs to present the synopsis of their proposed project work within one month of the beginning of the 4th Semester. This will be evaluated by the supervising teacher and other teachers present.
 - ii. Two weeks before the end of the Semester, each student needs to present a seminar based on their project work and is to be evaluated by the supervising teacher and other teachers present.

- iii. Internal Assessment marks should be published in the department.
- i) External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board.
- j) Chairman Board of Examinations, may at her discretion, on urgent requirements, make certain exceptions in the guidelines for the smooth conduct of the evaluation of the project.

5. Pass Conditions

- a) Submission of the Project Report and the presence of the student for synopsis and seminar presentations are compulsory for internal evaluation.
- b) For external evaluation, the Project report submitted by the student shall be evaluated by the external examiners.
- c) No marks shall be awarded to a candidate if she/he fails to submit the Project report for external evaluation.
- d) A student shall be declared to pass in the Project Report course if she/he secures a **minimum of 40 % marks of the aggregate and 40% separately for external.**
- e) The student should get a minimum of 40 % marks for passing the project. In an instance of inability to obtain a minimum of 40% marks, the Project work may be redone and the report may be resubmitted along with subsequent exams through the parent department.
- f) There shall be no improvement chance for the Marks obtained in the Project Report.

THE PATTERN OF QUESTION PAPERS FOR END-SEMESTER EXAMINATIONS

For 60 Marks Courses

Duration of Exam: 3 Hours

Maximum Marks: 60

Part	Bloom's Taxonomy Level	Marks per question	No. of Questions to be asked	No. of Questions to be answered	Total Marks
A	1&2 Memory and Understanding	3	6	5	15
B	6 Creative	6	5	3	18
C	3,4&5 Application, Analysis, and Evaluation	9	5	3	27
Total			16	11	60

For 40 Marks Courses

Duration of Exam: 2 Hours

Maximum Marks: 40

Part	Bloom's Taxonomy Level	Marks per question	No. of Questions to be asked	No. of Questions to be answered	Total Marks
A	1&2 Memory and Understanding	2	6	5	10
B	6 Creative	4	5	3	12
C	3,4&5 Application, Analysis, and Evaluation	6	5	3	18
Total			16	11	40

FIRST SEMESTER MA PROGRAMME IN PHILOSOPHY

MAPHL01C01 - CONCEPTS AND DEBATES IN INDIAN PHILOSOPHY-1

Time: Three Hours

Maximum Marks: 60

Part-A

Answer any **five** Questions.

Each question carries **three** marks

1. What are the different elements of perception?
2. Briefly describe viparyaya and tarka.
3. Explain the classification of anumāna based on vyāpti.
4. How does Cārvāka criticise the Nyāya notion of śabda?
5. Briefly explain the jñātataṅgavāda of Kumarila.
6. Explain the notion of akhyāti.

(5 x 3 = 15 Marks)

Part-B

Answer any **three** Questions.

Each question carries **six** marks

7. Differentiate between real and unreal experiences.
8. Discuss the conditions of meaningfulness of śabda.
9. Evaluate the criticisms of Cārvāka and Dignāga o Nyāya anumāna.
10. Differentiate between pramāṅgyavāda and apramāṅgyavāda.
11. Critically evaluate satkhyāti, asatkhyāti and anirvacanīyakhyāti.

(3 x 6 = 18 Marks)

Part-C

Answer any **three** Questions.

Each question carries **nine** marks

12. Bring out the significant features of Indian epistemology.
13. Explain in detail, pratyaksha as a means of knowledge.
14. Describe arthapatti and anupalabdhi in detail.
15. Explain the Jaina doctrine of nayavada. How is it related to syadvada?
16. Give an account of the minor sources of cognition.

(3 x 9 = 27 Marks)