KANNUR UNIVERSITY

(Abstract)

M.A Philosophy Programme- Scheme, Syllabus and Model Question papers (Ist 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 Ist & 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 Ist & II nd 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 Ist & IInd 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 Ist and IInd 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.
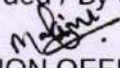
9. Orders are issued accordingly.

<div align="center">

Sd/-
Sajesh Kottambrath
Assistant Registrar1
For REGISTRAR

</div>

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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Forwarded / By Order

SECTION OFFICER

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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

CONTENTS

KANNUR UNIVERSITY

MISSION STATEMENTS

o To produce and disseminate new knowledge and to find novel avenues for the application of such knowledge.

o To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.

o 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.

o To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.

o 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.

o 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)

- o The respective section/ clause of the Regulations is given in brackets.
- o 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	Existentialism and Phenomenology	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 (Jainism)

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 Saṁśaya

(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, sāmānyatodṛṣta

      iii) Classification based on vyāpti.

   c) Upamāna

   d) Śabda: Vaidika and Laukika- Conditions of meaningfulness: (Akaṇṣa, 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, jñātatavāda 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, 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 Ṛta

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) Sāṁkhya-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*, NewYork: 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: Sāṁkhya

    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 Sāṁkhya

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*, NewYork: 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 and Liberation: Cārvāka, Buddhism, Jainism, Nyāya-Vaiśeṣika, Sāṁkhya-Yoga and Advaita

4.2. Means of Liberation

a) Buddhism: Aṣṭāngamārga and Nirvaṇa

b) Jainism: Triratna

c) Yoga: Cittavṛttinirodhaḥ- Aṣṭāngayoga

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. Beebee, 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: Govermentality

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.

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 jñātatavāda 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 pramāṇyavāda and apramāṇyavāda.

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 knwoledge.

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)