

**Maa Shakumbhari University, Saharanpur**



**SYLLABUS**

(As per the Guidelines of U.P. Government according to National Education Policy (NEP)-2020 w.e.f. Session 2023-24)

**Post-Graduation in Philosophy**

**For**

**School of Philosophy**

**Maa Shakumbhari University, Saharanpur**

*Dr. Anila*  
*17.08.2024*  
*Dean of Arts.*

## VISION OF THE SCHOOL

To produce such academicians with morality, global competence, vision and skilled as are necessary to meet the challenges of emerging global knowledge, economy by the power of innovation, creativity and efficient learning ability.

## MISSION OF THE SCHOOL

To emerge among the top institutions in India within next ten years through applicability, humanity, implementing and operating dynamic-academic, administrative and functional process, for optimal use of available resources.

## ABOUT THE SCHOOL OF ARTS- PHILOSOPHY

The School of Philosophy supports postgraduate programs that promote emotional and national integration among students. The current faculty members are actively contributing to emerging areas of philosophy through both teaching and research activities, ensuring that the department remains an open and welcoming venue for the robust exchange of ideas and the encouragement of scholarly excellence.

### VISION

- **Preservation and Promotion of Philosophical Traditions:** The department aims to preserve, study, and promote the diverse philosophical traditions that have originated in India, including but not limited to Vedanta, Nyaya, Yoga, Buddhism, Jainism, and Sikhism. It seeks to foster a deep understanding and appreciation of these traditions among students and scholars.
- **Interdisciplinary Approach:** Recognizing the interdisciplinary nature of Indian philosophy, the department encourages collaboration with scholars from other disciplines, such as history, literature, religious studies, and sociology. It seeks to explore the intersections between Indian philosophy and other areas of knowledge, fostering a holistic understanding of Indian thought.
- **Engagement with Global Philosophical Discourse:** While rooted in Indian traditions, the department also aims to engage with global philosophical discourse. It encourages dialogue with Western philosophy and other world philosophical traditions, facilitating cross-cultural exchange and enriching philosophical inquiry.
- **Integration of Ethical and Spiritual Dimensions:** Indian philosophy places a strong emphasis on ethics and spirituality. The department seeks to integrate these dimensions into its curriculum and research, exploring ethical principles, spiritual practices, and their implications for personal and societal well-being.
- **Promotion of Critical Thinking and Dialogue:** The department fosters a culture of critical thinking, open inquiry, and respectful dialogue. It encourages students and scholars to question assumptions, engage in rigorous analysis, and explore diverse perspectives within Indian philosophy and beyond.
- **Application of Philosophy to Contemporary Challenges:** Recognizing the relevance of philosophical inquiry to contemporary challenges, the department encourages the application of philosophical principles to address societal issues, environmental concerns, and ethical dilemmas. It seeks to empower students to use philosophical insights to contribute meaningfully to the world.
- **Cultivation of Intellectual and Spiritual Growth:** Finally, the department is dedicated to the cultivation of intellectual and spiritual growth among its students and faculty. It aims to provide a nurturing environment for philosophical exploration, personal reflection, and the pursuit of wisdom, fostering the development of well-rounded individuals committed to lifelong learning and self-discovery.

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## MISSION

- To transform the students into citizens who are critically informed about the past which would enable them to gain better understanding of the contemporary world and make connections to the future.
- To ensure high quality learning experiences that transform students for global citizenship and individual excellence.
- To develop vital skills in students, such as critical thinking, analysis, verbal expression, and effective writing.
- Encouraging students to actively engage with the past via seminars, group discussions and workshops.
- Supervising imaginative and meticulous projects so that the department becomes a significant contributor of original historical research.
- To enlighten students in various aspects, ranging from a unidisciplinary approach to a multidisciplinary study.
- The P.G. courses are designed as per NEP guidelines 2020 with an aim to fulfil the requirement of UPSC, NET and SET aspirants.

## Programme Outcomes (POs):

The course provides important knowledge for integrating evidence into policies, social, cultural, economics and religion, region support tools and summaries that provide support for excellence in Historical understanding.

- **Integration of evidence into philosophical discourse:** The course equips students with the necessary knowledge to integrate evidence into philosophical analyses, exploring the intersections of evidence with social, cultural, economic, and religious contexts to enrich philosophical understanding.
- **Opportunities for higher education and career advancement:** It provides avenues for further academic pursuits and career advancement in teaching, research, and other professional domains, fostering intellectual growth and professional development.
- **Integration of interdisciplinary thinking:** Students develop the ability to think and practice philosophically across interdisciplinary boundaries, synthesizing insights from diverse fields to address complex philosophical questions and challenges.
- **Understanding interconnectedness of past and present:** Students gain a deep appreciation for how the past informs the present, acquiring skills to understand the historical roots of contemporary philosophical debates and societal phenomena.
- **Construction of historical change and continuity:** They construct nuanced understandings of historical change within societal and cultural contexts, discerning patterns of continuity and change in philosophical thought across different historical periods.
- **Critical interpretation of philosophical texts:** Students learn to critically interpret philosophical texts from secondary sources, analyzing and evaluating arguments to develop their own informed perspectives on philosophical issues.
- **Articulation of philosophical arguments:** Through research papers, presentations, and verbal discussions, students learn to articulate, synthesize, and emulate philosophical arguments effectively, honing their communication skills in philosophical discourse.
- **Research writing skills:** They acquire proficiency in research writing, including proper citation practices and avoidance of plagiarism, enabling them to produce academic papers that adhere

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to scholarly standards.

- **Collaborative engagement and healthy discussion:** Students learn to actively listen, participate, and engage in collaborative discussions with peers, fostering an environment of healthy debate and the exchange of thought-provoking philosophical ideas.
- **Ethical engagement with social issues:** They engage ethically with social issues, demonstrating sensitivity to gender, inequalities, and diverse perspectives, while cultivating values of respect, empathy, and inclusivity in philosophical discourse and practice.
- **Application of philosophical skills in various contexts:** Students apply the acquired philosophical attributes in both familiar and unfamiliar contexts, demonstrating adaptability and relevance of philosophical thinking across different domains of life and society.

#### **Programme Specific Outcomes (PSOs) for Philosophy:**

- The courses are specifically designed to impart knowledge and critical skills in the study of Western and Eastern philosophies, ethics, logic, philosophy of science, and contemporary philosophical issues. Emphasis is placed on understanding the evolution of philosophical thought from the ancient to the modern era across various cultures, with a focus on the development and transformation of metaphysical, epistemological, ethical, and socio-political theories.
- Gain a deep understanding of the foundational concepts of various philosophical systems, including their underlying principles, key thinkers, and pivotal texts that have shaped religious, cultural, and intellectual institutions throughout history.
- Acquire insights into the prevailing social, political, religious, and economic ideologies that influence contemporary philosophical debates and understandings.
- Analyze the dynamic relationship between historical philosophical ideas and contemporary issues, emphasizing how ancient and modern philosophies inform and illuminate each other.
- Develop practical analytical and critical thinking skills that are essential for the comprehension and evaluation of philosophical arguments. This includes the ability to:
  - (a) Construct and critique logical arguments.
  - (b) Apply philosophical theories to practical situations.
- Foster a sustained interest in philosophical inquiry and related activities:
  - a) Engage with philosophical texts and multimedia resources to deepen understanding.
  - b) Participate in philosophical discussions, debates, and conferences.
  - c) Visit philosophical institutes, attend public lectures, and engage with philosophical communities.
  - d) Read contemporary and classic philosophical works to enhance interpretative skills.
  - e) Actively participate in academic philosophical societies or contribute to philosophical publications.
  - f) Write analytical essays or papers on philosophical topics.
- The studies of women in India, tourism in history, development of science and technologies are useful to develop professional skill and attitude among the students.
- Develop the understanding towards Cast, Gender, Race, Faith and practices of different societies live in different spaces in logical approaches.
- To enable the students to choose a career in academic writing, research and learning and teaching and other social work jobs.
- Inspire to crack lectureship and fellowship exams approved by UGC like NET and SET, other competitive exams so that high quality academicians and researchers can be prepared.

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# Maa Shakumbhari University, Saharanpur (U.P)

Syllabus M.A./B.A. in Research (Philosophy)

(Effective from Session 2023-24)

## List of Papers in All Four Semesters

Year	Semester	Course Code	Course Title	Core/ Elective/ Value Added	Theory/ Practical /Project	Credits	Internal Marks	External Marks (Min. Marks)	Total Marks	Min. Marks (Int + Ext)	Teaching Hours (Theory+ Tutorial)	
Year-4 as per NEP-2020/Year I	Semester VII as per NEP-2020/Semester I	0711001	Ethics (Concepts and Theories in Ethics)	Core Compulsory	Theory	5/4	25	75 (25)	100	40	5X15=75	
		0711002	Western Philosophy (History of Greek Philosophy)	Core Compulsory	Theory	5/4	25	75 (25)	100	40	5X15=75	
		0711003	Classical Indian Philosophy (Indian Metaphysics)	Core Compulsory	Theory	5/4	25	75 (25)	100	40	5X15=75	
		0711004	Any one of the Following	Core Compulsory								
		0711004	Contemporary Indian philosophy (Part I)		Theory	5/4	25	75 (25)	100	40	5X15=75	
		0711005	Consciousness Studies (Part I)		Theory	5/4	25	75 (25)	100	40	5X15=75	
		0711065	Project I	Core Compulsory	Project	4		100	100	40	4X15=60	
		0711050	Fundamentals of Philosophy	Minor Elective and Value Added (For other Faculty)	Theory	4	25	75 (25)	100	40	4X15=60	

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# Maa Shakumbhari University, Saharanpur (U.P)

## Syllabus M.A. (Philosophy) (Effective from 2023-24)

Year	Semester	Course Code	Course Title	Core/ Elective/ Value Added	Theory/ Practical /Project	Credits	Internal Marks	External Marks (Min. Marks)	Total Marks	Min. Marks (Int + Ext)	Teaching Hours (Theory + Tutorial)
Year-4 as per NEP-2020/Year I Semester VIII as per NEP-2020/Semester II		0811001	Ethics (Applied Moral Philosophy)	Core Compulsory	Theory	4	25	75 (25)	100	40	5X15=75
		0811002	Western Philosophy (Modern Western Philosophy)	Core Compulsory	Theory	4	25	75 (25)	100	40	5X15=75
		0811003	Classical Indian Philosophy (Indian Epistemology)	Core Compulsory	Theory	4	25	75 (25)	100	40	5X15=75
			Any one of the Following	Core Compulsory	Theory	4					
		0811004	Contemporary Indian Philosophy (Part 2)		Theory	5	25	75 (25)	100	40	5X15=75
		0811005	Consciousness Studies (Part 2)		Theory	5	25	75 (25)	100	40	5X15=75
		0811065	Project II Project I + Project II	Core Compulsory Core Compulsory	Project Viva- Voce	4 8		100 200	100 200	40 80	4X15=60 8X15=120

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# Maa Shakumbhari University, Saharanpur (U.P)

## Syllabus M.A. (Philosophy) (Effective from 2023-24)

Year	Semester	Course Code	Course Title	Core/ Elective/ Value Added	Theory/ Practica l / Project	Credits	Intern al Marks	External Marks (Min. Mar ks)	Tota l Mar ks	Min. Mark s (Int + Ext)	Teachi ng Hours (Theory + Tutori: al)	
Year-5 as per NEP-2020/Year II	Semester IX as per NEP-2020/Semester III	0911001	20 <sup>th</sup> Century Western Philosophy (Philosophy of Language)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
		0911002	Logic (Part-I)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
		0911003	Philosophy of Religion (Part-I)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
			Any one of the Following	Core Compulsory								
		0911004	Aesthetics: Indian and Western (Part-I)		Theory	54	25	75 (25)	100	40	5X15=75	
		+ 0911005	Social and Political Philosophy (Part-I)	✓ Core Comp.	Theory	54	25	75 (25)	100	40	5X15=75	
		0911006	Philosophy of Science (Part-I)		Theory	54	25	75 (25)	100	40	5X15=75	
		0911007	Applied Philosophical Counselling and Therapy (Diagnosis)		Theory	54	25	75 (25)	100	40	5X15=75	
0911065	Project I	Core Compulsory	Project	4		100	100	40	4X15=60			

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# Maa Shakumbhari University, Saharanpur (U.P)

## Syllabus M.A. (Philosophy) (Effective from 2023-24)

Year	Semester	Course Code	Course Title	Core/ Elective/ Value Added	Theory/ Practical / Project	Credits	Internal Marks	External Marks (Min. Marks)	Total Marks	Min. Marks (Int +Ext)	Teaching Hours (Theory + Tutorial)	
Year-5 as per NEP-2020/Year II	Semester X as per NEP-2020/Semester IV	1011001	20 <sup>th</sup> Century Western Philosophy (Existentialism, Phenomenology & Hermeneutics)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
		1011002	Logic (Part-II)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
		1011003	Philosophy of Religion(Part-II)	Core Compulsory	Theory	54	25	75 (25)	100	40	5X15=75	
			<b>Any one of the following</b>	Core Compulsory								
		1011004	Aesthetics: Indian and Western (Part-II)		Theory	54	25	75 (25)	100	40	5X15=75	
		1011005	Social and Political Philosophy (Part-2)	core comp.	Theory	54	25	75 (25)	100	40	5X15=75	
		1011006	Philosophy of Science (Part-2)		Theory	54	25	75 (25)	100	40	5X15=75	
		1011007	Applied Philosophical Counselling and Therapy (Intervention)		Theory	5	25	75 (25)	100	40	5X15=75	
		1011065	Project II	Core Compulsory	Project	4		100	100	40	4X15=60	
			Project I + Project II	Core Compulsory	Viva- Voce	8		200	200	80	8X15=120	

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## Examination Pattern

### Internal Examination:

1. One written Test of 20 Marks. [ 5 Marks Quiz + 15 Marks (Very Short + Short + Long Question)]
2. Five Marks for Class performance /attendance.

### External Examination:

Written Exam of 75 Marks,  
Exam duration 3 Hrs.

### External Examination Pattern:

Unit- I : Attempt all **Five** questions. Each question carries 3 marks.

Unit- II : Attempt any **Two** out of Three. Each question carries 7.5 marks each.

Unit-III : Attempt any **Three** out of Five. Each question carries 15 marks each.

### Minimum Marks:

1. In each individual paper 40 marks i.e. 40% and 55% for PGDR in all courses.
2. Division in PG: First Division- CGPA 6.5 and less than 10, Second Division- CGPA 5.0 and less than 6.5,  
There is no provision of Third Division.
3. Division in PGDR: First division- CGPA 6.5 and less than 10, Second Division- CGPA 5.5 and less than 6.5,  
There is no provision of Third

Division. Equivalent Percentage =

$CGPA \times 9.5$

Note: Percentage and Grading system applicable as per NEP-2020, G.O  
1032/Sattar-2022- 08(35)/2020, Higher Education Division-3, Lucknow, Dated:  
20.04.2022

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# **DETAILED SYLLABUS**

**For**

**M.A. I (PHILOSOPHY)**

**Or**

**B.A. (Research) Philosophy**

*Dr. K. S. Chelva*  
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<b>Programme As Per NEP</b>	<b>Class</b>	<b>Year</b>	<b>Semester</b>
<b>B.A. Research in Philosophy</b>	<b>M.A.</b>	<b>First</b>	<b>First</b>
<b>Subject : Philosophy</b>			
<b>Course Code: 0711001</b>	<b>Course Title : Ethics (Concepts and Theories in Ethics)</b>		<b>(Theory)</b>
<b>Course Outcome :-</b> The main objectives of this paper are as follows: <ul style="list-style-type: none"> <li>Enhancing students' understanding of moral beliefs and fundamental principles that can be applied to assess the rightness or wrongness of actions.</li> <li>Analyzing specific moral concepts and diverse ethical theories to provide a comprehensive exploration of the subject matter. Investigating the concept of Purusharthas, including Kama (desire), Artha (wealth), Dharma (duty), and Moksha (liberation), to illuminate their significance and implications.</li> <li>Investigating the notions of Rta (cosmic order), Rna (debt or obligation), and Satya (truth) and their ethical implications in various contexts.</li> </ul>			
<b>Creditors : 5</b>		<b>Core Compulsory</b>	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T- 5-0-0			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures=75</b>
I	<ul style="list-style-type: none"> <li>Ethics and its scope and subject matter (East and West)</li> <li>Introduction to the Nature of Ethical Theories (East and West)</li> </ul>		18
II	<ul style="list-style-type: none"> <li>Aristotle's Ethics: Happiness, Virtue, Justice and Equality, Freedom and Responsibility.</li> <li>Utilitarianism: John Stuart Mill and Henry Sedgwick – Happiness as the standard of good life; Principle of Utility.</li> </ul>		19
III	<ul style="list-style-type: none"> <li>Joseph Butler's Conscience Theory–Principle of Self-love and benevolence, conscience, the supreme authority.</li> </ul>		12
IV	<ul style="list-style-type: none"> <li>Immanuel Kant's- Moral Theory: The Categorical Imperative, Duty and Obligation, Concept of Freedom and Reason.</li> </ul>		10
V	<ul style="list-style-type: none"> <li>Purusharthas: Kama, Artha, Dharma and Moksha</li> <li>Niskama karma and Lokasamgraha</li> <li>Jnana, Bhakti and Karma Yoga (Bhagvad Gita)</li> <li>Svadharm (Bhagvad Gita)</li> <li>Notions of Rta, Rna and Satya</li> <li>Dana as a moral Category</li> </ul>		16
<b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities /assignments. Field visits etc.			

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**Suggested Readings:**

- **Aristotle.** *Nicomachean Ethics*. Penguin. 1963.
- **Ethel M. Albert,** Theodore C. Demise, and Sheldon P. Peter Freud. *Great Traditions in Ethics: An Introduction*. Eunasia Publishing House (P) Limited, Ram Nagar- New Delhi, 1968.
- **Hiriyanna, M.** *The Indian Conception of Values*. Kavyalaya Publishers, 1975.
- **Immanuel Kant.** *Fundamental Principles of the Metaphysics of Morals*. Translated by Thomas Kingwill. Longmans, Green & Co., London, 1949.
- **Joel Feinberg (Ed.)**. *Moral Concepts*. Oxford University Press, 1975.
- **Maitra, S.K.** *The Ethics of the Hindus*. 3rd ed. University of Calcutta, 1963.
- **Peter Singer (Ed.)**. *Ethics*. Oxford University Press, Oxford, 1994.
- **Purushottama Bilimoria, Joseph Prabhu, Renuka Sharma (Eds.)**. *Indian Ethics, Vol. 1*. Ashgate Publishers. England, 2004.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	First	First
Subject : Philosophy			
Course Code: 0711002	Course Title: Western Philosophy (History of Greek Philosophy)		(Theory)
<b>Course Outcome</b> :- Student's exposures to different debates on history of western philosophy would enable them to understand the ideas, concepts and theory of knowledge and how these are relevant for their intellectual growth and its deep consequences for understanding the every-day-life and human existence. It would offer them not only philosophical insights to unpack the complexity of human existence from critically nuanced perspective.			
Creditors : 5		Core Compulsory	
Max. Marks: 25+75 (25) Internal + External		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) L-T- 5-0-0			
Unit	Topic		No. of Lectures=75
I	<b>The Pre-Socratic Philosophers</b> <ol style="list-style-type: none"> <li>1. <b>Philosophy and Temperament</b> <ul style="list-style-type: none"> <li>o Philosophy and the Cultural Milieu</li> </ul> </li> <li>2. <b>The Milesian School: Differentiated Unities</b> <ul style="list-style-type: none"> <li>o Thales, Anaximander, and Anaximenes</li> <li>o Pythagoras and the Mathematical Basis of All Things</li> </ul> </li> <li>3. <b>Ideas about 'Form'</b> <ul style="list-style-type: none"> <li>o Heraclitus and the Problem of Change</li> </ul> </li> <li>4. <b>Eleatic School: An Unchanging Reality</b> <ul style="list-style-type: none"> <li>o Parmenides: Concept of Being</li> <li>o Zeno's Arguments against Pluralism</li> </ul> </li> </ol>		15
II	<b>The Pluralists</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Anaxagoras and the Concept of Nous</li> </ul> <b>The Atomists</b> <ul style="list-style-type: none"> <li>• Democritus and Leucippus</li> </ul>		10
III	<b>Socrates and Plato</b> <ol style="list-style-type: none"> <li>1. Plato's Theory of Knowledge</li> <li>2. Doctrine of Forms</li> <li>3. Concept of Soul</li> </ol>		16
IV	<b>Aristotle</b> <ol style="list-style-type: none"> <li>1. Aristotelian Theory of Categories</li> <li>2. Notion of Substance</li> <li>3. Conception of Causality</li> <li>4. Theory of Knowledge</li> </ol>		15
V	<b>Philosophy in the Medieval Period: Synthesis of Faith and Reason</b> <ol style="list-style-type: none"> <li>1. Illuminationism of St. Augustine</li> <li>2. Ontological Argument of St. Anselm</li> <li>3. St. Thomas Aquinas: Moderate Realism</li> <li>4. St. Thomas Aquinas: Five Proofs for the Existence of God</li> </ol>		19

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**Teaching Learning Process :** Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

**Suggested Readings:**

- **Aristotle:** *Metaphysics*. Translated by Richard Hope. Ann Arbor: University of Michigan Press, 1960.
- **Aquinas, Thomas St.:** *Summa Theologica*. English Translation by Fathers of the English Dominican Province in 3 Vols. New York: Benziger Press, 1947.
- **Burnet:** *Early Greek Philosophy*. London: Adam & Charles Black, 1948.
- **Neham:** *Selections from Early Greek Philosophy*. New York: Appleton, Ed., 1954.
- **Plato:** *The Works of Plato*. Translation by B. Jowett. McGraw-Hill, 1966. **Zeller:** *Outlines of History of Greek Philosophy*. London: Routledge and Kegan Paul, 1950.
- **Kenny, Anthony:** *An Illustrated Brief History of Western Philosophy*. Blackwell Publishing House, USA, 2006.
- **Nicholas, Aidan:** *Discovering Aquinas: An Introduction to His Life, Work, and Influence*. B. Eerdmans, USA, 2003.
- **Russell, Bertrand:** *A History of Western Philosophy*. Routledge, 2005, New Delhi.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

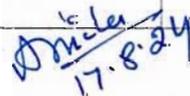
- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	First	I
<b>Subject : Philosophy</b>			
Course Code 0711003	Course Title: <b>Classical Indian Philosophy (Indian Metaphysics)</b>		(Theory)
<p><b>Course Outcome:</b>– The candidate is expected to know, understand and learn the foundational philosophical ideas of Indian Philosophical Systems. It is also expected that the student is able to cherish the rationale behind metaphysical truths. Metaphysics as the predominant branch of Philosophy helps us to realize that Truth may have higher definitions and may not be only rationally available</p>			
<b>Credits – 5</b>		<b>Core Compulsory</b>	
Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures=75	
I	<p><b><i>Upanishad and Purva Mimamsa</i></b></p> <ol style="list-style-type: none"> <li>Nature of Atman, Brahman, States of Consciousness: Jagrat, Svapna, Sushupti and Turiya (Mandukya Upanishad).</li> <li>Sheaths of Being: Anna, Prana, Mana, Vijnana and Ananda.</li> <li>Dharma-Lakshana</li> <li>Karma (Karma, Nishiddha, Nitya-Naimittika) and Apurva (Parmapurva, Samudayapurva, Utpattipurva, Angapurva).</li> </ol>	20	
II	<p><b><i>Vedanta: Sankara an Ramanuja</i></b></p> <ol style="list-style-type: none"> <li>Place of Brahman, Ishvara and Jiva.</li> <li>Concept of Maya and Avidya: Avarana-Vikshepa</li> <li>Concept of Adhyaropa - Adhyasa.</li> </ol>	19	
III	<p><b><i>Buddhism</i></b></p> <ol style="list-style-type: none"> <li>Arya Satya and Pratityasamutpada.</li> <li>Vijnanavada and Sunyavada.</li> </ol>		
IV	<p><b><i>Jainism and Carvaka.</i></b></p> <ol style="list-style-type: none"> <li>Naya, Pramana and Saptabhanginaya.</li> <li>Anekantavada.</li> <li>Carvaka's Swabhavavada</li> </ol>	18	
V	<p><b><i>Samkhya and Yoga</i></b></p> <ol style="list-style-type: none"> <li>Prakrti and Purusha: Arguments for their Existence ; Evolution</li> <li>Satkāryavāda</li> <li>Yoga: Citta: Vṛtti, Aṅga Yoga Methods of Abhyasa and Vairagya</li> </ol>	18	

  
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**Teaching Learning Process :**Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

**Suggested Readings:**

- **C.D. Bijalwana:** *Indian Theory of Knowledge based upon Jayanta Nyayamanjari.* Heritage Publishers, New Delhi, 1977.
- **D.N. Shastri:** *The Philosophy of Nyaya-Vaisesika in its Conflict with Buddhist Dignaga School: Critique of Indian Realism.* Bhartiya Vidya Prakashan, 1976.
- **M. Hiriyanna:** *Outlines of Indian Philosophy.* Motilal Banarsidas, 1995.
- **The Dhammapada:** Translated by Sarvepalli Radhakrishnan. Oxford University Press, 1991.
- **Swami Vireswarananda:** *Brahma Sutras.* Advaita Ashrama Publication, 5 Delhi Entally Road, Kolkata, 1936.
- **Upanishads:** Brhadaranyaka (Chapters 1-4), Mandukya, Chandogaya (Chapters 1-3). Translated by Radhakrishnan, Nikhilananda, & R.E. Hume. Dover Publications, 1962.
- **C. Chatterjee:** *Nyaya Theory of Knowledge.* University of Calcutta, 1978.
- **S.N. Das Gupta:** *History of Indian Philosophy,* Vols. I, III, and V. Motilal Banarsidass, Delhi, 1975.
- **S. Radhakrishnan:** *Indian Philosophy,* Vols. I and II. George Allen and Unwin, London, 1971.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	First	I
Course Code: 0711004	Course Title: Contemporary Indian Philosophy (Part I)		(Theory)
<b>Subject: Philosophy</b>			
<b>Course Outcome:</b> – The paper is designed to give the thorough insight to students about the classical age of India, post gupta developments, and rise of Rajputs Socio-cultural aspects is added in order to give broad understanding of the subject.			
Credits - 5	Core compulsory Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures=75	
I	<b>1: Introduction to Contemporary Indian Philosophy</b> <ul style="list-style-type: none"> <li>• Overview of the field and its importance</li> <li>• Discussion on what constitutes 'contemporary' in Indian philosophy</li> <li>• Key themes and issues addressed by contemporary thinkers</li> </ul>	10	
II	<b>Swami Vivekananda</b> <ul style="list-style-type: none"> <li>• Study of Vivekananda's interpretation of Vedanta</li> <li>• His approach to practical Vedanta and its relevance today</li> <li>• Impact on religious reform and philosophy of education</li> </ul> <b>Sarvepalli Radhakrishnan</b> <ul style="list-style-type: none"> <li>• Analysis of Radhakrishnan's role as a bridge between Eastern and Western philosophy</li> <li>• Discussion of his interpretative works on Indian philosophy and religion</li> <li>• Exploration of his thoughts on Idealism</li> </ul>	19	
III	<b>Pandit Deendayal Upadhyay</b> <ul style="list-style-type: none"> <li>• Detailed examination of Upadhyay's Integral Humanism and its philosophical underpinnings</li> <li>• His views on economics, politics, and society from a cultural perspective</li> <li>• Analysis of his four lectures on Integral Humanism and their impact on the Bharatiya Janata Party's philosophy</li> </ul> <b>Jiddu Krishnamurti</b> <ul style="list-style-type: none"> <li>• Study of Krishnamurti's teachings on psychological revolution and the nature of mind</li> <li>• His concept of freedom and the construct of conditioned knowledge</li> <li>• The relevance of his ideas in contemporary philosophical and educational contexts</li> </ul>	18	

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IV	<p><b>M. N. Roy</b></p> <ul style="list-style-type: none"> <li>• Examination of Roy's radical humanism and its philosophical foundations</li> <li>• His critique of Marxism and advocacy for decentralization</li> <li>• Roy's contributions to modern Indian political thought</li> </ul> <p><b>Swami Dayananda Saraswati (Arya Samaj)</b></p> <ul style="list-style-type: none"> <li>• Vedic revivalism</li> <li>• Social reform</li> <li>• Contributions to Educational reforms</li> </ul>	16
V	<p><b>K. C. Bhattacharyya</b></p> <ul style="list-style-type: none"> <li>• Exploration of K.C. Bhattacharyya's concept of Subjectivity</li> <li>• His philosophical method and influence on Indian metaphysics</li> <li>• Critical examination of his work "The Subject as Freedom"</li> </ul>	12
<p><b>Teaching Learning Process :</b>Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>		
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Hamilton, S. (2014). Indian Philosophy: A Very Short Introduction. Oxford University Press.</li> <li>2. Lal, B. K., &amp; Verma, S. K. (Eds.). (2000). Contemporary Indian Philosophy. Motilal Banarsidass.</li> <li>3. Krishnamurti, J. (2009). Philosophical Investigations. Shambhala Publications.</li> <li>4. Alam, F., &amp; Chakravarty, R. (Eds.). (2011). The Essential Tagore. Harvard University Press.</li> <li>5. Dalai Lama XIV. (1990). Freedom in Exile: The Autobiography of the Dalai Lama. HarperOne.</li> <li>6. Upadhyaya, P. D. (2015). Integral Humanism. Publications Division, Ministry of Information &amp; Broadcasting, Government of India.</li> <li>7. Gandhi, M. (2007). An Autobiography: The Story of My Experiments with Truth. Beacon Press.</li> <li>8. Bhave, V. (2011). Thoughts on Education. Sarva Seva Sangh Prakashan.</li> <li>9. Schilpp, P. A. (Ed.). (1998). The Philosophy of Sarvepalli Radhakrishnan. Open Court Publishing Company.</li> <li>10. Ambedkar, B. R. (2014). Annihilation of Caste. Navayana.</li> </ol>		
<p><b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b></p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>		
<p><b>Suggested equivalent online courses.</b> IGNOU &amp; Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.</p>		

*Dr. S. K. Verma*  
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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	First	I
<b>Subject : Philosophy</b>			
<b>Course Code: 0711005</b>	<b>Course Title: Consciousness Studies (part I)</b>		<b>(Theory)</b>
<b>Course Objective</b> – Student’s exposures to different debates on Philosophical Psychology would equip them understand the nature of human freedom and its connection with every-day-life situation. It would enhance their critical capacity to comprehend the nature of human consciousness and mind.			
Credits – 5		Core Compulsory	
Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0			
Unit	Topic		No. of Lectures=75
I	<ul style="list-style-type: none"> <li>• Nature and Concerns of Philosophy of Mind</li> <li>• Problems of Description, Interpretation, and Understanding of Human Actions</li> </ul>		15
II	<ul style="list-style-type: none"> <li>• Consciousness: Phenomenal and Transcendental – Nature and Forms of Experience</li> <li>• Nature of Human Agency: Reasons and Causes</li> </ul>		15
III	<ul style="list-style-type: none"> <li>• Mind-Body Problem: Descartes, Ryle, Freud and Carl Jung</li> <li>• Free-Will and Determinism</li> </ul>		15
IV	<ul style="list-style-type: none"> <li>• Concept of Citta, Cittavritti and Consciousness in Yoga</li> <li>• Antahkarana</li> </ul>		15
V	<ul style="list-style-type: none"> <li>• Citta-bhumi and Panchklesha</li> </ul>		15
<b>Teaching Learning Process:</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.			
<b>Suggested Readings:</b>			
<ol style="list-style-type: none"> <li>1. Daniel J. Lenitin: <i>Foundations of Cognitive Psychology: Core Readings</i>. The MIT Press, Cambridge, Massachusetts. London, 2002.</li> <li>2. David Cohen: <i>Psychologists on Psychology</i>, Chapter 3, 8, and 11. Ark Paperbacks, London, 1985.</li> <li>3. Freud: <i>Introductory Lectures on Psycho-Analysis</i>. Penguin Books, Harmondsworth, U.K., 1991.</li> <li>4. Kireet Joshi: <i>Philosophy and Yoga of Sri Aurobindo and Other Essays</i>. Published by Mira Aditi Centre, 2003.</li> <li>5. R.D. Laing: <i>Self &amp; Others</i>. Penguin Books, Harmondsworth, U.K., 2005.</li> <li>6. M.P. Pandit: <i>Teaching of Sri Aurobindo</i>. Published by Sri Aurobindo Study Circle, 1959.</li> <li>7. G. Ryle: <i>The Concept of Mind</i>. London: Hutchinson, 1949.</li> <li>8. J.P. Sartre: <i>The Emotions</i>. Philosophical Library, New York, 2002.</li> <li>9. Jerome Shaffer: <i>Philosophy of Mind</i>. Prentice-Hall, India, New Delhi, 2000.</li> <li>10. B.F. Skinner: <i>Beyond Freedom and Dignity</i>. Penguin Books, Harmondsworth, U.K., 1979.</li> <li>11. Swami Lokeshwarananda: <i>Chhandogya Upanishad</i>. The Ramakrishna Mission Institute of Culture, 1995.</li> <li>12. Stephen Burwood, Paul Gilbert, Kathleen Lennon: <i>Philosophy of Mind</i>. Routledge, 2003.</li> <li>13. A.J. Ayer: <i>Concept of Person and Other Essays</i>. Macmillan, London, 2004.</li> <li>14. M. Cavell: <i>The Psychoanalytical Mind</i>. Harvard, 1993.</li> <li>15. A.R. Louch: <i>Explanation and Human Action</i>. University of California Press, 1972.</li> <li>16. Rhys Davis: <i>Buddhism: A Study of the Buddhist Norm</i>. Asian Educational Services, Hauz Khas, New Delhi, 2000.</li> <li>17. Yogasutra</li> </ol>			

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1. Vivekananda: *Raj Yoga*. Jozzy Bee Verlong, 2012.
2. A.R. White (Ed.): *Philosophy of Action*. Oxford University Press, 1979.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme As Per NEP	Class	Year	Subject	Semester
B.A. Research in Philosophy	M.A.	Second	Philosophy	I
Course Code : 0711050	Course Title : Fundamentals of Philosophy			(Theory)
<p><b>Course Outcome:</b> Students will be able to recognize and understand major philosophical traditions and their key concepts, enhance their critical thinking, analysis, and argumentation skills, grasp fundamental issues in metaphysics, ethics, and epistemology, and apply philosophical concepts to contemporary issues and personal reflections..</p>				
Credits – 4		Minor		Min. Passing Marks : 40
		Max. Marks : 25+75 (25) internal + external		
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures = 60
I	<b>Metaphysics:</b> Meaning, definition and concepts <ul style="list-style-type: none"> <li>• Self</li> <li>• Appearance and reality</li> <li>• Substance</li> <li>• Change and permanencce</li> </ul>			15
II	<b>Epistemology:</b> Meaning, definition and concepts Pramana (Source of knowledge) <ul style="list-style-type: none"> <li>• Pratyaksha</li> <li>• Anumana</li> <li>• Shabda</li> <li>• Upamana</li> <li>• Arthopati</li> <li>• Anupalabधि</li> </ul>			15
III	<b>Ethics:</b> Meaning, definition and concepts <ul style="list-style-type: none"> <li>• Dharma as Rightcousness</li> <li>• Purushartha and Samatva</li> <li>• yoga virtues</li> </ul>			15
IV	<b>Logic:</b> Meaning, definition and concepts <ul style="list-style-type: none"> <li>• deduction and induction</li> <li>• argument</li> <li>• language</li> </ul>			15
<b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.				

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**Suggested Readings:**

- Harendra Prasad Sinha: Bharatiya Darshan ki Rooprekha
- Chandradhar Sharma: Pashchatya Darshan
- Irving M. Copi Carl Cohen: Introduction to Logic
- Author, Ashok Kumar Verma: Nitishastra Ki Rooparekha.
- वेद प्रकाश वर्मा: नीति शास्त्र के मूल सिद्धान्त

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	First	ii
<b>Subject : Philosophy</b>			
Course Code: 0811001	Course Title: Ethics (Applied Moral Philosophy)		Theory
<p><b>Course Outcome:</b> After successfully completing this paper, students will develop a comprehensive understanding of moral beliefs and fundamental principles that can be applied to assess the rightness or wrongness of actions, enabling them to make informed ethical judgments. Students will acquire familiarity with the analysis of specific moral concepts and various ethical theories, allowing them to critically evaluate and apply these theories in ethical discussions and decision-making.</p>			
Credits – 5		Core Compulsory	
Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical in hours per week : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures=75	
I	<b>Concept of Morality: Customary and Reflective</b>  Idea of Equality  Rights, Human Rights, Caste Discrimination and Reservation: Philosophical Implications	14	
II	<b>Taking Life: Ethical Issues</b> <ul style="list-style-type: none"> <li>• (a) The Embryo and the Fetus, Abortion and Euthanasia</li> <li>• (b) Cruelty towards Animals</li> <li>• (c) Morality and Rationality of Suicide</li> </ul>	14	
III	<b>Human Subject, Environment, and Sustainable Development</b> <ul style="list-style-type: none"> <li>• (a) Ethics and Nuclear Deterrence</li> <li>• (b) Theories of Environmental Ethics- Deep Ecology</li> <li>• (c) Ethics of Sustainable Development</li> </ul>	16	
IV	<b>Applied Perspective on Indian Ethics</b> <ul style="list-style-type: none"> <li>• (a) Decolonization and Epistemic Violence</li> <li>• (b) Dharma as Virtue and Righteousness</li> </ul>	18	
V	<b>Applied morality in the Panchatantra and Neetishatakam</b> <ul style="list-style-type: none"> <li>• (a) Moral Dilemmas in Mahabharata</li> <li>• (b) Applied Morality in Panchatantra and Neetishatakam</li> </ul>	13	
<p><b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>			

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### Suggested Readings:

1. **Mary Warnock:** *Ethics: Since 1900*. Oxford University Press, 1960.
2. **Simone De Beauvoir:** *Ethics of Ambiguity*. Citadel Press, New York, 2000.
3. **Guha, R.:** "Radical American Environmentalism and Wilderness Preservation: A Third World Critique." *Environmental Ethics*, Vol. 11, pp. 71–83, 1989.
4. **Hargrove, E.:** *The Foundations of Environmental Ethics*. Prentice-Hall, New Jersey, 1989.
5. **Human Rights in India: Theory and Practice**, edited by Justice A.S. Anand & A.V. Afonso. IIAS, Shimla, 2011.
6. **Rachels, James (ed.):** *Moral Problems*. Harper and Row, 3rd edition, 1978.
7. **Singer, P.:** *Animal Liberation: A New Ethics for Our Treatment of Animals*. New York: Random House. (Re-issued with a new preface, Ecco, 2001, 1975).
8. **Singer, P.:** *Practical Ethics*. Cambridge: Cambridge University Press, 2nd edition, 1993.
9. **Thomson, Judith Jarvis:** *Rights, Restitution & Risk: Essays in Moral Theory*. Harvard University Press, 1986.
10. **Bimal Krishna Matilal:** *Moral Dilemmas in the Mahabharata*, 2014.
11. **Acharya Vishnu Sharma (Author), S.K. Sharma (Editor)**. Universal Press, Delhi, 2021.

### Suggested Continuous Internal Evaluation Methods (25 Marks)

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

### Suggested equivalent online courses.

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme As Per NEP	Class	Year	Semester
B.A. Research in Philosophy	M.A.	I	II
<b>Subject: Philosophy</b>			
Course Code: 0811002	Course Title: Western Philosophy (Modern Western Philosophy)		(Theory)
<p><b>Course Outcome:</b> Student's exposures to different debates on history of western philosophy in the context of modernity, science and philosophical anthropology of human ideas, would enable them to understand the ideas, concepts and theory of knowledge and how these are relevant for their intellectual growth and its deep consequences for understanding the every-day-life and human existence. It would offer them not only philosophical insights to unpack the complexity of human existence from critically nuanced perspective.</p>			
<b>Credits: 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks: 40</b>	
Total No. of Lectures - Tutorial - Practical (in hours per week): L-T-P - 5-0-0			
Unit	Topic	No. of Lectures=75	
I	<ol style="list-style-type: none"> <li>1. Nature and Concerns of Modern Western Philosophy.</li> <li>2. Critique of Medieval World-View</li> <li>3. Emergence of Scientific Thinking</li> </ol>	15	
II	<p><b>Rationalism</b></p> <ol style="list-style-type: none"> <li>1. <b>Rene Descartes:</b> <ul style="list-style-type: none"> <li>○ (i) Cartesian Doubt and Skepticism</li> <li>○ (ii) Body-Mind Problem; Interactionism; Dualism, Proofs for the Existence of God</li> </ul> </li> <li>2. <b>Spinoza:</b> <ul style="list-style-type: none"> <li>○ (i) Problem of Substance, Attribute, and Modes</li> <li>○ (ii) Body-Mind Problem and Three Orders of Knowing</li> </ul> </li> <li>3. <b>Leibniz, Wilhelm:</b> <ul style="list-style-type: none"> <li>○ (i) Substance, Monads, and Pluralism</li> <li>○ (ii) Proofs for the Existence of God, The Doctrine of Pre-established Harmony</li> </ul> </li> </ol>	15	
III	<p><b>Empiricism</b></p> <ol style="list-style-type: none"> <li>1. <b>John Locke</b> <ul style="list-style-type: none"> <li>○ (i) Nature of Knowledge, Refutation of Innate Ideas</li> <li>○ (ii) Primary and Secondary Qualities</li> </ul> </li> <li>2. <b>George Berkeley</b> <ul style="list-style-type: none"> <li>○ (i) Berkeley's Rejection of Materialism, Criticism of Abstract Ideas</li> <li>○ (ii) Subjective Idealism: Esse est Percipi</li> </ul> </li> <li>3. <b>David Hume</b> <ul style="list-style-type: none"> <li>○ (i) Distinction between Ideas and Impressions</li> <li>○ (ii) Matter, Mind, and Causality</li> <li>○ (iii) Criticism of Realism, Materialism, and Idealism</li> </ul> </li> </ol>	16	
IV	<ol style="list-style-type: none"> <li>1. <b>Immanuel Kant</b> <ul style="list-style-type: none"> <li>○ (i) Classification of Judgments and Possibility of Synthetic A Priori Judgment</li> <li>○ (ii) Categories of Understanding, Space and Time as Forms of Intuition. Phenomena and Noumena</li> <li>○</li> </ul> </li> </ol>	15	

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V	<p><b>Wilhelm Hegel</b></p> <p>(i) Hegel's Conception of Spirit (Geist), Dialectic Method of Hegel</p> <p>(ii) Absolute Idealism of Hegel and His Concept of Being and Becoming</p>	14
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**Teaching Learning Process:** Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.

**Suggested Readings:**

**Essential Readings:**

1. **Berkeley:** *The Works of George Berkeley*, Edited by A.A. Luce and T.E. Jessop. London: Nelson, 1948.
2. **Collins:** *A History of Modern European Philosophy*. Milwaukee: Bruce Publishing Company, 1954.
3. **Descartes:** *Discourse on Method*, Translated by Laflear. New York: Libra Arts Press, 1950.
4. **Falkenberg:** *History of Modern Philosophy*, Calcutta: Progressive Publication, 1963.
5. **Hegel:** *The Phenomenology of Mind*, Translated by Baillie. New York: Macmillan, 1931.
6. **Hume:** *A Treatise of Human Nature*. Clarendon, 1888. Edited by Selby-Bigge. Oxford.
7. **Kant:** *Critique of Pure Reason*, Translated by N.K. Smith. London: Macmillan, 1933.
8. **Leibniz:** *Monadology*. Translated by H.W. Carr. Los Angeles: University of Southern California Press, 1930.
9. **Locke:** *An Essay Concerning Human Understanding*, Edited by A.C. Fraser. New York: Dover, 1959.
10. **Spinoza:** *An Essay Concerning Human Understanding*, Edited by A.C. Fraser. New York: Dover, 1959.
11. **Spinoza:** *Chief Works of Benedict de Spinoza*, Translated by R.H.N. Slwes. New York: Dover, 1951.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

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Abroad.			
<b>Programme As Per NEP</b>	<b>Class</b>	<b>Year</b>	<b>Semester</b>
<b>B.A. Research in Philosophy</b>	<b>M.A.</b>	<b>I</b>	<b>II</b>
<b>Subject: Philosophy</b>			
<b>Course Code: 0811003</b>	<b>Course Title: Classical Indian Philosophy (Indian Epistemology)</b>		<b>(Theory)</b>
<b>Course Outcome:-</b> The Candidate is expected to know and learn the intricate issues of Knowledge and Error according to Indian Philosophical Tradition and is able to develop an ability to exercise reason in avoiding any form of ignorance. The candidate is expected to understand that Knowledge is not only one of the ways of life but also opens doors to enlightenment and is liberating.			
<b>Credits : 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks : 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures=75</b>	
I	Theory of Meaning: Purva-Mimamsa 1. Veda Lakshnavicharah. 2. Abihitanvyavada and Anvitabhidhanavada. 3. Concept of Bhavana – Sabdi Bhavana and Arthi Bhavana.	15	
II	Theories and Sources of Knowledge: 1. SvatahPramanyavada. 2. ParatahPramanyavada. 3. Pramanas: Pratyaksa, Anumana, Sabda, Upamana, Arthapatti and Anuplabdhi.	15	
III	Indian Logic and Epistemology: 1. Forms of Aprama: Samsaya, Smriti, Viparyaya and Vikalpa. 2. Khyati Pancakam, Akhyati, Viparita-khyati, Yathartha-khyati, Anyatha-khyati, AnirvacaniyaKhyati.	18	
IV	Nyaya and Vaisesika 1. Hetvabhasa 2. Nature of Padartha.	15	
V	<b>Vaisesika System:</b> 1. Relation between Dravya, Guna and Karma. 2. Samanya – Visesa. 3. Samvaya – Abhava.	12	
<b>Teaching Learning Process:</b> Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.			

*Dr. S. K. Saha*  
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**Suggested Readings:**

1. **C. D. Bijalwana:** *Indian Theory of Knowledge based upon Jayanta Nyayamanjari*. Heritage Publishers, New Delhi, 1977.
2. **D.N. Shastri:** *The Philosophy of Nyaya Vaisesika in its conflict with Buddhist Dignaga School: Critique of Indian realism*. Bhartiya Vidya Prakashan, 1976.
3. **M. Hiriyanna:** *Outlines of Indian Philosophy*. Motilal Banarsidass, 1995.
4. **F. Stecherbatsky:** *Buddhist Logic: Vols. I and II*. Dover Publishers, 1962.
5. **S.N. Das Gupta:** *History of Indian Philosophy, Vols. I, III, and V.*, 1975.
6. **S. Radhakrishnan:** *Indian Philosophy, Vol. I and II*. George Allen & Unwin, Oxford Pub., 1958.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

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Abroad.			
<b>Programme As Per NEP</b>	<b>Class</b>	<b>Year</b>	<b>Semester</b>
<b>B.A. Research in Philosophy</b>	<b>M.A.</b>	<b>I</b>	<b>II</b>
<b>Subject : Philosophy</b>			
<b>Course Code : 0811004</b>	<b>Course Title: Contemporary Indian Philosophy (Part 2)</b>		<b>(Theory)</b>
<p><b>Course Outcome:</b> – This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history to world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal as Second World War was lesser imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of international Agencies and above all in the same period colonist and imperialist structure crumbled. This paper also throws a glance on India's foreign relations post independence era.</p>			
<b>Credits : 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks : 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures=75</b>	
I	<p><b>Mahatma Gandhi</b></p> <ul style="list-style-type: none"> <li>• Philosophy of Satyagraha</li> <li>• Ethical and political thought</li> <li>• Gandhi's views on religion and society</li> </ul>	12	
II	<p><b>Sri Aurobindo's Integral Yoga and Evolutionary Philosophy</b></p> <ul style="list-style-type: none"> <li>• Exploration of Sri Aurobindo's vision of spiritual evolution</li> <li>• His concept of Integral Yoga as a method for human transformation</li> <li>• Idea of Sanatana Dharma</li> <li>• Idea of Nationalism</li> </ul>	18	
III	<p><b>Rabindranath Tagore</b></p> <ul style="list-style-type: none"> <li>• Philosophy of education</li> <li>• Ideas on nationalism and internationalism</li> <li>• Art and aesthetics</li> <li>• Examination of his socio-political writings and their impact</li> </ul>	12	
IV	<p><b>Female Saints</b></p> <ul style="list-style-type: none"> <li>• Exploration of feminist philosophy in India through the life of Akka Mahadevi, Lal Dei and Meera</li> </ul>	18	
V	<p><b>B.R. Ambedkar</b></p> <ul style="list-style-type: none"> <li>• Critique of caste and his vision for social justice</li> <li>• Philosophy of law and democracy</li> <li>• Religion and conversion</li> </ul>	15	
<p><b>Teaching Learning Process:</b> Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.</p>			

*Dr. S. K. Saha*

**Suggested Readings:**

1. Hamilton, S. (2014). Indian Philosophy: A Very Short Introduction. Oxford University Press.
2. Lal, B. K., & Verma, S. K. (Eds.). (2000). Contemporary Indian Philosophy. Motilal Banarsidass.
3. Krishnamurti, J. (2009). Philosophical Investigations. Shambhala Publications.
4. Alam, F., & Chakravarty, R. (Eds.). (2011). The Essential Tagore. Harvard University Press.
5. Dalai Lama XIV. (1990). Freedom in Exile: The Autobiography of the Dalai Lama. HarperOne.
6. Upadhyaya, P. D. (2015). Integral Humanism. Publications Division, Ministry of Information & Broadcasting, Government of India.
7. Gandhi, M. (2007). An Autobiography: The Story of My Experiments with Truth. Beacon Press.
8. Bhave, V. (2011). Thoughts on Education. Sarva Seva Sangh Prakashan.
9. Schilpp, P. A. (Ed.). (1998). The Philosophy of Sarvepalli Radhakrishnan. Open Court Publishing Company.
10. Ambedkar, B. R. (2014). Annihilation of Caste. Navayana.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

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Abroad.			
<b>Programme As Per NEP</b>	<b>Class</b>	<b>Year</b>	<b>Semester</b>
<b>B.A. Research in Philosophy</b>	<b>M.A.</b>	<b>I</b>	<b>II</b>
<b>Subject : Philosophy</b>			
<b>Course Code : 0811005</b>	<b>Course Title: Consciousness Studies (Part-II)</b>		<b>(Theory)</b>
<b>Course Objective</b> – This program is designed to encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship. It also generates multi skilled leaders with a holistic perspective that cuts across disciplines. This paper also throws light on India's rich heritage with enables the travellers to experience India's cultural diversity.			
<b>Credits : 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks : 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures=75</b>	
I	<ul style="list-style-type: none"> <li>Upanishdic concept of Atman and Jagat (knowledge of Self and Universe) – Theory of Panchkosha</li> <li>Personhood and Personal Identity: P.F Strawson</li> </ul>	15	
II	<ul style="list-style-type: none"> <li>Perception, Imagination, and Emotion: Problems of Embodiment</li> </ul>	16	
III	<ul style="list-style-type: none"> <li>Nature and Methods in Philosophy of Mind: Behaviorism, Phenomenological Psycho-analytical</li> </ul>	15	
IV	<ul style="list-style-type: none"> <li>Concept of Consciousness in Buddhism: Citta-Cetsika-Kushala and Akushala Kammās</li> <li>Kshanbhangvada and Vijnanavada</li> </ul>	15	
V	<ul style="list-style-type: none"> <li>Psyche, Culture. and Mind: Hermeneutic Approach</li> </ul>	14	
<b>Teaching Learning Process:</b> Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.			
<b>Suggested Readings:</b>			
<ol style="list-style-type: none"> <li><b>David Cohen:</b> <i>Psychologists on Psychology</i>, Chapters 3, 8, and 11. Ark Paperbacks, London, 1994.</li> <li><b>Freud:</b> <i>Introductory Lectures on Psycho-Analysis</i>. Penguin Books, Harmondsworth, U.K., 1986.</li> <li><b>Laing, R.D.:</b> <i>Self &amp; Others</i>. Penguin Books. Harmondsworth, U.K., 2005.</li> <li><b>Leslie Stevenson:</b> <i>Ten Theories of Human Nature &amp; David L. Haberman</i>. Oxford University Press, 2004</li> <li><b>Sartre, J.P.:</b> <i>The Emotions</i>. Philosophical Library, New York, 2002.</li> <li><b>Shaffer, Jerome:</b> <i>Philosophy of Mind</i>. Prentice-Hall, India. New Delhi. 2000.</li> <li><b>Skinner, B.F.:</b> <i>Beyond Freedom and Dignity</i>. Penguin Books, Harmondsworth, U.K., 1971.</li> <li><b>Ayer, A.J.:</b> <i>Concept of Person and Other Essays</i>. Macmillan, 1963.</li> <li><b>Cavell, M.:</b> <i>The Psychoanalytical Mind</i>. Harvard, 1993.</li> <li><b>Chomsky, N.:</b> <i>Language and Problem of Knowledge</i> in Martinich A. (ed.), <i>Philosophy of Language</i>. OUP, 1990.</li> <li><b>Louch, A.R.:</b> <i>Explanation and Human Action</i>. University of California Press, 1969.</li> <li><b>Rhys Davis:</b> <i>Buddhism: A Study of the Buddhist Norm</i>, 2000.</li> </ol>			

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13. **White, A.R. (Ed.):** *Philosophy of Action*. Oxford University Press, 1970.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

Primer

# **DETAILED SYLLABUS**

For

**M.A. II (Philosophy)**

Or

**MASTER DEGREE IN PHILOSOPHY**

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Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
Subject : Philosophy			
Course Code : 0911001	Course Title: 20 <sup>th</sup> Century Western Philosophy (Philosophy of Language)		(Theory)
<b>Course Outcome:</b> – After completing this paper students are able to understand the surface and depth meaning of any linguistic discourse from analytical rationality to discursive rationality. They are also able understand the textual and analytical understanding of the relation between reality and language.			
<b>Credits : 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks : 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures=75	
I	<b>G.E. Moore</b> <ul style="list-style-type: none"> <li>• (i) Refutation of Idealism</li> <li>• (ii) Proof of the External World</li> </ul> <b>A.J. Ayer</b> <ul style="list-style-type: none"> <li>• Elimination of Metaphysics; Principle of Verifiability</li> </ul>	15	
ii	<b>B. Russell</b> <ul style="list-style-type: none"> <li>• (i) Logical Atomism</li> <li>• (ii) Logical Positivism</li> </ul>	12	
iii	<b>Semantics: Frege's Distinction between Sense and Reference, Concepts and Objects: Related Problems and Their Proposed Solutions</b> <ul style="list-style-type: none"> <li>(i) Identity</li> <li>(ii) Negative Existentials</li> <li>(iii) Indirect Speech</li> <li>(iv) Propositional Attitude</li> <li>(iv) Wittgenstein's Picture and Use Theory of Language</li> </ul>	15	
IV	<b>logical positivism</b> <ul style="list-style-type: none"> <li>• Verification Principle</li> <li>• Rejection of Metaphysics</li> </ul>	18	
V	<b>Theories of Meaning (Indian)</b>	15	

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<p>(i) Conditions of Knowing the Meaning of Sentence</p> <p>(ii) The Mimamsa Definition of a Sentence</p> <p>(iii) Akanksa, Yogyata, Sannidhi, Tatparyajnana</p>	
<p>Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.</p>	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Davidson, D. <i>Inquiries into Truth &amp; Interpretation</i>. Oxford University Press, 2001.</li> <li>2. Ammerman, R.R. (Ed.). <i>Classics of Analytical Philosophy</i>. Tata McGraw-Hill Publishing Co. Ltd., Bombay-New Delhi, 1965.</li> <li>3. Moore, G.E. <i>Philosophical Papers</i>. Routledge and Kegan Paul, 2010.</li> <li>4. Parkinson, H.R. <i>Theory of Meaning</i>. Oxford University Press, 1970.</li> <li>5. Searle, J.R. <i>Speech Acts</i>. Cambridge University Press, 1969.</li> <li>6. Kunjhuni Raja, K. <i>Indian Theories of Meaning</i>. Vol. 91. The Adyar Library and Research Centre, Adyar, 1963.</li> <li>7. Wittgenstein, L. <i>Tractatus-Logico-Philosophicus</i>. Routledge and Kegan Paul, 1922.</li> <li>8. Wittgenstein, L. <i>Philosophical Investigations</i> (Relevant Passages). Basil BlackWell, 1953.</li> <li>9. Kripke, S. <i>Meaning and Necessity</i>. Cambridge: Harvard Univ. Press, 1972.</li> <li>10. Russell, B. <i>On Denoting and The Philosophy of Logical Atomism in Logic and Knowledge</i>. London: Allen and Unwin, 1956.</li> <li>11. Evans, G., &amp; McDowell, J. (Eds.). <i>Truth and Meaning</i>. Oxford: Oxford University Press, 1976.</li> <li>12. Quine, W.V. <i>"Two Dogmas of Empiricism" from a Logical Point of View</i>. Cambridge: Harvard University Press, 1953.</li> </ol>	
<p><b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b></p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>	
<p><b>Suggested equivalent online courses.</b></p> <p>IGNOU &amp; Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.</p>	

Amila

Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
<b>Subject: Philosophy</b>			
Course Code: 0911002	Course Title: Logic (Part-I)	(Theory)	
Course Objective – The candidate is expected to learn and understand the logical ways and patterns of thinking following a holistic system of logic. The student is surely made to encouraged to observation skills during the course which may lead him/her to avoid fallacious thinking.			
<b>Credits: 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks: 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures = 75	
I	<b>Logic, Language, and Thought</b> <ul style="list-style-type: none"> <li>• Informal Fallacies</li> <li>• Proposition and its Classification</li> <li>• Square of Opposition of Propositions and its Boolean Modification</li> </ul> <b>Inference and Argument</b> <ul style="list-style-type: none"> <li>• Validity of Argument</li> <li>• Types of Inference – Immediate and Mediate (Syllogism)</li> </ul>	15	
II	<b>Immediate Inference</b> <ul style="list-style-type: none"> <li>• Conversion</li> <li>• Obversion</li> <li>• Contraposition</li> <li>• Inversion</li> <li>• Inference from Relation of Opposition between Propositions</li> </ul>	16	
III	<b>Syllogism</b> <ul style="list-style-type: none"> <li>• Rules or Axioms and Fallacies</li> <li>• Figures and Moods of Syllogism</li> <li>• General Theorems of Syllogism and Special Theorems of Each Figure</li> <li>• Types of Syllogism – Enthymeme and Sorites</li> <li>• Test of Syllogism – Antilogism</li> </ul>	13	
IV	<b>Formalization of Language</b> <ul style="list-style-type: none"> <li>• Symbolization of Propositions</li> <li>• Classification of Propositions according to Structure – Simple and Compound</li> <li>• Classification of Propositions according to Truth-Value – Tautology, Contradiction, and Contingency</li> </ul> <b>Truth Function</b> <ul style="list-style-type: none"> <li>• Propositional Form</li> <li>• Argument and Argument Form</li> <li>• Rules of Inference and Rules of Replacement</li> </ul>	15	

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V	<p><b>1. Induction as a Form of Reasoning</b></p> <ul style="list-style-type: none"> <li>• Formal Grounds of Induction</li> </ul> <p><b>2. Law of Causation and Law of Uniformity of Nature</b></p> <ul style="list-style-type: none"> <li>• Paradox of Induction</li> <li>• Inductive Generalization – Role of Fair Samples</li> </ul>	16
Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.		
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Cohen, I., &amp; Nagel, E. <i>Introduction to Logic &amp; Scientific Method</i>. Allied Publishers, 1970.</li> <li>2. Copi, I.M. <i>Introduction to Logic</i>. 1985.</li> <li>3. Copi, I.M. <i>Symbolic Logic</i>. 5th Edition. Macmillan Collier, New York, 1985.</li> <li>4. Sen, M. <i>An Introduction to Critical Thinking</i>. Pearson, 2010.</li> <li>5. Russell, B. <i>Principles of Mathematics</i>. Allen &amp; Unwin, London, 1970.</li> <li>6. Neced, J. <i>Foundation of Geometry and Induction</i>. Kegan Paul, 1970.</li> </ol>		
<p><b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b></p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>		
<p><b>Suggested equivalent online courses.</b> IGNOU &amp; Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.</p>		

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Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
<b>Subject:</b>			
<b>Philosophy</b>			
Course Code : 0911003	Course Title: <b>Philosophy of Religion (Part-I)</b>		(Theory)
<p><b>Course Outcome:</b>– After successful completion of this paper, students will develop a comprehensive and nuanced understanding of the key issues and challenges within the field of philosophy of religion, gaining in-depth knowledge of its main topics. Students acquire the skills necessary to critically examine, investigate, and evaluate the nature of religious experience, allowing for a thorough analysis of its various dimensions and interpretations.</p>			
<b>Credits : 5</b>		<b>Core Compulsory</b>	
<b>Max.Marks: 25+75 (Internal + External)</b>		<b>Min. Passing marks : 40</b>	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures	
I	<b>Introduction to Philosophy of Religion</b> <ul style="list-style-type: none"> <li>• Salient Features of Sanatana Parampara and Religion: Ashrama system, varnashrama system and Purushartha.</li> </ul>	15	
II	<b>Arguments for the Existence of God</b> <ul style="list-style-type: none"> <li>• <b>Classical Arguments:</b> <ul style="list-style-type: none"> <li><b>Ontological Argument:</b> Anselm's argument and its critiques, including those by Gaunilo and Immanuel Kant.</li> <li><b>Cosmological Argument:</b> Aquinas' Five Ways, the Kalam cosmological argument, and criticisms by Hume and Kant.</li> <li><b>Teleological Argument:</b> Arguments from design, including Paley's watchmaker analogy, modern interpretations, and critiques by Hume and Darwinian evolution.</li> </ul> </li> <li>• <b>Moral Argument:</b> Arguments based on the existence of objective moral values, Kant's moral argument, and its critiques</li> </ul>	15	
III	<b>The Problem of Evil and Theodicy</b> <ul style="list-style-type: none"> <li>• <b>Types of Evil:</b> Moral evil, natural evil, and metaphysical evil.</li> <li>• <b>Logical Problem of Evil:</b> The challenge of reconciling the existence of an omnipotent, omnibenevolent God with the existence of evil.</li> <li>• <b>Evidential Problem of Evil:</b> The argument that the amount and kinds of evil in the world are evidence against the existence of God.</li> <li>• <b>Theodicies:</b> Augustinian theodicy, Irenaeian theodicy, process theodicy, and free will defense</li> </ul>	15	
VI	<b>Faith, Reason, and Revelation</b> <ul style="list-style-type: none"> <li>• <b>Nature of Faith:</b> Faith as belief, trust, and commitment; rationality of faith; fideism vs. rationalism.</li> <li>• <b>Relationship between Faith and Reason:</b> Aquinas' views, Kierkegaard's leap of faith, and contemporary debates.</li> <li>• <b>Revelation and Religious Experience:</b> Nature of revelation, types of religious experiences, arguments from religious experience, critiques, and alternative explanations (psychological, sociological, neurological)</li> </ul>	15	
V	<b>Nature of Religious Language:</b> Cognitive and non-cognitive approaches. <ul style="list-style-type: none"> <li>• <b>Analogical and Symbolic Language:</b> Aquinas' theory of analogy, Paul Tillich's symbols, and metaphors.</li> <li>• <b>Verification and Falsification Debates:</b> Logical positivism and the challenge to religious language, responses from A.J. Ayer, Antony Flew, R.M. Hare, and Basil Mitchell</li> </ul>	15	

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Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.

**Suggested Readings:**

1. Basil Mitchell: Philosophy of Religion (Oxford University Press, Oxford), 1963.
2. John Hick: Philosophy of Religion (Prentice Hall of India Ltd., New Delhi), 1980.
3. Rudolf Otto: The Idea of the Holy (Unwin Brothers Ltd., London, 1959).
4. Swami Vivekananda: Raj Yoga (Ram Krishna Ashram, Nagpur), 1986.
5. John Hick: Faith and Knowledge, A modern introduction to the problem of Religious Knowledge, 2nd Ed., Paperbacks, Aug, 2009.
6. William T. Blackstone: Problems of Religious Knowledge, Paperbacks, Prentice Hall, 1963.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

*Amila*

Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
<b>Subject : Philosophy</b>			
Course Code : 0911004	Course Title: Aesthetics: Indian & Western (Part-I)		(Theory)
<b>Course Outcome:</b> The candidates are expected to know and be grounded in the fundamental concepts and doctrines of Art and Aesthetics and be empowered by developing an understanding with regard to the significance of emotive world in a logical and philosophical manner.			
Credits : 5		Core Compulsory	
Max.Marks: 25+75 (Internal + External)		Min. Passing marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures	
I	<ul style="list-style-type: none"> <li>• Nature, Concerns, and Definition of Aesthetics</li> <li>• Art – Philosophy, Psychology, and Criticism</li> </ul>	16	
II	Study of the concepts: <ul style="list-style-type: none"> <li>• Mimesia</li> <li>• Tragedy</li> <li>• Catharsis</li> <li>• Beauty</li> <li>• Sublime</li> </ul>	15	
III	Origin, Nature, and Purpose of Natya in the light of "Rasovai Sah".	14	
IV	<ul style="list-style-type: none"> <li>• Kavya – Prayojana, Hetu, Svarupa, Bheda in the light of "Vakyam Rasatmakam Kavyam".</li> </ul>	15	
V	Nature and Interpretation of Aesthetic Experience as: <ul style="list-style-type: none"> <li>• Pleasure</li> <li>• Empathy</li> <li>• Experience</li> <li>• Emotion</li> </ul>	15	
Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.			
<b>Suggested Readings:</b>			
<ol style="list-style-type: none"> <li>1. Ananda Coomaraswamy: The Transformation of Nature in Art. Dover Publishers, New York. 1934.</li> <li>2. Friedrich Schiller: On the Aesthetic Education of Man (Routledge &amp; Kegan Paul, London. 1954).</li> <li>3. Ingram Bywater (Translator): Aristotle on the Art of Poetry. Oxford: Clarendon Press (USA), 1920.</li> <li>4. Manmohan Ghosh (Translator): The Natyasastra of Bharata Muni, Chs. I, VI &amp; VII. Asiatic Society, Calcutta, 1950.</li> <li>5. Meredith (Translator): The Critique of Judgment by Immanuel Kant, Tr., J.C., Oxford University Press.</li> <li>6. Morris Weitz (Ed.): Problems of Aesthetics: An Introductory Book of Readings, Macmillan, New York</li> <li>7. Rajeshekhar: The Kavyamimansa by D.K. Point World (P. Ltd.), 2nd Ed., 2013.</li> <li>8. John Hospers: Artistic Expression, Appleton–Century Crafts, New York, 1971.</li> <li>9. Monroe C. Beardsley: Aesthetics: Problems in the Philosophy of Criticism, Harcourt, Brace &amp; World Inc., Atlanta, 1958.</li> <li>10. W.E. Kennick: Art and Philosophy, S.T. Martin's Press, New York, 1966.</li> </ol>			

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**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

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Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
<b>Subject: Philosophy</b>			
Course Code : 0911005	Course Title: Social and Political Philosophy (Part-I)		(Theory)
Course Outcome: The critical and intellectual exposure about this specialized paper would be enabling the students to critically analyze key concepts in Social & Political philosophy with special reference to major theories in the subject. A student is expected to be familiar with problems such as the nature of political obligation, ideals of a good society, morality law and order, social changes, tradition and modernity. It would be creating a vibrant idea of civic participation from the perspective of critical rationality and a responsible cosmopolitan citizen with a curious sense of inquiry.			
Credits : 5		<b>Core Compulsory</b>	
Max. Marks: 25+75 (Internal + External)		Min. Passing marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures = 75	
I	Nature and Scope of Social and Political Philosophy.	15	
II	<b>Equality:</b> Types of equality (social, political, economic), debates on equality of opportunity vs. equality of outcome, affirmative action, and egalitarianism.	15	
III	<b>Freedom:</b> Negative and positive liberty, the concept of autonomy, debates on freedom of speech, individual rights vs. collective good.	15	
IV	<b>Justice:</b> Classical conceptions (Plato and Aristotle), modern theories (John Rawls' theory of justice as fairness, Robert Nozick's entitlement theory), distributive justice, retributive justice, and social justice	15	
V	<b>Sovereignty and Democracy</b> <b>Sovereignty:</b> The concept of state sovereignty, sovereignty in a globalized world, debates on national sovereignty vs. international governance. <b>Democracy:</b> Different models of democracy (direct, representative, participatory), deliberative democracy, the role of civil society, and democratic deficits.	15	
Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.			
<b>Suggested Readings:</b>			
<ol style="list-style-type: none"> <li>1. Amartya Sen: <i>Development as Freedom</i>, Published by Oxford University Press, 2002.</li> <li>2. Charles Taylor: <i>Sources of Self: Making of the Modern Identity</i>, Published by Cambridge University Press, 1992.</li> <li>3. Chantal Mouffe: <i>The Democratic Paradox</i>, Published by Verso, 2000.</li> <li>4. Daya Krishna: <i>Consideration towards the theory of social change</i>, W.R. Chambers, 1965.</li> <li>5. Daya Krishna: <i>Social Philosophy: Past &amp; Future</i>, Published by Indian Institute of Advanced Studies, Shimla, 1993.</li> <li>6. Fanon, Franz: <i>The Wretched of the Earth</i>, Published by Penguin, 2002.</li> <li>7. Gandhi, M.K.: <i>Hind Swaraj</i>, Published by Navajivan Publishing House, 2004, Ahmedabad.</li> <li>8. J. Habermas: <i>Philosophical Discourse of Modernity: Twelve Lectures</i>, Published by MIT Press Home, 1990.</li> <li>9. Marx, Karl: <i>Economic and Philosophic Manuscripts Progress</i>, Moscow, 1967.</li> <li>10. Michel Foucault: <i>Archeology of Knowledge</i>, Published by Routledge, 2002.</li> <li>11. Plato: <i>Republic</i>, Published by Hackett Publishing Co., Inc., 1992.</li> <li>12. Sartre: <i>Revolution and the Intellectual (in Politics) and Literature</i>, Published by Calder &amp; Boyers, London, 1973.</li> <li>13. Gopal Guru and Sunder Sarukkai: <i>O.U.P., New Delhi</i>, 2012.</li> <li>14. Daya Krishna: <i>Consideration towards the theory of social change</i>, W.R. Chambers, 1965.</li> </ol>			

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15. Daya Krishna: *Social Philosophy: Past & Future*, Published by Indian Institute of Advanced Studies, Shimla, 1993.
16. Fanon, Franz: *The Wretched of the Earth*, Published by Penguin, 2002.
17. Gandhi, M.K.: *Hind Swaraj*. Published by Navajivan Publishing House, 2004, Ahmedabad.
18. J. Habermas: *Philosophical Discourse of Modernity: Twelve Lectures*, Published by MIT Press Home, 1990.
19. Marx, Karl: *Economic and Philosophic Manuscripts Progress*, Moscow, 1967.
20. Michel Foucault: *Archeology of Knowledge*, Published by Routledge, 2002.
21. Plato: *Republic*, Published by Hackett Publishing Co., Inc., 1992.
22. Sartre: *Revolution and the Intellectual (in Politics) and Literature*, Published by Calder & Boyers, London, 1973.
23. Gopal Guru & Sunder Sarukkai: *O.U.P., New Delhi*, 2012.
24. Quinton (Ed.): *Political Philosophy*. Oxford University Press, 2004.
25. King and McGilvicy: *Political and Social Philosophy: Traditional and Contemporary Readings*. McGraw Hill, New York, 1975.
26. Kymlicka: *Contemporary Political Philosophy*. Oxford University Press, 2005.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

Programme As Per NEP	Class	Year	Semester
Master of Arts	M.A.	Second	Third
<b>Subject: Philosophy</b>			
Course Code : 0911006	Course Title: Philosophy of Science (Part-I)	(Theory)	
Course Outcome: After completing this student gets exposure to different understanding of debates on Philosophy of Science, they are able to understand the distinctions between philosophy methodological and science.			
Credits : 5		Core Compulsory	
Max.Marks: 25+75 (Internal + External)		Min. Passing marks : 40	
Total No. of Lectures - Tutorial – Practical (in hours per week) : L-T-P - 5-0-0			
Unit	Topic	No. of Lectures = 75	
I	<ul style="list-style-type: none"> <li>• Kuhn's Philosophy of Science.</li> <li>• Paradigms.</li> </ul>	15	
II	<ul style="list-style-type: none"> <li>• Revolution in Science.</li> <li>• Observation and Theory.</li> </ul>	15	
III	<ul style="list-style-type: none"> <li>• Arguments: Induction and deduction</li> </ul>	15	
IV	<ul style="list-style-type: none"> <li>• Empiricism</li> <li>• Scientific Realism.</li> </ul>	15	
V	<ul style="list-style-type: none"> <li>• Positivism.</li> <li>• Inference.</li> </ul>	15	
Teaching Learning Process: Class discussions/demonstration, Power Point Presentation, Class activities assignments, Field Visits etc.			
<b>Suggested Readings:</b>			
<ol style="list-style-type: none"> <li>1. Carl Hempel, <i>Philosophy of Natural Science</i>, Prentice Hall, Englewood Cliffs, 1966.</li> <li>2. Ed. Imre Lakatos and Alan Musgrave, <i>Criticism and the Growth of Knowledge</i>, Cambridge University Press, 1970.</li> <li>3. T.S. Kuhn, <i>The Structure of Scientific Revolution</i>, University of Chicago Press, 1962.</li> <li>4. Ernest Nagel, <i>The Structure of Science</i>, Harcourt, Brace and World, New York, 1961.</li> <li>5. Popper, <i>Logic of Scientific Discovery</i>, Hutchinson, London, 1959.</li> <li>6. Paul Feyerabend, <i>Against Method</i>, New Left Books, London, 1975.</li> </ol>			
<b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>			
<ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>			
<b>Suggested equivalent online courses.</b>			
IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.			

*Arinder*  
 17.8.24

Programme As Per NEP	Class	Year	Subject	Semester
B.A. Research in Philosophy	M.A.	Second	Philosophy	Third
Course Code: 0911007	Course Title: Applied Philosophical Counselling and Therapy (Diagnosis)			(Theory)
<p><b>Course Objective</b> – After completing this paper, students will achieve and develop an in-depth understanding of identifying causes of suffering: Students will be able to identify and analyze various causes of suffering within the context of philosophical counseling. They will gain knowledge and insight into factors such as the disintegrated self, relationship problems, social issues, existential crises, moral dilemmas, cultural and religious conflicts, dissociative thinking, and emotional difficulties.</p>				
Credits – 5	Core compulsory Max. Marks : 25+75 (25) internal + external			Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per week : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures = 75
I	Concept of Well-being and Suffering as a Human Condition, Meaning of Counselling, Historical usage of Western Philosophy as counselling, Historical usage of Indian Philosophy as counselling, Difference between suffering as a human condition and clinical suffering,			15
II	Difference and Similarities between Philosophical Counseling, Psychological Counseling, and Psychiatric Intervention. Mental Health and Disorders, Historical Methods and Development of Psychological Counseling, Contemporary Methods of Psychological Counseling. Assessment Tools: Psychometric Testing. Practicals: 1			15
III	Foundations of Philosophical Counselling. Philosophical Attitudes - Courageous- Open -Assertive -Caring-Grateful, Future of Philosophical Counselling, Criteria for inclusion or exclusion of Clients for Philosophical Counselling,			15
IV	Psychological Counselling and Psychiatrist, Use of Psychometrics tests in Philosophical Counselling, Difference between and applied use of Qualitative and Quantitative mods, Code of Ethical Practice, Common Cognitive biases. Effective use of vast Philosophical literature in counselling.			15
V	Identifying Causes of suffering: Disintegrated Self, Relationship Problems, Social Problems, Existential problems, Moral, Cultural & Religious Dilemmas and Conflict, Dissociative thinking and emotional problems and various others. Assessment tools: Free association, Diagnostic Dialectical association, Methodological association, Phenomenological mapping. Practical's: 3			15
<p><b>Teaching Learning Process</b> :Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>				

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Programme As Per NEP	Class	Year	Subject	Semester
Master of Arts	M.A.	Second	Philosophy	IV
Course Code: 1011001	Course Title: 20 <sup>th</sup> Century Western Philosophy (Existentialism, Phenomenology & Hermeneutics)			(Theory)
<p><b>Course Outcome :-</b> By achieving these objectives, students will gain a thorough understanding of the core issues within Existentialism and phenomenology, along with the critical skills necessary to examine and evaluate these concepts. They will be equipped to engage in informed discussions and contribute to the ongoing exploration of Existentialism and phenomenology within the broader philosophical discourse.</p>				
Credits – 5	Core compulsory Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40	
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures=75
I	Husserl's Phenomenology			14
	(i) Phenomenological Philosophy in relation to European Philosophy. (ii) Nature of Phenomenological Analysis. (iii) Singularity, consciousness and horizon-intentionality (iv) Phenomenological Method			
II	(i) M.Ponty's Critique of Husserl's Eidetic reduction and Critique of Empiricism and Rationalism (ii) M. Ponty's the Body-Subject (Body as Expression) (iii) Heidegger: Being and Time (iv) Kierkegaard: three stages of Existence (Aesthetic, Ethical and Religious)			12
III	(i) Existentialism as Philosophy: Departure from Phenomenological essentialism. (ii) Sartre: Basic structures of existence (Being-in-itself & Being-for-itself), Freedom, Decision and Choice, Authenticity			12
IV	(i) Nietzsche: Individuality, Autonomy "Freedom of Spirit" (ii) Karl Jasper: concept of Encompassing and Transcendence			19
V	(i) What is Hermeneutics: Historical Overview. (ii) Hans-Georg Gadamer: Philosophical Hermeneutics (iii) Habermas-Dialectical Hermeneutics/Critical hermeneutics			18
<p><b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.</p>				

*Abhishek*  
17.8.24

**Suggested Readings:**

1. Peter B. Raabe, (2002) *Issues in Philosophical Counseling*, Prager Publication, London
2. Elliot D. Cohen and Samuel Zinaich, Jr. (2013) Edited by *Philosophy, Counseling, and Psychotherapy*, Cambridge Scholars Publishing, UK
3. Shlomit C. Schuster, (January 1995) *The Practice of Sartre's Philosophy in Philosophical Counseling and Existential Psychotherapy*, The Jerusalem Philosophical Quarterly, pp. 99-114
4. Ran Lahav & Maria de Venza Tillmanns (1995) *Essay On Philosophical Counseling*, University Press of America
5. Mehuron, Kate (2009) *Supervision and Case Notes in Philosophical Counselling Practice*, *Philosophical Practice: Journal of the American Philosophical Practice Association*, 4(2), 467-474.
6. Ellis, Albert. (2001) *Overcoming Destructive Beliefs, Feelings, and Behaviors: New Directions for Rational Emotive Behavior Therapy*. Amherst, NY: Prometheus Books.
7. Schuster, Shlomit C. (1999) *Philosophy Practice: An Alternative to Counseling and Psychotherapy*. Westport, CT: Praeger.
8. Nelson, Leonard. (2010) *Socratic Method and Critical Philosophy: Selected Essays*, Translated by Thomas K. Brown III. Whitefish, MT: Kessinger Publishing, LLC.
9. Raabe, Peter B. (2000) *Philosophical Counselling: Theory and Practice*, Westport, CT: Praeger Publishers

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

*Articles*

**Suggested Readings:**

1. M. Merleau-Ponty: *Phenomenology of Perception* (Routledge and Kegan Paul, London), 1962.
2. J. P. Sartre: *Being & Nothingness* (Routledge and Kegan Paul, London), 2003.
3. Hans-Georg Gadamer: *Philosophical Hermeneutics*, translated and edited by David (University of California Press), 1977.
4. Hans-Georg Gadamer: *Truth and Method*, First South Asian Edition, 2005.
5. John F. Bannan: *The Philosophy of Merleau-Ponty* (Harcourt, Brace & World, Inc., New York), 1967.
6. Marvin Farber: *The Aims of Phenomenology: The Motives, Methods and Impact of Husserl's Thought* (Harper Torchbooks, New York), 1966.
7. J. L. Mehta: *The Philosophy of Martin Heidegger* (Banaras Hindu University, Varanasi), 1967.
8. John Macquarrie: *Existentialism* (Penguin Books), First Published 1972.
9. Joseph J. Kockelmans (ed.): *The Philosophy of Edmund Husserl and its Interpretation* (Anchor Books, Doubleday and Company, Inc., Garden City, New York), 1994.
10. George Schrader: *Existential Philosophers: Kierkegaard to Merleau-Ponty* (McGraw Hill, New York), 1967.
11. Robert Solomon (Ed.): *Phenomenology and Existentialism* (New York), 1972.
12. Herbert Spiegelberg: *The Phenomenological Movement: A Historical Introduction*, 2 Vols. (Martinus Nijhoff, The Hague), 1960.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

*Abhishek* →

Programme As Per NEP	Class	Year	Subject	Semester
Master of Arts	M.A.	Second	Philosophy	IV
Course Code : 1011002		Course Title: Logic (Part-II)		
Course Objective – The candidate is expected to know and learn the fundamentals of logic as an art, science and a skill. The candidate is expected to be grounded in different methodologies inductive and deductive adopted while inferences are made in an error-free manner. The students are also expected to understand the intricate difference between inference and implication.				
Credits – 5		Core compulsory Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures=75
I	Proofs of validity of arguments and proofs for tautology, formal proof, conditional proof, and indirect proof. Proof of invalidity of argument – Shorter truth-table method.			18
II	Symbolization of general propositions (singly general and multiply general propositions).			10
III	Rules of quantification. Proofs of validity and invalidity of arguments involving general propositions			12
IV	Logic of Relations. Formal Properties of Relation – Symmetry, Reflexivity, and Transitivity. Scientific Method – Different from methods of Authority, Tenacity, and Intuition, Hypothesis, Formal Conditions of Hypothesis, Test of Hypothesis, Role of Crucial Experiments. Explanation, Nature of Scientific Theories.			15
V	Mill's Methods of Experimental Inquiry – Criticism of the methods of Agreement, Difference, Joint method. Method of Concomitant variation, and Method of Residue.			20
<b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.				
<b>Suggested Readings:</b>				
<ol style="list-style-type: none"> <li>1. Irving M. Copi: Introduction to Logic, Prentice Hall Publication, 2006.</li> <li>2. Irving M. Copi: Symbolic Logic (Macmillan Collier, New York), University of Hawaii, Prentice Hall of India, New Delhi, 1999.</li> <li>3. Cohen &amp; Nagel: Introduction Logic &amp; Scientific Method (Allied Publishers), 1970.</li> </ol>				
<b>Suggested Continuous Internal Evaluation Methods (25 Marks)</b>				
<ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz.</li> </ul>				

*Anita*  
17.8.24

**Suggested equivalent online courses.**

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Writer

Programme As Per NEP	Class	Year	Subject	Semester
Master of Arts	M.A.	Second	Philosophy	IV
Course Code : 1011003		Course Title : <b>Philosophy of Religion(Part-II)</b>		(Theory)
<b>Course Objective</b> – The course intends to familiarize students with the ancient civilizations of world which will provide them After successful completion of this course, student will be able: <ul style="list-style-type: none"> <li>To analyze the main issues and problems concerning faith, revelation and problem of evil.</li> <li>To comprehend existential approach to study religious experience, Subjectivity and Transcendence.</li> <li>To learn analytical approach to study religious language.</li> </ul>				
Credits – 5		Core optional Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures =75
I	<b>Definition and Salient features of Religion and Dharma:</b> <ul style="list-style-type: none"> <li><b>Introduction to Religion</b> <ul style="list-style-type: none"> <li>Definition, historical context. Examples of various world religions (e.g., Christianity, Islam, and Judaism etc).</li> </ul> </li> <li><b>Introduction to Dharma</b> <ul style="list-style-type: none"> <li>Definition, Salient features of <i>Dharma</i>: moral law, duty, righteousness, and cosmic order</li> </ul> </li> <li><b>Differences between Religion and Dharma</b> <ol style="list-style-type: none"> <li>Conceptual differences: Religion as a faith-based system versus <i>Dharma</i> as a moral and ethical code.</li> <li>The role of organized institutions in religion compared to the decentralized nature of <i>Dharma</i>.</li> <li>The universality of <i>Dharma</i> versus the particularity of religious identities</li> </ol> </li> </ul>			15
II	<b>Ethics, Karma, and Liberation (Moksha)</b> <ul style="list-style-type: none"> <li><b>Concept of Rta:</b> Introduction to <i>Rta</i>, <i>Rta</i> and the Vedic Worldview, Understanding the transition from <i>Rta</i> to <i>Dharma</i>. <i>The relationship between Rta (cosmic order), Dharma (moral law), and Satya (truth). Contemporary Relevance of Rta</i></li> <li><b>Concept of Karma:</b> Law of Karma, ethical implications, and its impact on the cycle of birth and rebirth (Samsara).</li> <li><b>Moksha:</b> Different paths to liberation—Jnana Yoga (path of knowledge), Bhakti Yoga (path of devotion), Karma Yoga (path of action), and Raja Yoga (path of meditation).</li> <li><b>Buddhist Ethics:</b> The Eightfold Path and the Four Noble Truths.</li> <li><b>Jain Ethics:</b> Ahimsa (non-violence), Aparigraha (non-possessiveness), and Anekantavada</li> </ul>			15
III	<b>Religious Experience and Mysticism in Indian Traditions</b> <ul style="list-style-type: none"> <li><b>Nature of Religious Experience:</b> Types of religious experiences, characteristics of mystical experiences, and their significance in Indian traditions.</li> <li><b>Bhakti Movement:</b> Key figures and their contributions—Kabir, Guru Nanak ji, Srimanta Sankardev, Mirabai, Tulsidas, and their views on devotion, love, and the divine</li> </ul>			15

*Amrita*  
17.8.24

IV	<b>Rationality, Faith, and Critiques of Religion</b> <ul style="list-style-type: none"> <li>• <b>Faith and Reason:</b> The interplay of faith and reason in Indian religious traditions; reason in Vedanta, Sankhya, and Nyaya philosophies.</li> <li>• <b>Critiques of Religion:</b> Charvaka materialism and its critique of religious beliefs and practices; skepticism towards religious rituals and the supernatural.</li> </ul>	15
V	<b>Indian Philosophers on Religion</b> <ul style="list-style-type: none"> <li>• <b>Ramanuja:</b> Vishishtadvaita, devotion.</li> <li>• <b>Swami Vivekananda:</b> Religious universalism, Practical Vedanta.</li> <li>• <b>Sri Aurobindo:</b> Integral Yoga, evolution of consciousness.</li> <li>• <b>Deen Dayal Upadhyay:</b> Integral Humanism.</li> </ul>	15

**Teaching Learning Process :**Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

**Suggested Readings:**

1. Basil Mitchell: Philosophy of Religion (Oxford University Press, Oxford), 1971.
2. Benth Joseph Dabney: Phenomenology of Religion, N.Y. and London: Harper and Row Publishers, 1969.
3. Karl Jaspers: The Perennial Scope of Philosophy (Routledge and Kegan Paul, London), 1950.
4. Søren Kierkegaard: Concluding Unscientific Postscript (Princeton University Press), 1992.
5. S. G. Champion: The Eleven Religions (George Allen & Sons Pvt. Ltd., London), 1947.
6. William James: The Varieties of Religious Experience, N.Y., New American Library, 1958
7. William T. Blackstone: Problems of Religious Knowledge, Paperbacks, Prentice Hall, 1963.
8. John Hick: Faith and Knowledge, A modern introduction to the problem of Religious Knowledge, 2nd Ed., Paperbacks, Aug, 2009.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and Abroad.

*Amrita*  
17.8.24

Programme As PerNEP	Class	Year	Subject	Semester
Master of Arts	M.A.	Second	Philosophy	IV
Course Code : 1011004	Course Title : Aesthetics: Indian and Western (Part-II)			(Theory)

**Course Outcome:** The candidate is expected to understand the difference between man-made world and a world of nature with reference to Indian Aesthetic tradition. The student is also expected to develop an ability to know that Art-forms are meant to liberate, unite and helps in dissolving all apparent duality.

Credits – 5	Core optional Max. Marks : 25+75 (25) internal + external	Min. Passing Marks : 40
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Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0

Unit	Topic	No. of Lectures = 75
I	Concept of Rasa-Prakriya (Dhvanyaloka IInd Udyota, Karika III) <ul style="list-style-type: none"> <li>• Utpattivada of Bhatta Lollata</li> <li>• Anumitivada of Shankuka</li> <li>• Bhuktivada of Bhattanayak</li> <li>• Abhivyaktivada of Abhinavagupta</li> </ul>	14
II	<ul style="list-style-type: none"> <li>• Concept of Dhvani (Dhvanyaloka)</li> <li>• Lakshnamula (Avivakshitavacya)</li> <li>• Abhidhamula (Vivakshitavacya)</li> </ul>	10
III	IInd Paricheda of Sahitya Darpan of Vishvanath Panchanan <ul style="list-style-type: none"> <li>• (1) Vakyasvarupam</li> <li>• (2) Padalakshnana</li> <li>• (3) Arthatraividhyam</li> <li>• (4) Abhidha, Lakshna, Vyanjana</li> </ul>	12
IV	III Paricheda of Sahitya Darpana <ul style="list-style-type: none"> <li>• Rasa-svarupa</li> <li>• Concept of Vibhava, Anubhava, Vyabhicharibhava, and Sthayibhava</li> </ul> Concept of Pratibha: <ul style="list-style-type: none"> <li>• Karyitri (Schaja [Saraswata, Abhyasika], Aharya, Aupdeshaki)</li> <li>• Bhavayitri</li> </ul>	19
V	<ul style="list-style-type: none"> <li>• Concept of Creativity</li> <li>• The Role of Aesthetic Education in Human Existence</li> <li>• Nature of Aesthetic Judgment</li> </ul>	20

**Teaching Learning Process :** Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

*Manila*  
17.8.24

**Suggested Readings:**

1. Ananda Coomaraswamy: The Transformation of Nature in Art, Dover Publishers, New York, 1934.
2. Friedrich Schiller: On the Aesthetic Education of Man, Routledge & Kegan Paul, London, 1954.
3. Ingram Bywater Tr.: Aristotle on the Art of Poetry, Oxford: Clarendon Press (USA), 1920.
4. Manmohan Ghosh Trs: The Natyasastra of Bharata Muni, Chs. I, VI & VII. Asiatic Society, Calcutta, 1950.
5. Meredith: The Critique of Judgement by Immanuel Kant Tr., J.C., Oxford University Press, 2007.
6. Morris Weitz (ed.): Problems of Aesthetics: An Introductory Book of Readings, Macmillan, New York, 1970.
7. Rajeshkhar: The Kavyamimansa by D.K. Point World (P. Ltd), 2nd Ed., 2013.
8. John Hospers: Artistic Expression, Appleton-Century Crafts, New York, 1971.
9. Monroe C. Beardsley: Aesthetics: Problems in the Philosophy of Criticism, Harcourt, Brace & World Inc., Atlanta, 1958.
10. W.E. Kennick: Art and Philosophy, St. Martin's Press, New York, 1966.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

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Abroad.				
<b>Programme As Per NEP</b>	<b>Class</b>	<b>Year</b>	<b>Subject</b>	<b>Semester</b>
Master of Arts	M.A.	Second	Philosophy	IV
<b>Course Code : 1011005</b>		<b>Course Title: Social and Political Philosophy (Part-2)</b>		<b>(Theory)</b>
<b>Course Outcome</b> Students grasp the basis of theories of culture, religion and value. Key concepts of value and art in grasping culture				
<b>Credits – 5</b>		Core optional Max. Marks : 25+75 (25) internal + external		Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
<b>Unit</b>	<b>Topic</b>			<b>No. of Lectures = 75</b>
I	<ul style="list-style-type: none"> <li>Origin and Meaning of Culture</li> <li>Culture, Civilization &amp; Individual</li> </ul>			15
II	<ul style="list-style-type: none"> <li>Definition &amp; Evolution of the rational and non-rational in culture - The Role of Ideology &amp; Utopia</li> <li>Role of Language, Religion in Culture</li> </ul>			15
III	<ul style="list-style-type: none"> <li><b>Chanakya's Political Philosophy:</b> <i>Arthashastra</i> and the concept of statecraft, governance, ethics in politics, and the role of the ruler.</li> <li><b>Gandhi's Ram Rajya:</b> non-violence, swaraj (self-rule), the concept of Ram Rajya, and its relevance to modern political thought.</li> </ul>			15
VI	<ul style="list-style-type: none"> <li><b>Sri Aurobindo's Political Ideas:</b> Nationalism and spiritual nationalism, critique of colonialism, the concept of <i>Purna Swaraj</i> (complete independence), and his vision of a spiritualized society.</li> <li><b>Deen Dayal Upadhyay's Integral Humanism</b> <b>Integral Humanism:</b> Integration of the individual, society, and nature; critique of Western ideologies (capitalism and communism); emphasis on cultural nationalism, economic decentralization, and the concept of 'Antyodaya' (upliftment of the last person). Application of Integral Humanism in contemporary political and social issues, its influence on modern Indian political thought, and its practical implications for governance</li> </ul>			19
V	<ul style="list-style-type: none"> <li><b>Social Contract Theory:</b> Theoretical foundations of social contract theory, views of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, and the relevance of the social contract in contemporary political philosophy</li> </ul>			11
<b>Teaching Learning Process :</b> Class discussions/ demonstrations, Power Point presentations. Class activities / assignments, Field visits etc.				

*Amila*  
17.8.24

Credits – 5	Core optional Max. Marks : 25+75 (25) internal + external	Min. Passing Marks : 40
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Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0

Unit	Topic	No. of Lectures = 75
I	<ul style="list-style-type: none"> <li>• Growth of Knowledge.</li> <li>• Objectivity of the external world.</li> </ul>	18
II	<ul style="list-style-type: none"> <li>• Induction and verification.</li> <li>• Role of imagination in scientific theorizing.</li> </ul>	18
III	<ul style="list-style-type: none"> <li>• Falsification.</li> </ul>	10
IV	<ul style="list-style-type: none"> <li>• Popperian Philosophy of Science</li> </ul>	14
V	<ul style="list-style-type: none"> <li>• Science and Non–Science: Demarcation criterion.</li> <li>• Verification Vs. Falsification.</li> </ul>	15

**Teaching Learning Process:** Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

**Suggested Readings:**

11. Ananda Coomaraswamy: The Transformation of Nature in Art, Dover Publishers, New York, 1934.
12. Friedrich Schiller: On the Aesthetic Education of Man, Routledge & Kegan Paul, London, 1954.
13. Ingram Bywater Tr.: Aristotle on the Art of Poetry, Oxford: Clarendon Press (USA), 1920.
14. Manmohan Ghosh Trs: The Natyasastra of Bharata Muni. Chs. I, VI & VII. Asiatic Society, Calcutta, 1950.
15. Meredith: The Critique of Judgement by Immanuel Kant Tr., J.C., Oxford University Press, 2007.
16. Morris Weitz (ed.): Problems of Aesthetics: An Introductory Book of Readings, Macmillan, New York, 1970.
17. Rajeshkhar: The Kavyamimansa by D.K. Point World (P. Ltd), 2nd Ed., 2013.
18. John Hospers: Artistic Expression, Appleton–Century Crafts, New York, 1971.
19. Monroe C. Beardsley: Aesthetics: Problems in the Philosophy of Criticism, Harcourt, Brace & World Inc., Atlanta. 1958.
20. W.E. Kennick: Art and Philosophy, St. Martin's Press, New York, 1966.

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

*Done*  
17.8.24

**Suggested Readings:**

1. Isaiah Berlin, *Two Concepts of Liberty*
2. John Rawls, *A Theory of Justice* (Chapters on Equality)
3. Amartya Sen, *Equality of What?*
4. John Rawls, *A Theory of Justice*
5. Robert Nozick, *Anarchy, State, and Utopia* (Chapters on Justice)
6. Michael Sandel, *Justice: What's the Right Thing to Do?*
7. Jean-Jacques Rousseau, *The Social Contract* (Chapters on Sovereignty and Democracy)
8. John Locke, *Second Treatise of Government* (Chapters on Government and Sovereignty)
9. Jürgen Habermas, *Between Facts and Norms* (Chapters on Deliberative Democracy)
10. John Hospers: *Artistic Expression*, Appleton-Century Crafts, New York, 1971.
11. Rajeshkhar: *The Kavyamimansa* by D.K. Point World (Pvt. Ltd.), 2nd Edition, 2013.
12. *Arthashastra* by Chanakya (Kautilya)
13. M.K. Gandhi, *Hind Swaraj*
14. Sri Aurobindo. *The Ideal of Human Unity*
15. Bhikhu Parekh. *Gandhi's Political Philosophy: A Critical Examination*
16. Peter Heehs, *Sri Aurobindo: A Brief Biography* (Chapters on Political Thought)
17. Deen Dayal Upadhyay, *Integral Humanism* (Collected Speeches and Writings)
18. D.P. Singh, *Deen Dayal Upadhyay: Ideology and Perception*
19. Rakesh Sinha. *Integral Humanism: Political Thought of Deen Dayal Upadhyaya*
20. Thomas Hobbes, *Leviathan* (Chapters on the Social Contract)
21. John Locke, *Second Treatise of Government* (Chapters on the State of Nature and Social Contract)
22. Jean-Jacques Rousseau, *The Social Contract*

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

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Programme As Per NEP	Class	Year	Subject	Semester
Master of Arts	M.A.	Second	Philosophy	IV
Course Code : 1011006	Course Title: Philosophy of Science (Part-2)		(Theory)	

**Course Outcome:** After completing this student gets exposure to different understanding of debates on Philosophy of Science. they are able to understand the distinctions between philosophy methodological and science. Students are able to grasp the different dimensions knowledge within philosophy of science such as distinction between Popperian and Kuhn's understanding of paradigm shift.

*Devi*

Programme As Per NEP	Class	Year	Subject	Semester
B.A. Research in Philosophy	M.A.	Second	Philosophy	IV
Course Code : 1011007	Course Title : Applied philosophical counselling and therapy (intervention)			(Theory)
<p><b>Course Outcome:</b> Upon completing this paper, students will gain a comprehensive understanding of various approaches and methods of philosophical counseling, enabling them to apply philosophical principles in practical counseling settings. Students will be equipped with the knowledge, skills, and critical thinking abilities necessary to engage in philosophical counseling,</p>				
Credits – 5	Core optional Max. Marks : 25+75 (25) internal + external			Min. Passing Marks : 40
Total No. of Lectures - Tutorial – Practical in hours per work : L-T-P - 5-0-0				
Unit	Topic			No. of Lectures = 75
I	<b>Concepts of Intervention:</b> <ul style="list-style-type: none"> <li>• Self-assertion</li> <li>• Self-appraisal</li> <li>• Self-realization</li> <li>• Self-restriction</li> <li>• Self-adjustment</li> <li>• Selflessness</li> <li>• Catharsis</li> <li>• Diagnostic Case Report Making and Use of Digital Tools</li> </ul>			15
II	<ul style="list-style-type: none"> <li>• Articulation</li> <li>• World-view and Lifeworld</li> <li>• Presence and Lifeworld</li> <li>• Coherence and meaning</li> <li>• Yoga as a way of Philosophical Intervention</li> <li>• Buddhist Techniques as Philosophical Intervention: Four Noble Truths, Eight-fold Path, Vipassana, and Samatha.</li> </ul>			15
III	<b>Methods of Intervention:</b> <ul style="list-style-type: none"> <li>• Articulation</li> </ul>			15

*Abhila*  
17-8-24

	<ul style="list-style-type: none"> <li>• Socratic Methods</li> <li>• Stoic Method</li> <li>• Mindfulness method</li> <li>• Yogic Meditations</li> <li>• Rational Behavior Method</li> <li>• Existential Therapy</li> <li>• Logic-Based Therapy (LBT)</li> <li>• Catharsis</li> </ul>	
IV	Three Diagnostic Case Report and Presentation	15
V	One Intervention Case Report and Presentation.	15

**Teaching Learning Process :** Class discussions/ demonstrations, Power Point presentations, Class activities / assignments, Field visits etc.

**Suggested Readings:**

- Kabat-Zinn, Jon. *Full Catastrophe Living*. New York: Dell Publishing.
- Kapleau, Phillip. *The Three Pillars of Zen: Teaching, Practice, and Enlightenment*.
- Hart, William. *The Art of Living: Vipassana Meditation as Taught by S. N. Goenka*. HarperOne.
- Shaw, Sarah. *Buddhist Meditation: An Anthology of Texts from the Pāli Canon*. Routledge, 2006.
- de Botton, Alain. *The Consolations of Philosophy*.
- Nielsen, Stevan L. *Counseling and Psychotherapy with Religious Persons*.
- Frankl, Victor. *Man's Search for Meaning*.
- Hadot, Pierre. *Philosophy as a Way of Life*.
- Creel, Richard. *Thinking Philosophically*.
- Schuster, Shlomit C. *Philosophical Practice: An Alternative to Counseling and Psychotherapy*.
- Raabe, Peter. *Philosophical Counselling* (2001).

**Suggested Continuous Internal Evaluation Methods (25 Marks)**

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions/short and long answer questions.
- Research Orientation of the student.
- Quiz.

**Suggested equivalent online courses.**

IGNOU & Other centrally/state operated Universities/MOOC platforms such as "SWAYAM" in India and

*Anil*  
17-8-24