

**Learning Outcome Based Curriculum Framework (LOCF)
for
Philosophy**

Undergraduate Programme



Department of Philosophy

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Cotton University
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PART I

1.1 Introduction

“Philosophy is a rigorous, disciplined, guarded analysis of some of the most difficult problems which men have ever faced” – Henderson

The word ‘philosophy’ comes from the words *philos* and *Sophia* which means *the love of wisdom*. Philosophy is a rational speculation of life and experience as a whole and of their ultimate value and significance. It works towards foundations of each and every subject that is investigating the nature of the world. It not only deals with foundations of science but also with foundations of humanities as well. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about every aspect of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through positive reflection about its various aspects. In pursuing these aims, the undergraduate programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

The undergraduate programme in Philosophy at Cotton University is an attempt to both introduce and, at the same time, provide an in-depth study of Philosophy which is considered as the Mother of all Sciences. The programme will introduce students to the great philosophers and their ideas and how one thinks about contemporary problems. It will give a comprehensive view of Indian and Western philosophy. It will also make the students aware of the main currents of thought in ethics, social and political philosophy, contemporary philosophy, and philosophy of religion. Students can also explore philosophy of science, logic, feminism and practical ethics amongst many other core papers. The core idea of the programme is to make the student aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief, or religion or science. Philosophy is vast in scope and intense in analysis, and the undergraduate programme tries to provide a glimpse of the extent of philosophy and equip the students with the art of logical argumentation and analysis at the same time.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study is expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitates student/graduate mobility; and
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key Outcomes Underpinning Curriculum Planning and Development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development

include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future.

Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating.
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others.
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge.
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally.
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams.
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective.

13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Undergraduate Programme

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth Knowledge:** Acquire a systematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and Critical Thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical Assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
5. **Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with

various sources employing a range of disciplinary techniques and scientific methods applicable.

6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.
7. **Communication Competence:** Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.
8. **Career Development:** Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.
9. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.
10. **Commitment to the Society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in Philosophy

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

POS1: Fundamentals of Philosophy: Ability to understand, interpret, and analyze the nature and evolution of philosophy along with various fundamental concepts and theories therein.

POS2: Understanding the Nature of Human Knowledge: An understanding of what and how of human knowledge – its nature, sources, justification, and limits.

POS3: Understanding Metaphysical Dimensions of Man and the World: Explain and illustrate the ontological dimensions of human Body and mind and other metaphysical questions associated with the nature of the phenomenal and spatio-temporal world.

POS4: Knowledge of Ethics and Contemporary Debates in Applied Ethics: Ability to argue what is good and bad in human actions and intensions. Understand, remember, and appraise ethical issues having great significance in the contemporary world including ethico-philosophical implications of ideas like sustainable development.

POS5: Synthesis of Ideas: Critically analyze epistemological, metaphysical and ethical ideas pertaining to various epochs and trends in philosophy. Explain the noteworthy contributions of individual philosophers in the history of philosophy from ancient to modern times (both in India and the West) together with identification of major periods, movements and perspectives in philosophy.

POS6: Applied Dimension (Practical Utilisation of Concepts): Philosophically analyse contemporary ethical issues in the field of environment, medicine, profession, law and politics and thereby to deliberate on a given issue involving ethical dilemma.

POS7: Logical Reasoning and Critical Thinking: Develop logical, analytical, phenomenological and critical thinking skills in the students which immensely contribute towards developing employable human resources. Motivate students to question things and events and thereby to develop their abilities of rationalisation.

POS8: Research and Innovation: Shed a light on interface areas and thereby creating a scope for developing trans-disciplinary possibilities.

1.3.4 Course-Level Learning Outcomes Matrix

1.3.4.1 Course Outcomes (COs) and Programme Outcomes (POs) matrix

Core Courses

Programme Outcomes (POs)	101	102	201	202	301	302	303	401	402	403	501	502	601	602
1.In-depth knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

2.Understanding Theories	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.Analytical and Critical thinking		✓		✓	✓		✓		✓	✓		✓	✓	✓
4.Critical Assessment			✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
5.Research and Innovation					✓			✓			✓		✓	✓
6.Interdisciplinary Perspective		✓		✓		✓		✓			✓		✓	✓
7.Communication Competence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8.Career Development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9.Teamwork	✓		✓	✓	✓				✓		✓	✓	✓	
10.Commitment to the Society and to the Nation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Elective and Department Specific Elective Courses

Programme Outcomes (POs)	103	203	304	404	503	504	603	604
1.In-depth knowledge	✓	✓	✓	✓	✓	✓	✓	✓
2.Understanding Theories	✓	✓	✓	✓	✓	✓	✓	✓
3.Analytical and Critical Thinking			✓		✓	✓	✓	✓
4.Critical Assessment				✓	✓	✓	✓	✓
5.Research and Innovation	✓	✓	✓	✓	✓	✓		✓
6.Interdisciplinary Perspective			✓	✓		✓		✓
7.Communication Competence	✓	✓	✓	✓				
8.Career Development		✓	✓		✓	✓	✓	
9.Teamwork	✓	✓	✓	✓			✓	✓
10.Commitment to the Society and to the Nation	✓		✓	✓		✓	✓	

**1.3.4.2 Course Outcomes (COs) and Programme Learning/Specific Outcomes (PSOs)
matrix**

Course Level Learning Outcomes Matrix – **Core Course**

Programme Specific Outcomes	101	102	201	202	301	302	303	401	402	403	501	502	601	602
Fundamentals of Philosophy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding the Nature of Human Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding Metaphysical Dimensions of Man and the World	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Ethics and Contemporary Debates in Applied Ethics	✓	✓				✓		✓	✓		✓	✓		✓
Synthesis of Ideas	✓	✓		✓	✓	✓	✓	✓	✓				✓	✓
Applied Dimension (Practical Utilisation of Concepts)			✓		✓		✓	✓		✓				
Logical Reasoning and Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research and Innovation					✓		✓	✓				✓	✓	✓

Course Level Learning Outcomes Matrix – Elective and Department Specific Elective

Outcomes	103	203	304	404	503	504	603	604
Fundamentals of Philosophy	✓	✓	✓	✓	✓	✓	✓	✓
Understanding the Nature of Human Knowledge	✓	✓	✓	✓	✓	✓	✓	✓
Understanding Metaphysical Dimensions of Man and the World	✓	✓		✓	✓	✓	✓	✓
Knowledge of Ethics and Contemporary Debates in Applied Ethics	✓	✓				✓		✓
Synthesis of Ideas	✓	✓		✓	✓	✓	✓	✓
Applied Dimension (Practical Utilisation of Concepts)			✓		✓		✓	✓
Logical Reasoning and Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓
Research and Innovation			✓			✓	✓	✓

1.4 Teaching/ Learning Process:

The department of Philosophy, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects and assignments, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in analysis works of the in-house and external research projects for acquiring experiential learning.

1.5 Assessment Methods:

A variety of assessment methods that are appropriate to the discipline are used to assess the progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem-based assignments; practical assignment; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

PART II

Structure of Under-Graduate Programme in Philosophy

Outline of the Courses under Choice Based Credit System:

Each course of a program will be of one of the following categories-

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Introducing Research Component in Under-Graduate Courses:

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses and Corresponding Credits Under Undergraduate (Honours):

Minimum credits required for the complete programme are:

$$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$$

Course		No of Papers	Credits	
			Theory+ Practical	Theory + Tutorial
I. Core Course		14	14×(4+2) = 84	14×(5+1) = 84
II. Elective Course Total : 8 Papers	A. Discipline Specific Elective	4	4×(4+2) = 24	4×(5+1) =24
	B. Generic Elective (Interdisciplinary)	4	4×(4+2) = 24	4×(5+1) =24
III. Ability Enhancement Courses (Min 2, Max. 4)	A. Ability Enhancement Compulsory Courses (AECC)	2	2×(2+0) =4	2×(2+0) =4
	B. Skill Enhancement Courses (SEC)	2	2×(2+0)=4	2×(2+0)=4
		26	Total credit= 140	Total credit= 140

*Wherever there is a practical there will be no tutorial and vice-versa.

* Figures in the parenthesis indicate the credits

Semester wise Course and Credit Distribution:

Course: Undergraduate (Honours)

Minimum credits required for the complete programme are:

$$(14 \text{ Core papers} \times 6 \text{ credit each}) + (4 \text{ GE papers} \times 6 \text{ credit each}) + (2 \text{ AECC papers} \times 2 \text{ credit each}) + (2 \text{ SEC papers} \times 2 \text{ credit each}) + (4 \text{ DSE papers} \times 6 \text{ credits each}) = 140 \text{ Credits}$$

Semester	CORE COURSE <i>No of Paper -14</i>	Ability Enhancement Compulsory Course (AECC) <i>No of Paper – 2</i>	Skill Enhancement Course (SEC) <i>No of Paper - 2</i>	Elective: Discipline Specific DSE <i>No of Paper – 4</i>	Elective: Generic (GE) <i>No of Paper – 4</i>
I	C 1 Credit- 6	*English Communication/ MIL for BA Course			GE-1 Credit- 6

	C 2 Credit- 6	**Environmental Science for BSc Course Credit- 2			
II	C 3 Credit- 6	*English Communication/MIL for BSc Course **Environmental Science for BA Course Credit- 2			GE-2 Credit- 6
	C 4 Credit- 6				
III	C 5 Credit- 6		SEC -1 Credit- 2		GE- 3 Credit- 6
	C 6 Credit- 6				
	C 7 Credit- 6				
IV	C 8 Credit- 6		SEC -2 Credit- 2		GE-4 Credit- 6
	C 9 Credit- 6				
	C 10 Credit- 6				
V	C 11 Credit- 6			DSE-1 Credit- 6	
	C 12 Credit- 6			DSE -2 Credit- 6	
VI	C 13 Credit- 6			DSE -3 Credit- 6	
	C 14 Credit- 6			DSE -4 Credit- 6	

Choice of Ability Enhancement Compulsory Course (AECC):

1. Students of BSc (Honours):

For First Semester-

*It is mandatory to take Environmental Science by all students.

For Second Semester-

*Students having an MIL course in the qualifying examination, will have to take the same MIL as an AECC course otherwise they will take English Communication as an AECC course.

2. Students of BA (Honours):

For First Semester-

(a) Students with an MIL as their core subject: This category of students will take English Communication as their AECC course.

(b) Students with English as their core subject: They will take a MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication as AECC course.

(c) Students with neither an MIL nor English as their core subject: They will take an MIL as their AECC course if that MIL was a subject for them in the qualifying examination, otherwise they will take English Communication AECC course.

For Second Semester-

*It is mandatory to take Environmental Science by all students.

COURSE STRUCTURE OF GEOGRAPHY (UNDERGRADUATE PROGRAMME)

- 1 credit = 1 theory period of 1 hour duration per week (L)
- 1 credit = 1 tutorial period of 1 hour duration per week (T)
- 1 credit = 1 practical period of 2 hour duration per week (P)

There will be total 15 weeks class in one semester

CORE

Paper Code	Paper Title	L+T+P
Semester I		
PHL101C	Epistemology and Metaphysics	5+1+0
PHL102C	Logic-1	5+1+0
Semester II		
PHL201C	Logic-2	5+1+0
PHL202C	Classical Indian Philosophy-1	5+1+0
Semester III		
PHL301C	Classical Indian Philosophy-2	5+1+0
PHL302C	Moral Philosophy	5+1+0
PHL303C	Modern Western Philosophy	5+1+0
Semester IV		
PHL401C	Philosophy of Religion	5+1+0
PHL402C	Philosophy of Science	5+1+0
PHL403C	Indian Logic	5+1+0
Semester V		
PHL501C	Social and Political Philosophy	5+1+0
PHL502C	Comparative Religion	5+1+0
Semester VI		
PHL601C	Analytic Philosophy	5+1+0
PHL602C	Contemporary Philosophy	5+1+0

Discipline Specific Elective

Semester V

PHL503DSE	Philosophy of Gandhi	5+1+0
PHL504DSE	Greek Philosophy	5+1+0

Semester VI

PHL603DSE	Practical Ethics	5+1+0
PHL604DSE	Modern Indian Philosophy	5+1+0

Generic Electives

Semester I

PHL103E	General Philosophy	5+1+0
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Semester II

PHL203E	Indian Philosophy-1	5+1+0
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Semester III

PHL304E	Indian Philosophy-2	5+1+0
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Semester IV

PHL404E	Social Philosophy	5+1+0
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CORE COURSES

Semester I

Paper Code: PHL101C

Paper Title: Epistemology and Metaphysic (L+T+P= 5+1+0 = 6 Credits)

Course Objectives:

Epistemology deals with the source, nature, extent and value of knowledge. It also tries to deal with the problem of whether we have any knowledge at all, and if we do have knowledge, then whether it has any foundations or not. The subject has ancient roots and modern discussion is rich and varied. Metaphysics deals with the concepts of truth and reality. This course will cover the different theories of knowledge and views of different philosophers regarding it. It will also discuss different theories of truth, theories of reality, views of different philosophers supporting those doctrines.

Course Outcomes:

By the end of this course, students will be able to –

1. Classify the three main branches of philosophy and understand the Theories of the Origin of Knowledge.
2. Understand and apply the Theories of Truth and Error and Theories of Reality.
3. Compare theoretical knowledge with practical knowledge.
4. Understand and analyze the Categories of Knowledge.

Unit	Content	No of lectures
1	Philosophy its Nature and Origin, Branches and Utility	8
2	Theories of knowledge- Empiricism (Locke, Berkeley, Hume), Rationalism (Descartes, Spinoza, Leibnitz), Scepticism (Hume), Critical theory of Kant	20
3	Knowledge and Justification, Knowing How and Knowing That,	15

	Knowledge by Acquaintance and Knowledge by Description	
4	Theories of Truth: Correspondence, Coherence, Pragmatic	10
5	Realism and Idealism: Naive, Locke's Scientific Realism, Berkeley's Subjective Idealism and Objective Idealism of Hegel	15
6	Substance, Causality Space, Time	7

Recommended Readings:

1. Chakraborty, S. P. 1979. *An Introduction to General Philosophy*. J. N. Ghosh & Sons: Kolkata.
2. Ewing, A C. 1980. *The Fundamental Questions of Philosophy*. Routledge and Kegan Paul: Milton Park.
3. Grayling, A C. Ed. 1999. *Philosophy: A guide through the subject*. Oxford University Press: England.
4. O'Hear, A. 1992. *What Philosophy is: Introduction to Contemporary Philosophy*. Penguin publishing: New York.
5. Russell, B. 1997. *The Problems of Philosophy*. Oxford University Press: England.
6. Ryle, G. 2000. *The Concept of Mind*. Penguin publishing: New York.
7. Scruton, R. 2004. *Modern Philosophy*. Pimlico Publishers Limited: UK.
8. Taylor, R. 1974. *Metaphysics*. Prentice-Hall: Canada.

Paper Code: PHL102C

Paper Title: Logic - 1 (L+T+P= 5+1+0 = 6 Credits)

Course Objectives:

This course is an introductory course in logic. It deals with the basic concepts of traditional logic and modern logic. Aristotle laid down the foundations of logic in the 4th century BC. Logic as the science of reasoning can be applied to every sphere of human life. It is Science of sciences and Art of arts. The objective of the course is to familiarize the students with the fundamental concepts of Aristotelian logic. Emphasis will also give on modern logic. Students will be taught the fundamentals of symbolic logic and the modern techniques of testing the validity of arguments.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand and remember the basic concepts and principles of logic.
2. Distinguish between term and word, proposition and sentence, argument and argument form, truth and validity.
3. Construct truth table, shorter truth table.
4. Describe the nature, characteristics of symbolic logic.
5. Develop their proficiency in reasoning and the power of abstract thinking.

	Unit	Contents	No. of Lectures
Traditional Logic	1	Basic logical concepts: Term and word, Proposition and sentence, Categorical proposition - simplification of propositions, distribution of terms	15
	2	Deductive and Inductive inference, immediate inference- conversion and obversion	10
	3	Categorical syllogism- Standard form categorical syllogism, rules of syllogism, Figure, Mood, Venn diagram technique for testing syllogism	12
Modern Logic	4	Nature of formal logic, characteristics of symbolic logic, distinction between symbolic logic and traditional logic, argument and argument form, truth and validity	10
	5	Modern classification of Propositions	14
	6	Truth functions, decision procedures, truth table method, the shorter truth table method	14

Recommended Readings:

1. Copi, I. M. and Carl Cohen. 1990. *Introduction to Logic*. Macmillan.
2. Copi, I. M. 1979. *Symbolic Logic*. Macmillan.
3. Basson, A. H. and D. J. O'Connor. 1960. *Introduction to Symbolic Logic*. Free Press.
4. Sharma, B. and Deka, J. 2011. *A Text Book of Logic*. Chandra Prakash, Guwahati.

PHL103G (GE1)**General Philosophy: Introduction to Philosophy (L+T+P: 5+1+0 = 6 Credits)****Course Objectives:**

Philosophy is the comprehensive study of the life and the world. It is the study of general and fundamental problems, such as those connected with existence, knowledge, values, reason, mind and language. This paper tries to give an overview of the basic concepts of philosophy like Rationalism, Empiricism, Realism, Idealism. Questions like - What is knowledge? What is the origin and object of knowledge? What is world? Who has created the world? Is there a God? will be discussed in this paper.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand the meaning and nature of philosophy.
2. Identify the different branches of philosophy.
3. Analyze the origin of knowledge.
4. Appraise the different theories of reality like Monism, Dualism, Pluralism.

Unit	Contents	No. of lectures
1	Concept of Philosophy (Indian and Western), main branches and scope of Western philosophy	15
2	Empiricism, Rationalism	10
3	Critical Theory of Kant, Scepticism	12
4	Realism: Naïve and Scientific	10
5	Idealism: Subjective and Objective Idealism	14
6	Concept of monism, dualism and pluralism	14

Recommended Readings:

1. Stewart, D. H., Gene Blocker and J. Petrik, 2010. *Fundamentals of Philosophy*. Pearson.
2. Sinha, J.N. *Introduction to Philosophy*. 1985. New Central Book Agency, Calcutta.

3. Chakraborty, S. P. 1979. *An Introduction to General Philosophy*. J. N. Ghosh & Sons, Kolkata.

Semester II

Paper Code: PHL201C

Paper Title: Logic - 2 (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The course deals with predicate logic, logic of classes and proof construction in propositional logic. The objective of the study is to highlight the necessity of predicate logic which analyses the internal structure of propositions. Some important concepts of predicate logic, viz, propositional function and quantification will be discussed. Students will be taught to construct formal proofs of validity in propositional logic using rules of inference and rules of replacement. They will also be made aware of the concept of set and operations on sets.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand the necessity of predicate logic and its differences from propositional logic.
2. Distinguish between proposition and propositional function.
3. Symbolize propositions using quantifiers.
4. Construct formal proofs of validity in propositional logic.
5. Define set, set membership and operations on sets.

Unit	Contents	No. of Lectures
1	Need for predicate logic, Distinction between propositional logic and predicate logic	15
2	Propositional function and quantification	10
3	Symbolization of propositions by using quantifiers,	12

	quantification rules, square of opposition	
4	Method of deduction – rules of inference, rules of replacement	10
5	Construction of formal proof of validity	14
6	Logic of classes- the concept of set, set-membership, operations on sets	14

Recommended Readings:

1. Copi, I. M. and Carl Cohen. 1990. *Introduction to Logic*. Macmillan.
2. Copi, I. M. 1979. *Symbolic Logic*. Macmillan.
3. Basson, A. H. and D. J. O'Connor. 1960. *Introduction to Symbolic Logic*. Free Press.
4. Suppes, Patrick. 1999. *Introduction to Logic*. Dover Publications.

Paper Code: PHL202C

Paper Title: Classical Indian Philosophy - 1 (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The paper initially introduces Classical Indian philosophy by distinguishing its two; Orthodox (Astika) and Heterodox (Nastika) divisions. The paper then extensively discusses and critiques the three Heterodox schools viz. the Carvaka, Jainism and Buddhism. Classical Indian Philosophy exhibits as its quintessential mark the existential quest for the nature and destiny of human life. Since any talk on the highest truth of life requires first to delineate the possibilities of human knowledge, the initial metaphysical quest leads immediately to the question of epistemology. Further, based on both metaphysics and epistemology are the ethical principles. This course, thus, covers the metaphysical, epistemological and ethical standpoints of the three Nastika Schools of Classical Indian Philosophy.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Identify the differences between Vedic (orthodox) and non-Vedic (heterodox) school.
2. Differentiate among the epistemologies of the heterodox schools of Indian Philosophy.

3. Distinguish the ideas of Indian materialism, non-absolutism, metaphysical realism, epistemological pluralism, law of causation and the idea of flux.
4. Appraise the respective metaphysical arguments of the heterodox schools of Indian Philosophy.

Unit	Content	No. of lectures
1	Orthodox-heterodox division	15
2	Carvaka system: epistemology and metaphysics	10
3	Jainism: Syadvada and Anekantavada	20
4	Buddhism: Four noble truths, pratityasamutpadavada, no-soul theory, theory of Momentariness	8
5	Schools of Buddhism: Hinayana – Sautrantika, Vaibhasika	7
6	Schools of Buddhism: Mahayana – Sunyavada, Yogacara	15

Recommended Readings:

1. Chatterjee, S and D. M. Datta. 1968. *An Introduction to Indian Philosophy*. University of Calcutta.
2. Dasgupta, S. N. 1991. *History of Indian Philosophy*. Motilal Banarsidass.
3. Hiriyanna, M. 1993. *Outlines of Indian Philosophy*. Motilal Banarsidass.
4. Radhakrishnan, S. 2009. *Indian Philosophy*. Vols. 1 & 2. Oxford University Press.
5. Sharma, C. 1991. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
6. Sinha, Jadunath. 1999. *Outlines of Indian Philosophy*. Pilgrims Book House.

Paper Code: PHL 203G

Paper Title: Indian Philosophy - 1 (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Indian philosophy shows us different paths to realise the highest truth in life under different schools. These schools are divided into two broad division, namely, Orthodox (Astika) and

Heterodox (Nastika). The Carvaka, Jaina and the Buddha are the heterodox schools. On the other hand, the Nyaya, the Vaisesika, the Sankhya, the Yoga, the Mimamsa and the Vedanta schools are orthodox. In this course we will cover the fundamental idea of Orthodox and Heterodox division and different theories of the Heterodox schools relating to knowledge, reality, soul, causation and liberation.

Course Learning Outcomes:

By the end of this course, students will be able to –

1. Compare between Vedic (Orthodox) and non-Vedic (Heterodox) school.
2. Understand and analyze the concepts of Heterodox schools of Indian philosophy such as the idea of materialism, non-absolutism, law of causation and impermanence of things.
3. Understand and differentiate the schools of Buddhism.
4. Distinguish the heterodox schools in terms of their core philosophical perspectives.

Unit	Contents	No. of lectures
1	Schools of Indian Philosophy: The orthodox -heterodox division	12
2	Carvaka: metaphysics and epistemology	15
3	Buddhism: four noble truths, pratityasamutpadavada, Nirvana	18
4	No-soul theory, Theory of Momentariness	8
5	Schools of Buddhism: Yogacara, Sunyavada	10
6	Jaina: Syadvada and Anekantavada	12

Recommended Readings:

1. Chatterjee, S and D M Datta. 1968. *An Introduction to Indian Philosophy*. University of Calcutta Press: Calcutta.
2. Dasgupta, S N. 1991. *History of Indian Philosophy*. Motilal Banarsidass: Delhi.
3. Hiriyanna, M. 1993. *Outlines of Indian Philosophy*. Motilal Banarsidass: Delhi.
4. Radhakrishnan, S. 2009. *Indian Philosophy Vols 1 & 2*. Oxford University Press: England.
5. Sharma, C. 1991. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass: Delhi.
6. Sinha, Jadunath. 1999. *Outlines of Indian Philosophy*. Pilgrims Book House: Varanasi.

Semester III

Paper Code: PHL301C

Paper Title: Classical Indian Philosophy - 2 (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Indian philosophy refers to the realization of ultimate truth. It seeks to investigate the ultimate truth of the universe. Indian philosophy is intimately associated with practice in everyday life. It has been divided into two groups – one is Orthodox or Astika and the other is Heterodox or Nastika. There are six Orthodox schools which are Nyaya, Vaisesika, Samkhya, Yoga, Mimamsa and Vedanta. This paper will cover the Orthodox schools of Nyaya, Vaisesika, Samkhya, Yoga, and Vedanta and their different concepts like knowledge, reality, self and liberation.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand the basics of different orthodox schools of Indian philosophy.
2. Identify the metaphysical and epistemological differences in each of the orthodox schools.
3. Analyze the significance of yoga as a philosophical school.
4. Distinguish different schools based on their ideas of Truth, Good and Reality.

Unit	Contents	No. Of lectures
1	Nyaya: Perception, inference	13
2	Vaisesika: Categories	10
3	Samkhya: Causality, Purusa-Prakriti, evolution	14
4	Yoga: Psychology	10
5	Advaita Vedanta: Sankara's Concepts of Maya and Brahman	14
6	Ramanuja: Concept of Brahman, criticism of Maya	14

Recommended Readings:

1. Sharma, C.D.1991. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
2. Radhakrishnan, S.2009. *Indian Philosophy*. Vols 1& 2. Oxford University Press.
3. Sinha, Jadunath. 1999. *Outlines of Indian Philosophy*. Pilgrims Book House.
4. Hiriyana, M. 1993.*Outlines of Indian Philosophy*. Motilal Banarsidass.
5. Chatterjee, S and D.M. Datta. 1968. *An Introduction to Indian Philosophy*. University of Calcutta.
6. Dasgupta, S.N.1991. *History of Indian Philosophy*. Motilal Banarsidass.

Paper Code: PHL302C**Paper Title: Moral Philosophy (L+T+P: 5+1+0 = 6 Credits)****Course Objectives:**

The objective of this course is to acquaint the students with the principal perspectives in ethics or moral philosophy. It introduces the Indian and Western normative ethical theories together with the shift in theorizing in later development of meta-ethics. While the normative ethical theories provide principles to determine what is good or bad, right or wrong, the meta ethical theories clarifies the meanings of ethical terms and judgements. In India, discussions on ethics evolve around the ideas of Rta, Purusartha and Sreyas. In Western Philosophy, Plato and Aristotle approaches the question of morality in terms of virtues. To Mill the Principle of Utility or the greatest happiness of the greatest number is the core principle. While for Kant it is only by being rational that an agent can make the right choice. The underlying principles that emerge in the writings of these thinkers will be analyzed and critically assessed. The course, furthermore, introduces the meta-ethical theories of Moore, Ayer, Stevenson, and Hare while discussing how these thinkers differed from the normative ethicists with regard to their emphasis on the meaning and implication of ethical terms and judgements rather than ethical standard of actions.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Illustrate the common characteristics of normative ethics and identify the differences between normative ethics and meta-ethics.

2. Differentiate between the approach as well as the subject-matters of normative ethics and meta-ethics.
3. Appraise the differing perspectives of Virtue ethics, Consequentialism, Deontology and Indian ethics regarding standards to judge.
4. Point out the transition from normative ethics to meta-ethics and compare the arguments and approaches of various theories of meta-ethics as well.

Unit	Content	No. of lectures
1	The Concept of Virtue: Plato and Aristotle	15
2	Concepts of Indian Ethics – Rta, Purusartha, Sreyas	10
3	Utilitarianism: Utilitarianism of Bentham and J.S. Mill	20
4	Kant's Categorical Imperative	8
5	Meta-ethics: Moore's intuitionism, Emotivism of Ayer and Stevenson	15
6	Prescriptivism of Hare	7

Recommended Readings:

1. Chennakesavan, S. 1976. *Concepts of Indian Philosophy*. South Asia Books.
2. Frankena, William. 1988. *Ethics*. Pearson.
3. Lillie, William. 1961. *Introduction to Ethics*. Methuen.
4. Satyanarayana, Y. V. 2010. *Ethics: Theory and Practice*. Pearson.

Paper Code: PHL 303C

Paper Title: Modern Western Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

This course will familiarise the students to the western philosophical tradition. It includes some of the brilliant western mind and their philosophical discourses. This course put forth

the main philosophical traditions, i.e. rationalism and empiricism. It also gives scope to a critical understanding of the human mind and thought.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Identify and remember the source of human knowledge and thought process.
2. Distinguish the basic aspect and ingredients of the human minds.
3. Evaluate and analyze various positions of human arguments and understanding.
4. Construct critical epistemological theory.

Unit	Contents	No. of lectures
1	Descartes: method, cogito ergo sum, mind-body relation	15
2	Spinoza: Substance, attributes and modes	10
3	Leibnitz: Doctrine of monads, pre-established harmony	10
4	Berkeley: <i>Esse est percipi</i> , problem of Solipsism	10
5	Hume: Impression and ideas, self, causation	15
6	Kant: Forms of sensibility, categories of understanding	15

Recommended Readings:

1. Copleston, Frederick. 1946-75. *A History of Philosophy*, Doubleday.
2. Russell, Bertrand. 1946. *A History of Western Philosophy*. George Allen and Unwin.
3. Tilly, Frank. 1914. *A History of Philosophy*. Henry Holt.
4. Stace, W. T. 1920. *A Critical History of Greek Philosophy*. McMillan.
5. Scruton, Roger. 2001. *A Short History of Modern Philosophy*. Routledge.
6. Burlangay, S. And Kulkarni, P.B. 1980. *A Critical Survey of Western Philosophy*. McMillan.

Paper Code: PHL 304G

Paper Title: Indian Philosophy - 2 (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The traditional system of Indian philosophy arose as an intellectual exploration of truth with an emphasis on the practical aspect, by contributions made by the Orthodox and the Heterodox schools of thought. This paper meant for the general course includes five Orthodox schools namely – Nyaya, Vaisesika, Samkhya, Yoga and Vedanta. Some important metaphysical, epistemological and psychological topics pertaining to these schools are chosen for the paper to give idea about how Indian philosophical systems deals with metaphysical ideas like purusa and prakriti in Samkhya, categories of Vaisesika, brahman and maya in Vedanta, psychological explanation of Patanjali Yoga and epistemological discussion of perception and inference.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Classify pramanas of Nyaya.
2. Define and identify bhava and abhava categories.
3. Differentiate between purusa and prakriti.
4. Appraise yoga psychology and Patanjali's eightfold strategy.
5. Judge and criticize the doctrine of 'maya' from the perspective of Ramanuja.

Unit	Contents	No. of lectures
1	Nyaya: perception and inference	15
2	Vaisesika: Categories	15
3	Sankhya: Purusa and Prakriti	10
4	Yoga: Psychology	10
5	Advaita Vedanta: Shankara's Concepts of Brahman and Maya	15

Recommended Readings:

1. Chatterjee, S and D M Datta. 1968. *An Introduction to Indian Philosophy*. University of Calcutta.
2. Dasgupta, S.N. 1991. *History of Indian Philosophy*. Motilal Banarsidass.
3. Hiriyanna, M. 1993. *Outlines of Indian Philosophy*. Motilal Banarsidass.
4. Radha Krishnan, S. 2009. *Indian Philosophy*. Vols. 1 & 2. Oxford University Press.
5. Sharma. C. 1991. *A Critical History of Indian Philosophy*. Motilal Banarsidass.
6. Sinha Jadunath, 1999. *Outlines of Indian Philosophy*. Pilgrims Book House.

Semester IV**Paper Code: PHL 401C****Paper Title: Philosophy of Religion (L+T+P: 5+1+0 = 6 Credits)****Course Objectives:**

Religion plays a pivotal role in our life. Philosophy of religion gives us scope to learn about the role and part of religion in human life. The different theories of religion unfold different aspects and sources of religion. It also teaches us about the morality and secularism of human life. Along with mysticism and pious elements of religion, it also gives us various strata of believe and faiths.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand and remember about the very basic primary sources of religious concepts.
2. Identify and analyze various forms and dogmas of various religions.
3. Evaluate the various nuances of the religions across the society.
4. Develop a healthy mind set towards secularism and religions.

Unit	Contents	No. of lectures
1	Nature of religion, theories of the origin of religion	10
2	Religion, morality and secularism	10
3	Revelation and faith	15
4	Mysticism, numinous experience (Otto)	10
5	Nature of religious language-Paul Tillich, Thomas Aquinas	15
6	Arguments for the existence of God	15

Recommended Readings:

1. Hick, John.1989. *Philosophy of Religion*. (4th edition), Pearson.
2. Wainwright, William J.1988. *Philosophy of Religion*. Wadsworth Publishers.
3. Mashi, Y. *Introduction to Religious Philosophy*. Motilal Banarsidass.

Paper Code: PHL402C

Paper Title: Philosophy of Science (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Philosophy of science deals with the foundations and methodological questions, as such it covers epistemological and metaphysical issues related to science. This paper is an introductory to the discipline of philosophy of science and includes portion related to logic and scientific method. The paper discusses on different features of induction including types, problems, justification and methods. Finally, the paper aims at introducing Karl Popper's philosophy of science and methodology of science by throwing light on falsifiability and difference between verification and falsification.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Students will be able to explain the relationship between probability and induction and classify and distinguish between classical and frequency theory of probability.
2. Students will be able to differentiate between enumerative and eliminative induction.
3. Students will be able to distinguish between the problem of induction and justification of induction.
4. Students will be able to demonstrate about the inductive methods of Mill.
5. Students will be able to explain with Popper's thesis of falsifiability. They will also be able to distinguish between verification and falsification.

Unit	Contents	No. of lectures.
1	Probability and induction: Classical theory and frequency theory of probability	15
2	Enumerative and eliminative induction	15
3	Problem of induction	10
4	Justification of Induction	10
5	Mill's Inductive Methods	10
6	Popper's thesis of falsifiability: verification vs. falsification	15

Recommended Readings:

1. Barker, Stephen. F. (1957) *Induction and Hypothesis: A Study of Logic of Confirmation*. Ithaca, NY: US, Cornell University Press.
2. Barker, Stephen. F (1988) *Elements of Logic*. Mc Graw Hill College.
3. Cohen, L.J. (1989) *An Introduction to the Philosophy of Induction and Probability*. Oxford University Press.
4. Goodman, N. (1983) *Fact, Fiction and Forecast*. Oxford University Press.
5. Kneale, William. (1949) *Probability and Induction* Clarendon Press. Oxford.
6. Popper, Karl. (2002) *The logic of Scientific Discovery*. New York: Routledge.
7. Swinburne, R. ed. (1974) *The Justification of Induction*. Oxford University Press.

Paper Code: PHL 403C

Paper Title: Indian Logic (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The course will focus on the theory of knowledge such issues as the definition, nature, factors, process and kinds (pramā, prameya, pramata, and pramāṇa). It also discusses perception and its classification. It covers Aristotelian syllogism, criteria of reason or sign, and sign signified relation, classification, grounds and fallacies while discussing the inferential means of knowledge. It also covers Arthapatti as another source of knowledge.

Course Learning Outcomes:

By the end of this course, students will be able to –

1. Understand and analyze the classical problem and significance of Indian Logic.
2. Analyze the definition, nature, factors of valid knowledge.
3. Analyze and classify the sources of knowledge, such as pratyaksha, anumana and arthapatti.
4. Identify the basis and errors in knowledge.

Unit	Contents	No. of Lectures
1	Fundamental concepts of Indian Logic Anviksiki, Prama, Pramana	15
2	Perception: its different kinds	12
3	Anumana: Its constituents, kinds of anumana, difference between Nyaya syllogism and Aristotelian syllogism	20
4	Vyapti: The concept of vyapti, methods of establishing vyapti	15
5	Hetvabhasas: various kinds	8
6	Arthapatti	5

Recommended Readings:

1. Atreya, B. L. (1962). *The Elements of Indian Logic*. Darshana Printers: Moradabad.
2. Barlingay, S. S. (1965). *A Modern Introduction to Indian Logic*. National Publishing House: Delhi.

3. Chatterjee, S. C. (1950). *The Nyaya Theory of Knowledge*. University of Calcutta Press: Calcutta.

Paper Code: PHL404GE

Paper Title: Social Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Social philosophy being a normative pursuit is closely related to ethics. Where ethics focuses on moral value of an individual's actions, social philosophy is interested in values related to groups of individuals, a community, society, or nation. This course primarily focuses on introducing to the students the nature of this branch of philosophy which seeks to discover adequate answers to questions like – How should we live together? What makes a good society? What makes a government legitimate? The course also discusses how Social Philosophy is related to disciplines like Sociology, Political Science and Ethics. The course explores theories of Hobbes, Locke and Rousseau in connection with the question of the origin of society. Further, the course will also explain and critique a couple of contemporary issues in social philosophy viz., globalization and feminism.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Define the nature and scope of social philosophy.
2. Explain the relation of social philosophy to sociology, politics and ethics.
3. Differentiate among the competing theories of social philosophers like Hobbes, Locke, and Rousseau with regard to the origin of society.
4. Analyse issues like globalization and feminism.

Unit	Content	No. of lectures
1	The nature and scope of social philosophy	15
2	The relation of social philosophy to sociology, politics and ethics	10

3	Origin of society – Hobbes, Locke and Rousseau	20
4	Relation between individual and society	8
5	Globalisation	7
6	Feminism: Its nature and characteristics	15

Recommended Readings:

1. Chatterjee, M. 2005. *Feminism and Gender Equality*. New India Publishing Agency.
2. Chatterjee, P. B. 1965. *A Handbook of Social Philosophy*. Banerjee Publishers.
3. Hooks, bell. 2000. *Feminism is for Everybody*. Pluto Press.
4. Mackenzie, J. S. 1918. *Outlines of Social Philosophy*. George Allen and Unwin.
5. McPherson, Thomas. 1970. *Social Philosophy*. Van Nostrand-Reinhold.
6. Steger, M. B. 2010. *Globalisation*. Sterling Publishing Co.

Semester V

Paper Code: PHL501C

Paper Title: Social and Political Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

This course will familiarise the students about the various stages of development of human civilization across the different place and time. It also unfolds various social and political theories of some of the great scholars. It will bring some social issues including gender studies and justice.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand and remember the development of social and political theories.
2. Identify and evaluate various social and political systems of the various countries of the world.

3. Evaluate critical understanding of society and create harmony in the society
4. Understand and evaluate the justices on various social issues by various societies across the globe.

Unit	Content	No. Of lectures
1	Nature and scope of social philosophy; Its relation to sociology, politics and ethics	15
2	Theories of the relation between individual and society; individualistic, organic and idealistic	15
3	Social progress: Its nature and creation	10
4	Concept of socialism: Marx and Gandhi	10
5	Theory of justice: Rawls and Amartya Sen	15
6	Feminism	10

Recommended Readings:

1. Mackenzie, J.S. 1918. *Outlines of Social philosophy*. George Allen and Unwin.
2. Chatterjee, P.B. 1965. *A Handbook of Social Philosophy*. Banerjee publishers.
3. McPerson, Thomas. 1970. *Social Philosophy*. Van Nostrand-Reinhold.
4. Chatterjee, M. 2005. *Feminism and Gender Equality*. New India Publishing Agency.
5. Stegar, M.B. 2010. *Globalisation*. Sterling publishing company.
6. Hooks, Bell. 2000. *Feminism is for Everybody*. Pluto Press.

Paper Code: PHL502C

Paper Title: Comparative Religion (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Comparative religion is the study of religions concerned with the systematic comparison of the doctrines and practices, themes and impacts of the world's religions. This paper will discuss the different traditions and forms of religious life of the different religions. It will

discuss the comparisons made between major religions and thereby to show the significance of the religious rights, rituals and thought of the religious traditions.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand and remember the basic beliefs, rituals, texts and figures related to a variety of religious traditions like Christianity, Hinduism, Sikhism, Islam, Buddhism, Taoism and Confucianism.
2. Understand and appreciate various spiritual ideas and practices pertaining to different religious traditions.
3. Analyse the diverse value systems associated with different religious systems.
4. Define and distinguish the ways religions shape and change social structures and institutions.

Unit	Contents	No. of Lectures
1	Nature, scope and methods of comparative religion	15
2	Semitic: Christianity, Judaism, Islam	10
3	Indic: Hinduism, Buddhism	12
4	Sikhism	10
5	Chinese: Taoism, Confucianism	14
6	Interreligious understanding and religious tolerance	14

Recommended Readings:

1. Masih, Y.2000. *A Comparative Study of Religions*. Motilal Banarsidass.
2. Tiwari, K. 1987. *Comparative Religion*. Motilal Banarsidass.

Paper Code: DSE1

Paper Title: Philosophy of Gandhi (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The course will attempt an in-depth study of the various philosophical techniques of Gandhi in the social, religious, economic and political sphere. Gandhi's philosophy is unique, and we can find interesting terms to name those principles of Gandhi. We find the reference of God in religious sphere only, but Gandhi equated truth with God and made godly experience possible to human through practice of truthfulness. This course also covers the social philosophy of Gandhi which are sarvodaya and non-violence; political principles of Gandhi such as ideal democracy, panchayat raj, and swadeshi; and also, the economic policies such as trusteeship, bread-labour, and emphasis on small scale industries. This course also examines the relevance of these principles in promoting a non-coercive social order. This course will also attempt a comparative reading of Gandhi's thoughts with that of Mill and Kant in order to highlight the non-Eurocentric nature of Gandhi's thought.

Course Learning Outcomes:

By the end of this course, students will be able to –

1. Understand different concepts of Gandhi's philosophy.
2. Evaluate Gandhi's socio-philosophical, economic and political principles.
3. Understand Gandhi's principles and analyse their interconnection.
4. Evaluate the practical implementation of the principles of Gandhi.

Unit	Contents	No. of lectures
1	God, Truth and Religion	15
2	Non-violence, Satyagraha	12
3	Swadeshi, Sarvodaya	12
4	Trusteeship, Bread Labour	12
5	Concept of Ideal democracy, Panchayat Raj	15
6	Criticism of Industrialization	09

Recommended Readings:

1. Chakraborty, M. 1995. *The Gandhian Philosophy of Man*. Indus Publishing: New Delhi.
2. Datta, D.M. 1953. *The Philosophy of Mahatma Gandhi*. University of Wisconsin Press: Madison.
3. Mukherjee, R. 1993. *The Penguin Gandhi Reader*. Penguin: UK.

Paper Code: DSE2**Paper Title: Greek Philosophy (L+T+P: 5+1+0 = 6 Credits)****Course Objectives:**

The history of philosophy dates back to philosophy which are divided into the two periods; Pre-Socratic and Post-Socratic. This DSE paper deals with Pre-Socratic philosophy as well as Socrates' philosophy. It tries to give the students an understanding of Pre-Socratic period with an emphasis on Thales, Pythagoras' theory of number, Heraclitus's doctrine of flux, Parmenides' concept of being, Protagoras's sophistic thought and Socrates' concept of knowledge and virtue.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Define the nature of Pre-Socratic Greek Philosophy.
2. Explain the evolution of pre-Socratic thoughts in and with the theories of Thales, Pythagoras, Heraclitus and Protagoras.
3. Differentiate between the notions like 'being' and 'becoming', together with thoughts of Sophists and Socrates.
4. Analyse the significance of the thoughts of Socrates and how his views influenced the later philosophies of Plato and Aristotle.

Unit	Contents	No. of Lectures
1.	A general survey of Pre-Socratic Philosophy: Thales-Primary stuff	20

2.	Socrates: knowledge and virtue	11
3.	Pythagoras theory of number	11
4.	Heraclitus doctrine of Flux	11
5.	Parmenides' Being	11
6.	Sophists: Protagoras	11

Recommended Readings:

1. Barnet, J. 1892. *Early Greek Philosophy*. London: Clakson.
2. Copleston, F. 1946. *History of Philosophy*. Vol. 1. Continuum.
3. Fuller, B.A.G. 1932. *History of Greek Philosophy*. Henry Holt and Company.
4. Gomperz, T. 1965. *The Greek Thinkers*. 4 Vols. J. Murray.
5. Stace, W.T. A. 1967. *Critical history of Greek Philosophy*. Macmillan.
6. Zeller, E. 1886. *Outlines of Greek Philosophy*. Longmans, Green, and Co.

Semester VI

Paper Code: PHL601C

Paper Title: Analytic Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

This course will familiarise the students about some of the analytical theories of the western thoughts. The course will unfold various metaphysical issues through the analytical languages.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand the logical correlation of the thoughts.

2. Critically evaluate the basic principles of human thoughts.
3. Analysis the metaphysical concepts in a very positive and scientific ways.

Unit	Contents	No. of lectures
1	Nature of analytic philosophy: General introduction	15
2	Russell: Logic Atomism	10
3	Moore: Refutation of idealism, defence of common-sense	10
4	Logical positivism: Verification theory of meaning	10
5	Wittgenstein: Picture theory, Use theory of meaning	15
6	Language game, family resemblance	15

Recommended Readings:

1. Passmore, John, 1978. *A Hundred years of philosophy*. Penguin.
2. Kenny, Antony.2005. *Wittgenstein*. Willy-Blackwell.
3. Grayling, A.C.1988. *Wittgenstein*. Oxford University Press.
4. James, William.1970. *Pragmatism*. Signet.

Paper Code: PHL602C

Paper Title: Contemporary Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

Contemporary philosophy which begins from 19th – 20th century onwards can be divided into two camps; the continental and the analytic. This paper focuses mainly on the continental contemporary philosophy as it includes existentialism, phenomenology, and postmodern thoughts. This paper tries to introduce existentialism and its features with a special attention to Sartre’s existential philosophy. This is an attempt to acquaint the students with phenomenology along with Husserl’s conceptions of intentionality and phenomenological

reduction. The later part of the paper deals with postmodernity including Foucault, Derrida and Habermas.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Students will be able to appraise the philosophy of existentialism.
2. Students will be able to explain the philosophy of Sartre’s existentialism.
3. Students will be able to give a sketch about phenomenology and Husserl’s concept of intentionality and phenomenological reduction.
4. Students will be able to explain with Foucault’s concept of knowledge and power, Derrida’s deconstruction.

Unit	Contents	No.of Lectures
1	Existentialism: General features, Existence and Essence, Subjectivity and Truth	15
2	Sartre: Being in itself, Being for others, Freedom, Bad faith	12
3	Phenomenology: Husserl’s concept of Intentionality, Phenomenological Reduction	13
4	Introduction to post modern thought: Foucault- Knowledge, Power	15
5	Derrida- Deconstruction	10
6	Habermas: Concept of modernity	10

Recommended Readings:

1. Bhadra, M.K. 2004. *A Critical Survey of Phenomenology and Existentialism*. ICPR.
2. Chatterjee, M. 1973. *The Existentialist Outlook*. Orient Longman.
3. Habermas, J. *Modernity: An Incomplete Project*. Online at <http://platypus1917>.
4. Merquior, J.G. 1985. *Foucault*. University of California Press.
5. Norris, Christopher. 1987. *Derrida*. Harvard University Press.
6. Sinha, Debabrata. 2013. *Phenomenology and Existentialism*. Papyrus.

7. Sturrock, John. 1979. *Structuralism and Since: From Levi-Strauss to Derrida*. Oxford University Press.
8. Warnock, Mary. 1970. *Existentialism*. Oxford University Press.
9. Woods, Tim. 2009. *Beginning Postmodernism*. Viva Books.

Paper Code: DSE3

Paper Title: Practical Ethics (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

The study in practical ethics is an attempt to come out of the theoretical constraints of ethical theories, making it an important field for people of all walks of life. This paper starts by introducing the nature of practical ethics and goes on to discuss about some selective topics concerning environmental ethics like deep ecology, animal rights, reverence for life and of medical ethics like abortion. Moreover, it deals with the concept of equality both in the human and animal world. The paper also deals with burning topics like corruption and its remedies.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Summarize the field of practical ethics.
2. Point out to the issues of equality in animal and human world.
3. Explain the trend of deep ecology.
4. Appraise the need of animal rights.
5. Distinguish between pro-life and pro-choice views regarding abortion.
6. Identify the remedies of corruption and summarize the ethical problems of corruption.

Unit	Contents	No. of Lectures
1	Nature of Practical Ethics	12
2	Concept of equality	12
3	Abortion	12

4	Deep ecology, Reverence for life	14
5	Animal rights: Peter Singer	12
6	Corruption and its remedy	13

Recommended Readings:

1. Almond, Brenda, ed. 1995. *Introducing Applied Ethics*. Oxford: Blackwell.
2. Camp, Julie C. Van, Jeffrey Olen, and Vincent Barry, eds. 2013. *Applying Ethics: A Text with Readings*. Eleventh Edition. Stamford, CT: Wadsworth Cengage Learning.
3. Frey, R. G., and Christopher Heath Wellman, eds. 2005. *A Companion to Applied Ethics*. Series: Blackwell Companions to Philosophy. Malden, MA: Blackwell.
4. Lafollette, Hugh, ed. 2003. *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.
5. May, Larry, Kai Wong, and Jill Delgston. 2010. *Applied Ethics: A Multicultural Approach*. Upper Saddle River, NJ: Pearson.
6. Singer, Peter, ed. 1986. *Applied Ethics*. Series: Oxford Readings in Philosophy. Oxford: Oxford University Press.
7. Singer, Peter. 2011. *Practical Ethics*. Third Edition. Cambridge: Cambridge University Press.

Paper Code: DSE4

Paper Title: Modern Indian Philosophy (L+T+P: 5+1+0 = 6 Credits)

Course Objectives:

This paper provides a comprehensive introduction to key thinkers and visionaries in modern Indian philosophy and the impact of their ideas on philosophical and political life today. It focuses on a group of Indian philosophers and their attempts to find meaningful national and in some cases international identities for India.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand different modern Indian thinkers and their philosophies.
2. Identify some of the foundational problems and issues of modern Indian philosophy and its social and political context.
3. Compare some of the core concepts and theories of modern Indian philosophy to concepts and ideas in classical Indian philosophy and contemporary European thought.
4. Develop an ability to use a variety of philosophical approaches in contemporary issues and gain an appreciation of how these approaches may be integrated more practically as a way of life.

Unit	Contents	No. of lectures
1.	Aurobindo: absolute, evolution	13
2.	Vivekananda: Practical Vedanta-God	13
3.	Tagore: Humanism	10
4.	Radhakrishnan: Intellect and Intuition	13
5.	Iqbal: Self, God	13
6.	Three Conceptions of Indian Philosophy	13

Recommended Readings:

1. Lal, B.K. 2010. *Contemporary Indian Philosophy*. New Delhi. Motilal Banarsidass.
2. Radhakrishnan, S. 1932. *An Idealist View of Life*. George Allen and Unwin. (relevant ch.).
3. Radhakrishnan, S. and Muirhead, J. H. 1936. *Contemporary Indian Philosophy*. London: Macmillan.