Learning Outcomes-based Curriculum Framework (LOCF)
for
Post-graduate Programme

Name of the Programme: M.A. Philosophy
(Syllabus effective from 2020 Admission onwards)

UNIVERSITY OF KERALA
2020

UNIVERSITY OF KERALA
Syllabus for MA Philosophy Programme

PREAMBLE

The role of higher education is vital in securing the gainful employment and providing further access to higher education comparable to the best available in the world-class institutions elsewhere. The improvement in the quality of higher education, therefore, deserves to be given tom-most priority to enable the young generation of students to acquire skill, training and knowledge to enhance their thinking, comprehension and application abilities and prepare them to compete, succeed and excel globally. Sustained initiatives are required to reform the present higher education system for improving and upgrading the academic resources and learning environments by raising the quality of teaching and standards of achievements in learning outcomes across all undergraduate programs in science, humanities, commerce and professional streams of higher education.

One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organised by IQAC and the office of the Credit and Semester System (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

GRADUATE ATTRIBUTES (GAs)

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of University of Kerala. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme.

The GAs of University of Kerala

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

BRIEF HISTORY OF THE DEPARTMENT

The Department of Philosophy, University of Kerala is marching ahead since its inception in 1979 with an excellent track record on teaching and research activities. The Department runs a Centre on Philosophical Counselling and Research. At present there are 3 permanent faculty members (1 Associate Professor and 2 Assistant Professors) as well as 1 Contract and 1 Guest faculty. Keeping par with the cutting edge of the new academic scenario, the Department offers a variety of courses under the PG and M.Phil programs. The centre offers a PG Diploma programme in Philosophical Counselling. The Department has produced 30 Ph.D's and a few Doctoral and Post-Doctoral theses. About 100 students have secured M.Phil. Degrees.

The Centre for Philosophical Counselling and Research has invited attention both at the international and national levels. The Department is actively engaged in a lot of research programs including UGC projects, publication of books, conduct of international and national seminars, webinars, syllabus revision workshops etc. with the assistance of UGC,ICPR ,ICMR,DRDO as well as the University of Kerala. The active participation in the SIP program is a highlight of the Department.

Programme Specific Outcomes (PSO) for MA PHILOSOPHY Programme

PSO 1	**Comprehension and Enhancement of Knowledge**: The major outcome of the programme is to make the students inculcate an in depth knowledge of the core and applied areas of philosophy. They will be able to understand, define and articulate the basic concepts and themes of philosophy which are fundamental to any learning process.
PSO 2	**Analytical and Critical thinking:** Fostering critical thinking and reasoning skills in the students is a significant outcome of the programme. The engagement with logical reasoning and critical thinking help them to reflect and think upon issues that happen around them and come up with solutions. It also equips them with problem solving techniques.
PSO 3	**Communicative Skills and Career Opportunities**: The rendering of each program is done with the specific motive of developing good communicative skills in the students. It also helps the students to find new carrier opportunities since they are wide open to the social, political, environmental and gender problems of the society.
PSO 4	**Research Aptitudes and Self-learning Abilities:** Since the students are exposed to a wide ranging topics, they are free enough to advance their learning and research aptitudes in a better way. Each and every course leaves behind in the mind of the students problems that await much speculation and research.
PSO 5	**Scientific Temper and Social Accountability:** The students inculcate scientific temper in their thinking which helps them to approach social situations and pressing issues in a rational way. It develops a social and humanistic concern in their attitudes and responses to life situations
PSO 6	**Ethical Decision Making and Value Inculcation;** The students can make rational and ethical decisions for the moral dilemmas confronting life. Inculcation of values including moral, ethical social, political ,aesthetic and environmental in the learners is a major outcome of the programme
PSO 7	**Interpretation and Practical Application:** The study of philosophy helps the students learn the art of interpretation and proper understanding of texts and contexts of life. It makes them apply the philosophical principles to concrete, existential situations with ease and optimal resourcefulness. They will be equipped for doing philosophical counselling in the most efficient way

PROGRAMME STRUCTURE OF MA PHILOSOPHY

Sem. No.	Course Code	Name of the Course	Core Courses (CC)	Discipline-Specific Elective (DSE)	Generic Course (GC)	Skill Enhancement Elective (SEE)	Credits
I	PHI-CC-511	Indian Epistemology and Metaphysics	✔				4
	PHI-CC-512	Western Philosophy: Greek, Medieval and Modern	✔				4
	PHI-CC-513	Introduction to Ethics	✔				3
	PHI-CC-514	Fundamentals of Logic	✔				3
	PHI-DE-515	Philosophy of Yoga and Meditation		✔			2
	PHI-DE-516	Vedanta Philosophy		✔			2
	PHI-DE-517	Philosophy of Value Education		✔			2
II	PHI-CC-521	Modern Indian Thinkers	✔				4
	PHI-CC-522	Analytical Philosophy	✔				4
	PHI-CC-523	Environmental Ethics	✔				3
	PHI-CC-524	Symbolic Logic	✔				3
	PHI-DE-525	Philosophy of Mind		✔			2
	PHI-DE-526	Philosophy of Gender		✔			2
	PHI-DE-527	Research Methodology		✔			2
III	PHI-CC-531	Philosophical Counselling (Indian)	✔				4
	PHI-CC-532	Phenomenology, Existentialism, and Hermeneutics	✔				4
	PHI-CC-533	Philosophy of Science	✔				3
	PHI-CC-534	Aesthetics	✔				3
	PHI-DE-535	Applied Ethics		✔			2
	PHI-DE-536	Philosophy of Religion		✔			2
	PHI-DE-537	Peace Studies		✔			2
IV	PHI-CC-541	Contemporary Continental Philosophy	✔				4
	PHI-CC-542	Western Theories of Philosophical Counselling	✔				4
	PHI-CC-543	Logical Reasoning and Critical Thinking	✔				4
	PHI-DE-544	Social and Political Philosophy		✔			2
	PHI-DE-545	Social Reformers and Kerala Philosophy		✔			2
	PHI-CC-546	Dissertation					6

Sem. No.	Course Code	Name of the Course	Core Courses (CC)	Discipline-Specific Elective (DSE)	Generic Course (GC)	Skill Enhancement Elective (SEE)	Credits
Any Semester (I - IV)	**PHI-GC-5A1**	Yoga Philosophy and Practice			✔		2
	PHI-GC-5A2	Philosophy of Language			✔		2
	PHI-GC-5A3	Introduction to Philosophy			✔		2
	PHI-GC-5A4	Logical Reasoning			✔		2
	PHI-GC 5A5	Gender Studies			✔		2
	PHI-GC 5A6	Elements of Research Ethics			✔		2
Any Semester (I - IV)	**PHI-SE 5B1**	Ethical Decision Making			✔		2
	PHI-SE 5B2	Critical Thinking and Problem Solving			✔		2

SEMESTER I	Course Code: PHI-CC-511	Credits: 4

NAME OF THE COURSE: INDIAN EPISTEMOLOGY AND METAPHYSICS

OBJECTIVES:
To formulate an in-depth knowledge and descriptive overview of the ancient Vedic Philosophy to Vedanta Philosophy. It also emphasizes on ancient Indian Philosophical systems, particularly the Heterodox (*Nāstika*) and Orthodox (*Āstika*) systems.

COURSE OUTCOMES:

CO1: Clarify and elucidate the basic characteristics of Indian Philosophy
CO2: Comprehend the theories of Knowledge in ancient Indian Philosophical Schools
**CO3: Illustrate the basic metaphysical concepts and theories in ancient Indian
      Philosophical Schools**
**CO4: Create critical and novel approaches in basic Epistemological and Metaphysical
      problems**

<div align="center">COURSE CONTENT</div>

MODULE I: Introduction – Characteristics of Indian Philosophy; Epistemology or *Pramānasāstra*; Metaphysics – Concept of Self, God and World

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01:1. Memorise the basic characteristic features of Indian Philosophy. (Remember)
M01:2. Realise the basic theories of Knowledge in ancient Indian Philosophical Schools
      (Understand)
M01:3. Grasp the basic metaphysical concepts in Ancient Indian Philosophical Schools.
      (Understand)
M01:4. Relate the theories of Truth and Error of various Philosophical Schools in ancient India
      (Apply)
M01:5, Co-relate the basic Metaphysical concepts of various Philosophical Schools in ancient
      India (Apply)
M01:6. Generate new assumptions on epistemological and Metaphysical Problems (Create)

MODULE II: Indian Epistemology –Heterodox System; Cārvaka-Perception, Rejection of Inference; Jainism- *Nayavāda* and *Syādvāda*; Buddhism - *Apoha vāda*

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02:1. Recall the important Heterodox schools of ancient India. (Remember)
M02:2. Apprehend the epistemological methods of various Heterodox Schools. (Understand)
M02:3. Relate the epistemic methods of Materialist thinkers and Spiritualist thinkers in the
      Heterodox systems. (Apply)
M02:4. Assess the merits and demerits of the epistemic theories of both systems. (Evaluate)

MODULE III: Epistemology in Orthodox System; Nyāya Vaisesika-Four Pram*ā*nas; Theory of Truth, Theory of error; S*ā*nkhya Yoga- Pram*ā*nas; Theory of Truth, Theory of error;; Mimāmsa-Pram*ā*nas; Theory of Truth, Theory of error; Vedanta-*Sabda* and other Five Pramānas,; Theory of Truth, Theory of error.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03:1. Familiarise the important Orthodox Schools of Ancient Indian Philosophy.
(Remember)
M03:2. Acquainted with the epistemic methods (*pramānas*) of various Orthodox systems of ancient Indian philosophy. (Understand)
M03:3. Examine the various theories of Truth and error in the Philosophy of Orthodox Schools. (Analyse)
M03:4. Assess and evaluate the epistemic methods of various Orthodox systems. (Evaluate)

MODULE IV: Indian Metaphysics – Vedic Metaphysics; Cārvaka-*Yadrchha vāda*; Jainism-*Anekānta vāda*, Categories of *Jīva* and *Ajīva*; Buddhism-*Kṣhaṇika vāda*, *Nairātmya vāda*, *Pradityasamudpāda*.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04:1 Memorise the Metaphysical concepts in early Vedic period. (Remember)
M04:2. Comprehend the Metaphysical theories of Heterodox Schools including Materialism. (Understand)
M04:3. Examine the rationality behind the Metaphysical theories of Materialistic and Atheistic – Spiritualistic Schools in ancient Indian Philosophy. (Analyse)
M04:4. Construct new assumptions on the basic Metaphysical questions. (Create)

MODULE V: Metaphysics in Orthodox System – Nyāya Vaiseṣika-Theories of Categories, Atomism; Sānkhya Yoga *Prakṛtipariṇāmavāda*; Theories of Cosmic Evolution; Mimāmsa-Concept of Dharma

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M05:1. Learn the basic Metaphysical theories of major Orthodox Schools of Indian Philosophy. (Remember/Understand)
M05:2. Make an analysis on the basic Metaphysical theories of dominant Orthodox Schools. (Analyse)
M05:3. Examine the logic of various theories regarding the major Metaphysical questions. (Evaluate)
M05:4. Create novel approach on basic Metaphysical problems. (Create)

MODULE VI: Vedanta- Absolutistic and Theistic Schools; Sankara,- Brahman, God, Maya, World; Ramanuja- Brahman, World, Maya

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M06:1. Acquire the basic awareness on Vedanta Philosophy. (Remember/Understand)

M06:2. Make an analysis on the difference between Theistic and Absolutistic Vedanta. (Analyse)

M06:3. Assess the philosophical concepts of Sankara and other Theistic Vedantins. (Evaluation)

M06:4. Develop a critical approach of Absolutism and theism. (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Banerjee, N.V (1974), The Spirit of Indian Philosophy, Oxford print craft India pvt. ltd.New Delhi.
- Dasgupta,S N,(1922), History of Indian Philosophy Vol 1 to V, Narendraprakas Jain, NewDelhi.
- Dr. Radhakrishnan, S (1923), Indian Philosophy Vol. 1 to V, Oxford University Press, NewDelhi.
- Raju, P.T (1985), Structural Depths of Indian Thought, South Asian Publishers, NewDelhi.
- Sharma, C.D (1973), A Critical Survey of Indian Philosophy, Narendraprakash Jain, New Delhi.

ONLINE SOURCES

- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://scholar.google.co.in/**

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code PHI-CC-512	Credits: 4

NAME OF THE COURSE: WESTERN PHILOSOPHY: GREEK, MEDIEVAL AND MODERN

OBJECTIVES:

The course is designed with the objective of making students understanding the different methods of Epistemology and Metaphysics in Western Philosophy from Greek to Modern. It makes them analyse fundamental problems like problem of knowledge, mind-body problem, Causation theory, Problem of substance, Problem of change and permanence etc. It also makes them evaluate the methods used in Greek, Medieval and Modern philosophy such as Socratic method, Descartes' method, Dialectics etc.

COURSE OUTCOMES:

CO1: **Articulate and exemplify basic knowledge of the Western Philosophical tradition from Greek to Modern philosophy.**

CO2: **Understand rationality, freedom of thought and diverse Possibilities of philosophising.**

CO3: **Applying rational and critical thinking, and dialectical method for approaching philosophical and socio-political problems.**

CO4: **Analyse the role of empirical experience in the formation of knowledge. which helps to develop scientific temper.**

CO5: **Compare rational and empirical methods and evaluate the need of them for approaching the problem of knowledge.**

CO6: **Create critical perspectives on modern perspectives of knowledge and reality.**

COURSE CONTENT

MODULE I: ORIGIN AND DEVELOPMENT OF WESTERN PHILOSOPHY: THE ANCIENT GREEK
Origin of Philosophy: *Greek Nature Philosophy*.
Main Problems discussed in Ancient Greek Philosophy
Problem of Substance-*Thales, Anaximander, Anaximenes*
Problem of Being and Becoming-*Parmenides, Zeno, Heraclitus*
Problems of Knowledge - *Democritus, Sophists - Protagoras, Gorgias*.

MODULE OUTCOME:
After completion of this module the students should be able to:
MO1.1. Realise the need of spirit of inquiry, the urge for understanding reality of life and universe. (Remember/Understand)
MO1.2. Understand the origin of the method of logical analysis and scientific enquiry. (Understand)
MO1.3. Apply the method of scientific or logical enquiry into their search for Knowledge (Apply)

MO1.4. Compare the basic problem of being and becoming. (Understand/Analyse)

MO1.5. Analyse and evaluate the methods and theories employed in the early Greek Philosophy in search of truth. (Analyse/Evaluate)

MO1.6. Write critical comment on early Greek philosophy. (Create)

MODULE II: CLASSICAL GREEK PHILOSOPHY AND MEDIEVAL SCHOLASTICISM

Classical Greek Philosophy

Socrates- *Method*

Plato- *Allegory of cave, Theory of Ideas*, *Dialectic and Theory of Knowledge*

Aristotle- *Four Causes, Form and matter*

Medieval Scholasticism

St. Thomas Aquinas - *Faith and Reason*

St. Augustine - *Problem of Evil*

MODULE OUTCOME:

After completion of this module the students should be able to:

MO 2.1: Memorise causal theory of Aristotle. (Remember)

MO 2.2: Apply Plato's allegory of cave as a context for coming out of one's set beliefs and practices. (Understand)

MO 2.3: Analyse how problem of knowledge is discussed in the classical Greek Philosophy. (Analyse)

MO 2.4: Evaluate Socratic method as a tool of pedagogy. (Evaluate)

MO 2.5: Compare idealism of Plato and realism of Aristotle. (Understand/Analyse)

MO 2.6: Create conversational dialogues on various concepts based on Socratic Method (Create)

MODULE III: MODERN PHILOSOPHY – RATIONALISM

Introduction to Modern Philosophy - *Renaissance*

Francis Bacon – *Inductive Method*

Rene Descartes - *Initial Scepticism, Cogito Ergo Sum, Interactionism*

Benedict Spinoza - *Pantheism, Psycho-physical Parallelism*

G W Leibniz - *Monadology, Pre-established Harmony*

MODULE OUTCOME:

After completion of this module the students should be able to:

MO 3.1. Understand the renaissance period in Western civilization, and realise the spirit of rational inquiry and critical thinking. (Remember/Understand)

MO 3.2. Apply inductive method in search of truth. (Apply)

MO 3.3. Use Descartes' method to arrive at self-evident axioms in theorizing. (Apply)

MO 3.4. Compare the different theories of mind-body relation. (Understand/ Analyse)

MO 3.5. Analyse concept of substance in Descartes, Spinoza and Leibnitz. (Analyse)

MO 3.6. Critically examine the significance of plurality of reality.

MO 3.7. Make their own standpoints on rationalism, substance and mind-body problem.

MODULE IV: MODERN PHILOSOPHY - EMPIRICISM

John Locke – *Tabula rasa- Rejection of Innate Ideas, Primary & Secondary Qualities*
George Berkeley - *Esse-est-percipi, Rejection of Abstract Ideas, Subjective Idealism*
David Hume – *Rejection of Substance, Cause and Effect*

MODULE OUTCOME:
After completion of this module the students should be able to:
MO 4.1: Define tabula rasa. (Remember)
MO 4.2: Understand the interconnections and inseparability of science and
        philosophy. (Understand)
MO 4.3: Apply logico-scientific methods (observation, experiment, experience) and
        the method of scepticism in knowledge acquisition. (Apply)
MO 4.4: Correlate knowledge, perception and existence. (Analyse)
MO 4.5: Critically examine Hume's scepticism and his arguments against scientific
        knowledge. (Evaluate)
MO 4.6: Develop their own standpoints on the possibilities and limitations of knowledge.
        (Apply)

MODULE V: THE CRITICAL PHILOSOPHY OF KANT
Immanuel Kant: *Back ground of Kant's Philosophy, Copernican Revolution, Critical
                Philosophy, Categories, Space and Time, Paralogism, Antinomies.*

MODULE OUTCOME:
After completion of this module the students should be able to:
MO 5.1. Define Copernican revolution. (Remember)
MO 5.2. Understand the Synthetic A Priori. (Understand)
MO 5.3. Compare the role of reason and sense experience in the
        formation of knowledge. (Understand/Analyse)
MO 5.4. Apply Kant's critiques as a method for solving philosophical problems. (Apply)
MO 5.5. Evaluate Kant's Agnosticism. (Evaluate)
MO 5.6. See rationalism and empiricism from a different standpoint and make their own
        views (Create)

MODULE VI: DIALECTICS OF HEGEL AND MARX

Hegel: *Dialectical Method, Metaphysics-Absolute Idealism, Concrete Universal*
Karl Marx: *Dialectical Materialism, Historical Materialism, Class and Class Struggle,
                Communism.*

MODULE OUTCOME:
After completion of this module the students should be able to:
MO 6.1. Explain idealism and materialism. (Remember/Understand)
MO 6.2. Understand the method of dialectics which will help synthesise
        contradictory standpoints. (Understand)
MO 6.3. Apply the dialectical method in addressing social-political issues. (Apply)
MO 6.4. Analyse the merits and demerits of Marxian theory of emancipation
MO 6.5. Compare and evaluate the dialectics of Hegel and Marx. (Analyse/Compare)
MO 6.6. Write an article on how same methodology can use to develop different theories.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Frederick, Copleston S J (1985), A History of Philosophy, Double Day, New York.
- Masih Y, A Critical History of Modern Philosophy, Motilal Banersidass, New Delhi
- Passmore, John, (1968), A Hundred Years of Philosophy, Penguin Books, New York.
- Russel, Bertrand, (1990), A History of Western Philosophy, Simon and Schuster, New York.
- Russell, Bertrend, (1979), An Outline of Philosophy, Unwin Paper Backs, London.
- Thilly, Frank, (1993), A History of Philosophy, Central Publishing House, Allahabad.

ONLINE SOURCES:
- https://plato.stanford.edu/
- https://www.rep.routledge.com/
- http://www.oxfordreference.com/browse?t0=ORO:AHU02720

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code PHI-CC-513	Credits: 3

NAME OF THE COURSE: **INTRODUCTION TO ETHICS**

OBJECTIVES: The course consists of a detailed introduction on the nature and scope of ethics and different approaches to ethics. It analyses various ethical theories of western and Indian thoughts. It focuses on the importance of rights and duties, virtues and values, theories of punishments, principles of justice etc.

COURSE OUTCOMES:

CO1-Develop common outlook regarding relevance of Ethics
CO2-Bring out the basic features of Normative Ethics
CO3-Analyse various Ethical theories and study their implications
CO4-Create conceptual awareness of Meta Ethics and their significance
CO5-Compare different theories of punishment and critically evaluate attitude of society to Capital punishment.
CO6-Form conceptions of Rights and Duties in the light of philosophical explanations.

COURSE CONTENT

MODULEI: General Introduction-Normative Ethics-Subject matter- Desire, Wish and Will-Nature of willed action – Character and Conduct. Normative Ethics, Meta Ethics and Applied Ethics-Ethical Relativism.

MODULE OUTCOMES
After the completion of this module, the student may be able to
MO1.1. Define Ethics and describe the subject matter. (Remember)
MO1.2. Differentiate Normative Ethics and Meta Ethics. (Understand/Analyse)
MO1.3. Distinguish between Character and Conduct. (Understand/Analyse)
MO1.4. Interpret and analyse the significance of Ethical Relativism. (Evaluate)

MODULE II: Introduction to Ethical Theories – Socrates: Virtue Ethics - Aristotle: Eudaemonism. Psychological Hedonism and Ethical Hedonism- Utilitarianism of Bentham and Mill. Deontological Theory of Kant- Categorical Imperative- Maxims of morality-Goodwill-Duty

MODULE OUTCOMES:

After the completion of this module, the student may be able to
MO2.1. Get the nature of Virtue Ethics. (Understand)
MO2.2. Evaluate the implications of Eudaemonism. (Evaluate)
MO2.3. Differentiate between Psychological Hedonism and Ethical Hedonism. (Analyse)
MO2.4. Critically analyse the ethics of Utilitarianism. (Evaluate)
MO2.5. Study the significance of Categorical Imperative. (Understand/Apply)
MO2.6. Understand the relevance of maxims of morality in the context of duty.
        (Understand/Apply)

MODULE III: Rights and Duties – Fundamental Rights and Human Rights – Types of Duties – Conflict of Duties- Casuistry -Bradley's conception of My station and Duties.

MODULE OUTCOMES:

After the completion of this module, the student may be able to
MO3.1. Capture the nature of Rights and Duties. (Remember/Understand)
MO3.2. Realise the significance of Human Rights. (Understand)
MO3.3. Develop the notion of Casuistry to resolve Ethical Dilemmas. (Create/Apply)
MO3.4. Analyse Bradley's conception of Duty and its ethical dimensions. (Analyse)

MODULE IV: Crime and Punishment- Theories of Punishment- Deterrent theory- Retributive theory- Reformative theory- Ethical and social implications of Capital punishment.

MODULE OUTCOMES

After the completion of this module, the student may be able to
MO4.1. Get the general nature of Crime and Punishment. (Understand)
MO4.2. Have overall perspectives of different theories of punishment. (Remember/Understand)
MO4.3. Highlight the social and ethical dimensions of Reformative theory. (Analyse)
MO4.4. Evaluate the multiple dimensions of Capital Punishment. (Evaluate)
MO5.5. Explore the ethical aspects of capital punishment with case studies. (Apply/Create)

MODULE V: Features of Meta Ethics-Emotivism-Emotive theory of Logical Positivists-Ethical scepticism- A.J. Ayer's Emotive theory. Stevenson's account of Emotivism-Three features of moral discourse-Disagreements in attitude and beliefs.

MODULE OUTCOMES:

After the completion of this module, the student may be able to
MO5.1. Understand the general nature of Meta Ethics and evaluate its significance in discussions of Normative Ethics. (Understand/Analyse)
MO5.2. Develop clear conceptions of Emotivism and its significance in analysing Ethics in general (Create/Apply)
MO5.3. Get conceptual clarity regarding the Logical Positivists account of Emotivism. (Remember/Understand/Analyse)
MO5.4. Evaluate Stevenson's account of Emotivism. (Evaluate)
MO5.5. Analyse critically the nature of ethical concepts and their meaning. (Create)

MODULE VI: Intuitionism-Moore and rejection of ethical naturalism-the naturalistic fallacy-Prescriptivism-Rejection of Emotivism- Hare's account of Prescriptivism-Prescriptivity-Universalisability-Logical relations.

MODULE OUTCOMES

After the completion of this module, the student may be able to
MO6.1. Elucidate the concept of Intuitionism. (Remember/Understand)
MO6.2. Comprehend Moore's analysis of the rejection of ethical naturalism. (Understand)
MO6.3. Critically evaluate the dimensions of Naturalistic Fallacy. (Evaluate/Create)

MO6.4. Evaluate the general features of Prescriptivism. (Evaluate)
MO6.5. Analyse the views of Hare on Prescriptivism. (Analyse)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:
- Bradley, FH (1876), Ethical Studies, Oxford University Press, New York.
- Dave, Robinson & Chris, Garratt, (1997), Introducing Ethics, Icon Books, UK.
- Laurie, Simon S (2008), The Philosophy of Ethics, Cosmo Publications, New Delhi.
- Sinha, J N (1979), A Manual of Ethics, Jadunath Sinha Foundation, Calcutta.
- William Lilly, (1967), An Introduction to Ethics, Allied Publishers, New Delhi.
- HUDSON, W.D. MODERN MORAL PHILOSOPHY, MACMILLAN, 1970.

ONLINE SOURCES:

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: PHI-CC-514	Credits: 3

NAME OF THE COURSE: FUNDAMENTALS OF LOGIC

OBJECTIVES:

The course includes an introduction to basic unit of thinking, methods of reasoning, analysis of judgments etc. Emphasize will be placed on developing an effective critical thinking, developing arguments based on Induction and Deduction. The study helps to get a detailed version of fallacies involved in reasoning.

COURSE OUTCOMES:

CO1: Familiarize the student to know the fundamental laws of correct thinking.
CO2: Examine the science of thought and scope of logic in the day to day life.
CO3: Understand 'what is proposition' and compare the traditional and modern classification of proposition as well as apply and create logical arguments to check validity using square of opposition.
CO4: Analyse the role of hypothesis in making scientific judgements.
CO5: Create sharpness and critical habit in thinking process.
CO6: Know about the detailed version of fallacies involved in reasoning.

COURSE CONTENT

MODULE I: Nature and scope of Logic – Word, Name and Terms – Laws of Thought; Connotation and Denotation; Reasoning – Deduction and Induction-Truth and Validity.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1. Understand the difference between the proposition and sentence (Understand)
M01.2. Evaluate the role of Logic in decision making process in daily life (Evaluate/Apply)
M01.3. Analyse the difference between deductive reasoning and inductive reasoning. (Analyse)
M01.4. Understand the difference between Truth and Validity (Understand)
M01.5. Analyse the fundamental Laws of thought (Analyse)
M01.6. Understand the difference between word, name and terms (Understand/Analyse)

MODULE II: Propositions – Traditional and Modern Classification, Distribution of Terms, Uler's Circle; Venn Diagram Proposition – Opposition of Proposition; Square of Opposition – Boolean Square of Opposition

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1. Understand the traditional and modern classification of proposition. (Understand)
M02.2. Apply Venn diagram techniques to test the validity of propositions (Apply)

M02.3. Analyse the difference between Traditional square of opposition and Boolean Square of opposition. (Analyse)

M02.4. Apply Ulers circle to know the distribution of terms in a proposition. (Apply)

M02.5. Understand Terms and its distribution in Categorical propositions. (Understand)

M02.6. Create logical arguments to check validity using square of opposition. (Create)

MODULE III: Inference –Kinds of Inference- Mediate and Immediate: Conversion, Obversion and Contraposition – Syllogism-kinds of Syllogism, Rules and Fallacies; Figures, Mood and possible types of Syllogisms.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1. Understand 'What is inference'(Understand)

M03.2. Apply the rules of syllogism to find out the fallacies (Apply)

M03.3. Evaluate the possible types of syllogism by applying the rules (Evaluate)

M03.4. Understand the difference between figure and mood (Analyse)

M03.5. Evaluate the difference between mediate and immediate inference (Evaluate)

M03.6. Define Education (Remember)

MODULE IV: Induction and Scientific Method – Types of Induction; Problem of Induction; Postulates of Induction; Stages of Scientific Investigation

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1. Understand 'What is Induction' (Understand)

M04.2. Analyse the problem of Induction (Analyse)

M04.3. Evaluate the stages of scientific investigation (Evaluate)

M04.4. Remember the Types of Induction (Remember)

M04.5. Understand the difference between induction and deduction (Analyse)

M04.6. Evaluate the role of inductive leap in making general propositions (Evaluate)

MODULE V: Mill's Experimental Methods; Hypothesis; Analogy; Causation.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M05.1. Understand the role of Mill's method to find out the cause -effect relation Understand)

M05.2. Explain the role of hypothesis in making scientific judgements (Remember)

M05.3. Create a hypothesis to explain a phenomenon (Create)

M05.4. Analyse the cause-effect relation (Analyse)

M05.5. Analyse the definitions of causation given by different thinkers (Analyse)

M05.6. Apply Mill's method as a scientific tool for finding out of a cause (Create/Apply)

MODULE VI: Informal Fallacies: Fallacies of Relevance-Fallacies of Presumption- Fallacies of Ambiguity

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M06.1. Analyse fallacies that occur in the language we are using. (Analyse/Create)
M06.2. Understand the difference between formal fallacies and informal fallacies. (Analyse)
M06.3. Evaluate different types of informal fallacies (Evaluate)
M06.4. Evaluate the different types of formal fallacies (Evaluate)
M06.5. Understand the techniques to find out fallacies (Understand)
M06.6. Create models to see how fallacies are removed. (Apply/Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- Anton,Dumitriu,(1991), History of Logic, Heritage Publishers, New Delhi.
- Cohen M R & Nagel E, (1968), Introduction to Logic and Scientific Method, Allied Publishers, NewDelhi.
- Copi,I M & Cohen, Carl, (2006), Introduction to Logic, Dorling Kindersiey, India.
- Gupta, S P, (1970), Logic and Scientific Method, Ajantha Publications, India.
- Patrick, Hurley J (1978), A Concise Introduction to Logic, Thomson & Words Worth, Canada.

ONLINE RESOURCES
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: PHI-DE-515	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF YOGA AND MEDITATION

OBJECTIVES:
The course imparts knowledge about the basic technique and practice of yoga, including instruction in breath control, meditation, and physical postures to develop physical competency and mental concentration. It gives emphasis on gaining philosophical and theoretical understanding of the principles embodied in the yoga as well as creating awareness of later developments of Āsanas and training students to practise yoga with the help of a qualified trainer.

COURSE CONTENT
COURSE OUTCOMES:

CO1: Get acquainted with the basic Philosophical aspects of Yoga
CO2: Understand the need of comprehending theoretical background of Yoga and meditation for a better practice
CO3: Examine the historical and philosophical background of various aspects of Yoga Philosophy
CO4: Analyse the basic and original literature of Yoga philosophy and practice
CO5: Practice various types of Yogasanas and methods of Meditations
CO6: Venture in practicing various postures of Yoga

PART - 1 - THEORY

MODULE I: Development and Etymology of Yoga **-**   Yoga, its meaning & Etymology - Metaphysics of Sāmkhya & Its relationship with *Yoga Darsana* of Patanjali, A brief introduction to Patanjali's Yoga Sutras and its structure

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Familiarise with the etymology, meaning and definition of the term 'Yoga' (Understand)
M01:2. Relates the theoretical part of Samkhya with the practical application of yoga (Apply)
M01:3. Assess the Philosophical aspects of the text *Yoga Sutra* (Evaluate)
M01:4. Acquire and develop Philosophical background knowledge for the correct practice of yoga (Create)

MODULE II: -Nature of *Citta, Citta-vritti, Citta-bhumi, Citta-vrittinirodha,;* the theory of *Klesa; Astānga yoga-Yama, Niyama, Asana, Pranāyāma, Pratyāhāra, Dhārana, Dhyāna,* and *Samādhi,; Samyama* and *Siddhi*; Types and nature of Samadhi in Yoga *Sūtra- Sabija & Nirbīja Samadhi, Samprañjata* and As*amprañjata Samadhi, Dharmamegh Samadhi*

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02:1. Acquainted with fundamental aspects of Yoga from *Yoga Sutra* of Patanjali (Understand)

M02:2. Relate these aspects with the day to day life of a person (Apply)

M02:3. Examine various levels of consciousness and attainment of *kaivalya* (Analyse)

M02:4. Develop various kinds of mental strength and powers through the practice of yoga (Create)

PART - 2 - TRAINING PROGRAMME

MODULE III: Relaxation and Meditation – *Pranayama* I (Equal Breathing), *Pranayama* II (Abdominal Breathing), Alternate Nostril Breathing

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03:1. Make awareness on the importance of Meditation in one's life (Understand)

M03:2. Narrate different types of relaxation methods (Apply)

M03:3. Analyse various types of Pranayama and their benefits (Analyse)

M03:4. Develop a proper mode of breathing for balancing mind and body (Create)

MODULE IV: *Āsanas* – How it Differs from Physical Exercises – Preparatory Exercises – Basic *Āsanas* – *Sūryanamaskāra*

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M01:1. Familiarise with the preliminary preparatory exercises of Yoga (Understand)

M01:2. Analyse the benefits of Yoga compared to other physical exercises (Analyse)

M01:3. Assess the practical and beneficial aspects of regular yoga practice (Evaluate)

M01:4. Cultivate a suitable package of yoga practice for the whole development of an individual (Creative)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration

LEARNING RESOURCES

REFERENCES

- Burley, Mikel: Hatha Yoga, Its' Context Theory and Practice (M.L.B.D. Delhi, 2000)
- Burnier, Radha: Hatayoga Pradipika of Svatmarama, The Adyar Library publications, Chennai. 2000
- Hilgard, Ernest R., Atkinson, Richard C. & Atkinson, R.L: Introduction to Psychology. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- K. Taimini: The Science of Yoga, (The Theosophical, Publishing House, Adyar Chennai (2005)
- Iyengar B.K.S. : Light on Patanjal Yoga (New York, Schocken Books, 1994)
- Sachdev, I.P. : Yoga and Depth Psychology .Motilal Banarsidass, Delhi, 1978
- Swami Satyananda Saraswati: Hatha Yoga. Pub: BSY Mungher.
- Swami Vivekananda: Raja yoga .Advaita Ashram, Calcutta, 2000)
- Taimini, I.K : Glimpses into the Psychology of Yoga (Adyar: Theosophical Publishing House, (1973)
- Woods, J.H. : The Yoga System of Patanjali, M.L.B.D., Delhi, 1988

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER I	Course Code: PHI-DE-516	Credits: 2

NAME OF THE COURSE: VEDANTA PHILOSOPHY

OBJECTIVES:
The course creates in the minds of the students a new vista of knowledge on the tradition of Vedanta. It makes them evaluate the diverse ways of arriving at truth, oneness of existence and the significance of ethical values in human life.

COURSE OUTCOMES:

CO1: **Articulate and exemplify basic knowledge of the tradition of Vedanta**
CO2: Analyse the theistic and absolutistic approaches to reality
CO3: Evaluate the philosophical richness of Advaita vedanta
CO4: Understand the various types of theistic vedanta
CO5: Compare the different concepts among vedantic traditions
CO6: Critically evaluate the applications of Vedanta in human life.

COURSE CONTENT

MODULE I: *Prasthānatraya*–Philosophy of Gaudapada (*Ajātivāda*) – Eligibility for Studying Vedanta (*Sādhanacatuṣṭaya*) – Interpretation of *Mahāvākyas*, *Sṛuti* and *Smṛiti*.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Define the *Prasthanatrayas* (Remember)
M01:2. Expose *Ajativada* (Understand)
M01:3. Apply oneself for the study of Vedanta. (Evaluate)
M01:4. Critique the interpretation of *Mahavakyas* (Evaluate)

MODULE II: Advaita Vedanta of Sankara - *Sabda* and other Five *Pramānas*; Theory of Truth (*Abhāditatva*); Theory of Error (*Anirvacanīyakhyāti*);

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 2.1. Define the pramanas of Advaita Vedanta (Understand)
M0 2.2. Analyse the theory of truth (Remember)
M0 2.3. Explain the theory of error (Evaluate)
M0 2.4. Define the uniqueness of sabda pramana (Understand)
MODULE III   Advaita Theory of *Māya*, *Adhyāsa* (Superimposition), *Adhyāropa* (False Attribution). *Sattātraya* (Levels of Reality); *Svarūpalakshṇa* and *Tatastalaksaṇa*; *Karma*, *Bhakti*, *Jñāna*.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1 Explain the levels of reality (Understand)

M03.2 Analyse the theory of maya (Evaluate)

M03.3 Expose svarupalakshana and tathasthalakshana (Analyse**)**

M03.4 Examine the different ways to liberation in one's life (Apply)

MODULE IV: *Visistadvaita* of Ramanuja – Five Devotional Ways – *Dharmabhūtajñāna*; *Dvaita* of Madhva – *Pancabheda - Suddhadvaita* of Vallabha – Dvaitadvaita of Nimbarka

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1 Examine the different schools of theistic Vedanta (Understand**)**

M0 4.2 Explain the five ways of devotion (Remember)

M0 4.3 Examine any one of the ways in one's speculation (Apply)

M0 4.4 Analyse the place of devotion in the contemporary world (Evaluate)

M0 4.5 Bring out an open mindedness to receive diverse ways of thinking (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES

- Comans, Michael. (1988), Advaitamoda, Sri Sat guru Publications, New Delhi.
- Mahesvaran, K. (1997), Advaita Vedanta Dialectics and Indian Philosophy, Swantham Books, India.
- Nurul Islam, Kazi. (1988), A Critique of Sankara's Philosophy of Appearance, Vohra Publishers, Allahabad.
- Prithipal. (1969), Advaita Vedanta, Bharatiya Vidya Prakashan, India.
- Radhakrishnan, S. (1938), The Philosophy of Advaita, Arnold Heinemann, New Delhi.
- Tiwari, Kapil N. (1977), Dimensions of Renunciation in Advaita Vedanta, Motilal Banarsidas, Delhi.
- Urquhart, W.S.(1986), The Vedanta and Modern Thought, Gian Publishing House, New Delhi.

ONLINE RESOURCES
- **http://scholar.google.co.in/**
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**

SEMESTER I	Course Code: PHI-DE-517	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF VALUE EDUCATION

OBJECTIVES:
This course brings to the minds of the students the interconnections between philosophy and education. It also makes them equipped to find education as a medium of value inculcation.

COURSE OUTCOMES:

CO1: Create an awareness on the integrity of values in human life
CO2: Analyse the basic themes of value education
CO3: Evaluate the philosophical richness of Indian philosophy on value education
CO4: Understand the various types of theories of education
CO5: Compare the different concepts among different philosophical theories
CO6: Critically evaluate the applications of values in life through educational systems

COURSECONTENT

MODULE I: Introduction- Etymological meaning of education- Relation between philosophy and education. Aims of education.

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01:1 Define the etymology of education. (Remember)
M01:2 Explain the relation between philosophy and education. (Understand)
M01:3 Equip oneself for achieving the true aims of education. (Evaluate)
M01:4 Examine the interpretation of value education (Evaluate)

MODULE II: Education as a medium of integration of values – Acquisition of knowledge, Tool to discipline the intellect, Preparation of valuable life, Transmission of Culture.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1 Explain value as the pillar of education (Understand)
M02.2 Examine education as a tool to discipline the intellect (Apply)
M02.3 Analyse the role of education in transmission of culture (Evaluate)
M02.4 Assess the uniqueness of education in leading value-oriented life (Evaluate)

MODULE III: Philosophies of education- Naturalism, Idealism, Realism, Pragmatism, Existentialism.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 3.1 Explain the different theories on education (Understand)

M0 3.2 Define the underlying concepts of education (Remember)

M0 3.3 Apply any of the ways in one's scheme of education (Apply)

M0 3.4 Examine the scope of the application of the theories in the contemporary educational scenario (Evaluate)

M0 3.5 Bring out an open mindedness to receive diverse ways of acquiring knowledge (Create)

MODULE IV Indian Philosophers on Value Education- Radhakrishnan- Gandhi- Swami Vivekananda- Aurobindo- Tagore- J. Krishnamurthy- Ambedkar

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1 Explain the contributions of Indian thinkers on education (Understand)

M04.2 Analyse the diverse views on value education (Evaluate)

M04.3 Examine the standpoints of the Indian thinkers on education (Analyse)

M04.4 Apply the suited ideals in one's own life (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES

- Chakrabarti, Mohit. (1998), Philosophy of Education of Rabindranath Nath Tagore, Atlantic Publishers, New Delhi.
- Chaube, S.N. (2011), A Textbook of Educational Philosophy, Wisdom Press, New Delhi.
- Shukla, Ramakant. (2003), Philosophy of Education, Sublime Publications, India.
- Winch, Christopher and Gingell John. (2004), Key Concepts in the Philosophy of Education, Rout Ledge, London.

ONLINE SOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

SEMESTER II	Course Code: PHI -CC- 521	Credits: 4

NAME OF THE COURSE: MODERN INDIAN THINKERS

OBJECTIVES:
This course examines the chief features of philosophical dynamics of contemporary Indian thinkers. Various philosophical explanations like universal religion, integral yoga, human destiny, radical humanism, freedom and self-knowledge, democracy, neo-buddhism etc., introduced in this course.

COURSE OUTCOMES:

CO1: Demonstrate basic features of Philosophical dynamics of Modern Indian thinkers.
CO2: Introduce the Neo-Vedantic approach of Modern Indian Philosophers
CO3: Validate the relevance of the ideals like Universal 'Religion' and 'Integral Yoga' in the modern world
CO4: Ascertain the contemporary relevance of Gandhian Satyagraha model
CO5: Familiarise the religious and humanitarian aspects in the philosophy of Tagore and Radhakrishnan
CO6: Acquaintance with the modern materialist approach of Radical Humanism
CO7: Exemplified the need of democracy and Ambedkar's concept of social democracy

COURSE CONTENT

MODULE I: Introduction – Characteristics of Modern Indian Philosophy, Practical Vedanta

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01:1. Familiarise with the common characteristic features of Modern Indian Philosophy (Remember)
M01:2. Scrutinise the practical approaches in the Neo-Vedantins of Modern India. (Analyse)
M01:3. Construct new humanitarian and social approach from the new synthetic approaches of modern thinkers (Create)

MODULE II: Swami Vivekananda – Four Yogas, Ideal of Universal Religion; Sri Aurobindo Ghosh – Evolution and Involution,   Integral Yoga,   The Super Mind.

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02:1. Apprehend the synthetic and integral philosophical approaches of Swami Vivekananda and Sri Aurobindo Ghosh (Understand)
M02:2. Examine the significance of spiritual paths, like yoga, in contemporary world (Analyse)
M02:3. Critically assess the importance of Religion in this modern world (Evaluate)
M02:4. Develop a new outlook on social issues (Create)

MODULE III: Mahatma Gandhi – Truth (*Satya*) and Non-violence (*Ahimsa*), *Satyagraha*, *Sarvodaya*,

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03:1. Familiarise the Social and Political philosophy of Mahatma Gandhi (Understand)
M03:2. Apply the values of Truth and Non-violence in daily life (Apply)
M03:3. Scrutinise various methods of Satyagraha model recommended by Gandhi (Analyse)
M03:4. Make a value-oriented life based on Truth and Non-violence (Create)

MODULE IV: Rebindranath Tagore – Reality as Personality, Human Destiny; Dr. S Radhakrishnan – Intellect and Intuition, Essence of Religion

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04:1. Acquainted with the Philosophical aspects in the Poetic Visionary of Tagore and Academic thinking of Dr. S. Radhakrishnan (Understanding)
M04:2. Put on the humanitarian aspects of these philosophers in one's life (Apply)
M04:3. Survey various religious aspects like, Reality, Human Destiny etc. in the philosophy of Tagore and Radhakrishnan (Analyse)
M04:4. Appraise the importance of the epistemological position of Dr, S, Radhakrishnan (Evaluate)
M04:5. Create a rational approach regarding the concept of reality (Create)

MODULE V: M N Roy – Marxism, Radical Humanism; B.R. Ambedkar – Democracy, Critique of Caste, Neo-Buddhism.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M05:1. Familiarise with the Humanistic and social philosophies of the Materialist Philosopher M.N. Roy and the Political and social philosophy of Dr. B.R, Ambedkar (Understand)
M05:2. Examine the significance of Materialistic and scientific humanism in the midst of spiritualism (Analyse)
M05:3. Assess the importance of the Social Philosophy of Dr. B.R. Ambedkar (Evaluate)
M05:4. Develop a Humanitarian approach in society from the above thinkers (Create)

MODULE VI: J. Krishnamurti – Self-discipline and Freedom, Awakening of Intelligence; Ramana Maharshi – The Method of Self-enquiry, Reality and Knowledge.

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M06:1. Familiarise with the Philosophical aspects of Indian Thinkers like Ramana Maharshi and Krishnamurti. (Understand)
M06:2. Evaluate the importance of 'Freedom from the Known' in Krishnamurti's philosophy (Evaluate)

M06:3. Scrutinise the real method of self-enquiry from the Philosophy of Ramana Maharshi (Analyse)

M06:4. Create new philosophical and social approaches based on Ramana Maharshi and J. Krishnamurti (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Lal, Basant Kumar. (1973), Contemporary Indian Philosophy, Motilal Banarsidas, New Delhi.

- Shankar, Rama Srivastava. (1983), Contemporary Indian Philosophy, Munshiram Manoharlal Publishers, New Delhi.
- Sharma, Chandradhar. (1960), A Critical Survey Of Indian Philosophy, Motilal Banarsidas Publishers, New Delhi.
- Sharma, Ram Nath. (1991), Contemporary Indian Philosophy, Atlantic Publishers, New Delhi
- Thomas, George Patrick White. (1978), Introduction to Philosophy, Surjeet Publications, New Delhi.

ON-LINE SOURCES
- **http://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER II	Course Code PHI-CC-522	Credits: 4

NAME OF THE COURSE: ANALYTICAL PHILOSOPHY

OBJECTIVES:
This course is intended to pursue the philosophical analysis in the early part of 20th century and to impart the basic ideas and concepts of linguistic philosophy. It focuses on exploring the linguistic turn in the philosophical methods and analysing the rise of logical positivism and the linguistic philosophy. It also highlights language analysis of different thinkers in the Analytical tradition.

COURSE OUTCOMES:

CO1: Articulate and exemplify the basic knowledge of Analytic philosophy.
CO2: Apply the method of logical analysis of language in addressing philosophical problems
CO3: Apply linguistic performativity to explain philosophical issues.
CO4: Analyse how language and reality are related.
CO5: Critically examine the applicability of verification principle.
CO6: Develop an inquiry into a philosophy which can synthesise both ideal language and ordinary language approaches.

COURSE CONTENT

MODULE I: THE LINGUISTIC TURN
Historical Roots of the Analytical Tradition- The Linguistic Turn- The Analytic Critique- Two Models of Analysis: Therapeutic and Descriptive

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Define philosophy of language (Remember)
M01.2: Understand the linguistic turn (Understand)
M01.3: Use the method of logical analysis of language in addressing philosophical problems (Apply)
M01.4: Analyse the significance of linguistic turn happened in philosophical enquiry (Analyse)
M01.5: Evaluate the scope of language analysis as a therapeutic way (Evaluate)
M01.6: Make a critical comment on the method of linguistic philosophy (Create)

MODULE II: LOGIC AND LANGUAGE

Frege: Sense and Reference
G E Moore: Meaning and Reference, Refutation of Idealism
Bertrand Russell: Logical Atomism, Theory of Descriptions- Criticisms by P.F. Strawson

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1: Explain logical atomism (Remember/Understand)
M02.2: Understand Moore's theory of meaning and reference (Understand)
M02.3: Apply Russell's method of logical analysis for avoiding confusions from language use. (Apply)
M02.4: Analyse how language and reality are closely related (Analyse)
M02.5: Evaluate how far the language can reflect reality (Evaluate)

MODULE III: LOGICAL POSITIVISM

Rise of Logical Positivism – Vienna Circle
Verification Theory of Meaning, Elimination of Metaphysics
Changes and Modifications-Rudolf Carnap and A J Ayer

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1: Remember Vienna circle and its significances (Remember)
M03.2: Understand theory of logical positivism (Understand)
M03.3: Apply verification principle to analyse the validity of statements (Apply)
M03.4: Analyse the relevance of verification Principle. (Analyse)
M03.5: Critically examine the applicability of verification principle. (Evaluate)

MODULE IV: LINGUISTIC PHILOSOPHY

Early Wittgenstein - Ideal Language Approach, *Tractatus Logico Philosophicus* (7 Theses), Language-Reality Relationship- Picture Theory of Meaning.
Later Wittgenstein- Ordinary Language Approach; *Philosophical Investigations,* Use Theory of Meaning – Language Games, Functions of Philosophy.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04.1: Write note on *Tractatus Logico Philosophicus* and *Philosophical Investigations* (Remember)
M04.2: Learn about ideal language philosophy and ordinary language philosophy (Understand)
M04.3: Apply ordinary language approach to interpret contemporary socio-cultural issues (Apply)
M04.4: Compare the picture theory of meaning with the use theory of meaning. (Analyse)
M04.5: Evaluate validity of both ideal language approach and ordinary language approach (Evaluate)
M04.6: Develop an inquiry into a philosophy which can synthesise both approaches. (Create)

MODULE V: **LINGUAGE PHILOSOPHY OF RYLE, AUSTIN AND CHOMSKY**

Gilbert Ryle: Category Mistake, A Ghost in a Machine.
J L Austin: Speech Act Theory, Linguistic Performativity
Noam Chomsky: Theory of Innatism in Language, Universal Grammar

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M05.1: Evaluate the theory of innatism in language and compare innatism of Chomsky with
   that of Descartes (Analyse/ (Evaluate)
M05.2: Learn how category mistake of mind occurs. (Understand)
M05.3: Apply linguistic performativity to explain philosophical issues (Apply)
M05.4: Analyse the validity of Ryle's concept of mind as A Ghost in a Machine. (Analyse)
M05.5: Critically examine Austin's theory that language is performativity. (Evaluate)
M05.6: Develop new interpretations based on the concept of linguistic performativity
   (Create)
M05.7: Apply the concept of universal grammar to understand the structure of mind. (Apply)

MODULE VI: ORDINARY LINGUAGE PHILOSOPHY: AMERICAN TRADITION

W. V. O. Quine: Meaning and Reference, Two Dogmas of Empiricism
Donald Davidson: Theory of Meaning, Principle of Charity
Michael Dummett: The Intuitionist Semantics

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M06.1: Explain the theory of Charity (Remember)
M06.2: Understand the concept of intuitionist semantics (Understand)
M06.3: Analyse the concept of interpretation in Davidson's philosophy. (Analyse)
M06.4: Evaluate Quine's concept of holism in meaning. (Evaluate)
M06.5: Understand how the analytic -synthetic distinction is not possible
   (Remember/Understand)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

REFERENCES:

- Alston, William P. (1964), Philosophy of Language, Printice Hall of India Pvt Ltd, New Delhi.
- Ayer, A.J.(1936), Language Truth and Logic, Penguin Books, New York.
- Gross, Barry R. (1970), Analytical Philosophy, Oxford IBH Publishing Company, New Delhi.
- Harrison, Bernard. (1979), An Introduction to Philosophy of Language, The MacMillan Press, New York.
- Martinich, A.P. and Sosa David. (2001), Analytic Philosophy, USA.
- Pradhan, R.C. (2001), Recent Developments in Analytic Philosophy. Indian Council of Philosophical Research, New Delhi.

ONLINE SOURCE

- **http://scholar.google.co.in/**
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.rep.routledge.com/**

SEMESTER II	Course Code PHI-CC-523	Credits: 3

NAME OF THE COURSE: ENVIRONMENTAL ETHICS

OBJECTIVES:
This course is introduced to students to understand the domains of intersection between Ecology and Ethics. It enables to analyse ecological issues from philosophical perspectives. It prescribes the theories to 'Ecosophical' understanding and ethical concern of environment.

COURSE OUTCOMES:

CO1: Get general awareness of Environmental Ethics.
CO2: Understand different approaches to Ethics.
CO3: Evaluate the significance of Ecology and its relation to Environment.
CO4: Assess the ethical dimensions of Sustainability.
CO5: Elucidate the relevance of Animal Rights.
CO6: Articulate and evaluate the importance of Ecocentrism in the context of Deep Ecology.
CO7: Discriminate and assess the claims of Social Ecology and Land Ethics to deal with environmental issues.

COURSE CONTENT

MODULEI – Introduction   – Nature and Specific Concerns of Environmental Ethics; Ethical Concern for the Present and Future Generations-Approaches to Ethics; Anthropocentrism, Biocentrism and Ecocentrism –Challenges of Environmental Ethics.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO1.1. Understand the nature of Environmental Ethics.(Understand)
MO1.2. Analyse the Ethics of present and future (Analyse)
MO1.3. Develop awareness of different approaches of Ethics. (Create)
MO1.4. Examine various challenges of Environmental Ethics. (Evaluate)

MODULE II –Introduction to Ecology and Environment – Origin and definition of the Term Ecology- Natural resources; Renewable and non-renewable resources - Key Concepts in Ecology – Ecosystem, Biosphere, Biodiversity, Ecofeminism.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO2.1. Assess the general nature of Ecology and Environment. (Evaluate)
MO2.2. Define the concept of Ecology (Remember)
MO2.3. Understand the nature of natural resources including renewable and non-renewable resources. (Understand/Analyse)
MO2.4. Explain and evaluate the concepts of Ecosystem, Biosphere, Biodiversity, and Ecofeminism. (Evaluate)

MODULE III – Sustainable Development and Ethics- Definition and development of the concept- Brundtland Commission and Sustainable development. Sustainable Development Goals (SDGs) set by UNO General Assembly in 2015- Social and Ethical dimensions of Sustainability.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO3.1. Define the concept of Sustainable development. (Remember)
MO3.2. Get awareness of Brundtland Commission in formulating principles of sustainable
   development. (Understand)
MO3.3. Elucidate Sustainable Development Goals (SDGs) set by UNO General Assembly in
   2015 (Analyse)
MO3.4. Examine and evaluate social and ethical dimensions of sustainable development.
   (Evaluate/Apply)

MODULE IV - Biocentrism –Definition- Principles of Biocentrism- Biocentric Egalitarianism – Paul Taylor's concept of Respect for Nature –Animal Liberation and Animal Rights- Peter Singer- Racism and Speciesism- Speciesism in practice; Animals as food; Experimenting on animals

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO4.1. Define the concept of Biocentrism. (Remember)
MO4.2. Explain the nature Biocentric Egalitarianism. (Understand)
MO4.3. Evaluate Paul Taylor's concept of Respect for nature. (Evaluate)
MO4.4. Empower ideas regarding ethical aspects of Animal Rights (Apply)
MO4.5. Distinguish between Racism and Speciesism. (Analyse)

MODULE V – Origin and Development of Deep Ecology Movement- Academic definitions - Eco-centrism and Deep Ecology –- Arne Naess – Distinction between Deep and Shallow Ecology; Ecosophy T; The eight point Platform-Critiques of Deep Ecology.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO5.1. Evaluate the relevance of the concept of Deep Ecology(Evaluate)
MO5.2. Establish the relation between Eco-centrism and Deep Ecology. (Analyse)
MO5.3. Distinguish between Deep ecology and Shallow Ecology. (Understand/Analyse)
MO5.4. Understand the importance of Ecosophy T. (Understand/Remember)
MO5.5. Demonstrate the eight point platform of Deep Ecology. (Create)
MO5.6. Critically evaluate the dimensions of Deep Ecology. (Evaluate/Create)

MODULEVI: Social Ecology; Murray Bookchin- Nature and Society-Social Hierarchy and Domination-The idea of dominating nature-Grow or Die-An Ecological society. Land Ethics- Aldo Leopold-Ecological world view-Ecological Holism.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO6.1. Understand the relevance of the concept of Social Ecology (Understand)
MO6.2. Examine the relation between Nature and Society. (Analyse/Evaluate)
MO6.3. Assess the nature of Social Hierarchy and evaluate its link with Domination. (Evaluate)
MO6.4. Analyse the unique features of Land Ethics. (Analyse)
MO6.5. Describe the nature of Ecological Holism and evaluate its relevance.
        (Understand/Evaluate)

LEARNING RESOURCES
REFERENCES:

- Dale, Jamieson; (2008); Ethics and the Environment; Cambridge, UP.
- Naess, Arne; (1989); Ecology, Community, and Lifestyle: Outline of an Ecosophy; Trans. David Rothenberg, Cambridge: Cambridge UP.
- Leopold, Aldo.(1986). A Sand County Almanac: With Essays on Conservation from Round River.OUP,USA.
- Pojman Louis P & Paul Pojman ;(2008); Environmental Ethics: Readings in Theory and Application; Thomson Wadsworth: Belmont, CA.
- Singer, Peter; (1975); Animal Liberation; New York Review of Books.
- Taylor, Paul; (1986); Respect for Nature: A Theory of Environmental Ethics; Princeton University Press.

ONLINE SOURCES

- Relevant articles on Standford Encyclopedia of Philosophy http://plato.stanford.edu/
- The internet Encyclopedia of philosophy http://www.iep.utm.edu/
- DEEP ECOLOGY*www.uky.edu* › 240 - Reading - Deep Ecology.
- What is Social Ecology? - Psiche & Naturawww.psichenatura.it › fileadmin › img › M._Bookchin..
- An Analysis of Aldo Leopold's Land Ethics - ARC Journals
    www.arcjournals.org › pdfs › ijhsse › 3.pdf

SEMESTER II	Course Code: PHI-CC-524	Credits: 3

NAME OF THE COURSE: SYMBOLIC LOGIC

OBJECTIVES:

It provides a detailed description of methods of evaluating arguments by using truth table method. It brings the relevance of statement forms and argument forms and the test of validity. It also discusses the different methods in the traditional and symbolic logic

COURSE OUTCOMES:

CO1: Explore the historical developments of symbolic logic and the limitations of Aristotelian logic

CO2: Understand symbolic representation of statements which helps better understanding than verbal representation

CO3: Provide the knowledge of the symbolization of logic which is used for computer application

CO4: Facilitate education in the emerging areas of multi-value logic and Fuzzy logic.

CO5: Understand the advantages of using rules and figures in Symbolic logic

COURSE CONTENT

MODULE I: Historical Development of Symbolic Logic- Special Symbols in Symbolic Logic- Advantages of Symbolisation- Basic Truth Tables.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M01.1. Understand different methods in traditional and symbolic logic (Understand)

M01.2. Understand special symbols in symbolic logic (Remember/Understand)

M01.3. Apply truth table method to test the validity of arguments (Apply)

M01.4. Understand the difference between classical logic and symbolic logic (Understand/Analyse)

M01.5. Analyse the logical form and validity (Analyse)

M01.6. Understand the use of symbols for constants and variables (Understand)

MODULE II: Propositional Logic- Kinds of Compound Statements- Truth Functional Compound Statements- Truth Tables for Conjunction, Disjunction, Implication and Bi-conditional Statements- Argument and Statement Forms

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02.1. Analyse the relevance of statement forms and argument forms and the test of validity (Analyse)

M02.2. Analyse whether statement expressions are tautologous or not (Analyse)

M02.3. Understand the various types of compound propositions (Understand)

M02.4. Understand the truth tables of compound propositions like conjunction, disjunction, implication and bi-conditional statements (Understand)

M02.5. Analyse the different types of statement forms (Analyse)

M02.6. Evaluate the difference between truth functional compound statements and truth functional modifier (Evaluate)

MODULE III: Truth Table Method for Evaluating Arguments- De Morgan's Theorem.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1. Analyse any compound proposition to determine its truth-value (Analyse)

M03.2. Understand a detailed description of methods of evaluating arguments by using truth table method (Understand)

M03.3. Evaluate that the complicated structure of a compound proposition does not affect the technique of determining its truth-value (Evaluate)

M03.4. Determine the wide of spectrum of compound proposition (Understand)

M03.5. Learn that the development of logic and mathematics are inseparably related (Remember/Understand)

M03.6. Identify propositions having different form but same content (Apply)

MODULE IV: Formal Proof of Validity- Nine Rules of Inference- Rules of Replacement- Exercises

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Compare verbal form of arguments and its symbolic form (Apply)

M04.2: Analyse the relative merits and demerits of verbal and symbolic forms (Analyse)

M04.3: Apply symbolic representation to verbal form and verbal form to symbolic (Apply)

M04.4: Understand new set of rules to test the validity of arguments (Understand)

M04.5: Understand Aristotle's theory of syllogism against the background of symbolic logic (Understand)

M04.6: Create alternative technique which helps us to solve all kinds of problems (Apply/Create)

MODULE V: Predicate Logic- Quantification- Rules of Universal Instantiation and Generalisation, Existential Instantiation and Generalisation, and Rules of Quantification- Proving validity-invalidity

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M05.1: Understand the methods used in predicate logic to establish the invalidity of arguments. (Understand)

M05.2: Evaluate the explanation of proofs of validity and their significance (Evaluate)

M05.3: Analyse the examples used to make that the premises as true and show the conclusion as false (Analyse)

M05.4: See that Quantification logic has its roots in 'Set Theory' (Apply)

M05.5: Identify the internal structure of the propositions (Evaluate)

M05.6: Evaluate the role played by quantifiers in the restructuring of traditional square of propositions (Evaluate)

MODULE VI: Applications of symbolic logic- Logic gates-classification of Logic gates-Gates and their Boolean expressions.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M06.1: Understand the application of symbolic logic in modern era (Understand)

M06.2: Apply the concepts of Boolean algebra from a fundamental point of view, co-relating with symbolic logic (Apply)

M06.3: Analyse the correlation between a Boolean expression and its equivalent interconnections of gates. (Analyse)

M06.4: Understand the diagram and tabulation method for simplifying Boolean functions. (Understand)

M06.5: Understand that digital logic is not based on numbers but they are based on sentences (Understand)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- Copi, Irving M. (1998), Symbolic Logic, Printice Hall of India, New Delhi.
- Copi, Irvin M. And Cohen Carl. (2006), Introduction to Logic, Dorling Kindersley Pvt Ltd, India.

ON-LINE SOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- https://byjus.com/jee/basic-logic-gates/
- https://www.tutorialspoint.com/computer_logical_organization/logic_gates.htm
- http://www.ee.ic.ac.uk/pcheung/teaching/DE1_EE/Lectures/Lecture%2011%20-%20Logic%20gates%20and%20Boolean%20(x1).pdf

- file:///C:/Users/DELL/Downloads/Fundamentals%20of%20Digital%20Logic%20and%20Microcomputer%20Design%20(%20PDFDrive.com%20).pdf
- https://www.sciencedirect.com/topics/computer-science/de-morgans-theorem

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER II	Course Code: PHI -DE-525	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF MIND

OBJECTIVES:
The chief objective of the course is to create opportunities in the students to know the current developments on the problems of mind and consciousness. It also tries to explore issues related to computational theory of mind, philosophical behaviourism, neural correlates of consciousness, Artificial Intelligence etc.

COURSE OUTCOMES:

CO1: Create opportunities to understand the current developments in the philosophy of mind
CO2: Analyse the significance of the interdisciplinary nature of philosophy of mind
CO3: Evaluate problems relating to consciousness scientifically and philosophically
CO4: Understand the various theories of mind
CO5: Compare the different views on understanding mind brain identities
CO6: Critically evaluate the applications of philosophy in solving problems relating to AI, neural correlates of consciousness etc.

COURSE CONTENT

MODULE I: General Introduction-Traditional Mind-Body Problem- Cartesian dualism - Gilbert Ryle's Concept of Mind.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1 Understand the basic philosophy of mind-body relation (Remember/Understand)
M01:2 Analyse the interconnections between philosophy and mind (Understand/Analyse)
M01:3 Assess the problems associated with dualism (Evaluate)
M01:4 Evaluate the significance of a philosophical study of mind body interactionism (Evaluate)

MODULE II: Dualistic Theories- Substance Dualism- Property Dualism- Interactionism- Parallelism- Epiphenomenalism- Emergentism

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1. Elucidate the dualistic theories of mind (Understand)
M02.2. Define the different concepts in dualism (Remember)
M02.3. Examine the different philosophical positions on mind body dualism (Evaluate)
M02.4. Explore contexts from philosophy to find examples of dualism (Create)

MODULE III Philosophical Behaviourism- Identity Theory- Functionalism- Artificial Intelligence- Computational Theory of Mind- Chinese Room Argument - Materialism- Eliminative Materialism.

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M03.1. Explain philosophical behaviourism (understand)
M03.2. Examine the perspective of materialism (evaluate)
M03.3. Design models of computational theory of mind (create)
M03.4. Bring out the significance of philosophy in critiquing AI (apply)

MODULE IV Problem of Consciousness- Phenomenal and Access Consciousness, Consciousness and Intentionality, Consciousness and Qualia- Explanatory Gap

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M0 4.1 Explain the concept of qualia (Understand)
M0 4.2 Define intentionality (Remember)
M0 4.3 Bring out the concept of qualia in day today life experiences (Apply)
M0 4.4 Examine critically the significance of the philosophical study on consciousness
  (Analyse/Evaluate)
M0 4.5 Explore contexts to address the explanatory gap in the realm of consciousness
  (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Cooney, Brain. (2000), The Place of Mind, Wordsworth, USA.
- Feser, Edward. (2006), Philosophy of Mind, One World Publications, England.
- Gardner, Howard. (1978), The Mind's New Science, Basic Books Publishers, New York.
- Heil, John. (2013), Philosophy of Mind, Routledge, New York.
- Lowe, E.J. (2000), An Introduction to The Philosophy of Mind, Cambridge University Press, UK.
- Ramachandran, Vilayanur. (2004), The Emerging Mind, Profile Books, London

ON LINE RESOURCES
- **http://www.iep.utm.edu/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

SEMESTER II	Course Code: PHI -DE- 526	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF GENDER

OBJECTIVES:
The chief objective of the course is to create opportunities in the students to see how socially important is the construct of gender. It also tries to critique our thinking in gender related issues like identity, subjectivity, social constructions etc.

COURSE OUTCOMES:

CO1: Create opportunities to understand the social significance of gender
CO2: Analyse the significance of philosophical interventions in gender issues
CO3: Evaluate feminism as a philosophy
CO4: Understand the various types of philosophical feminism
CO5: Compare the different views on finding gender as a social construct
CO6: Critically evaluate the applications of gender philosophy in solving racial and cultural problems.

COURSE CONTENT

MODULE I: A general introduction to the philosophy of gender - basic themes – gender-sex-subjectivity- identity –gender identity

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01:1 Define the basic themes of the philosophy of gender. (Remember)
M01:2 Explain the interconnections between philosophy and feminism. (Understand)
M01:3 Assess the problems associated with gender. (Evaluate)
M01:4 Bring out the significance of a philosophical study of gender identity with case studies. (Create)

MODULE II: Feminist turn in philosophy – waves of feminism –Articulations of feminist philosophies- Luce Irigaray's views on Plato's cave – introduction to *Second Sex* of Simon de Beavouir- views on gender identity- performativity theory of Judith Butler- *Cyborg* of Donna Haraway

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02.1 Explain feminist philosophy (Understand)
M02.2 Define the different waves of feminism (Remember)
M02.3 Bring out the application of the different applications of the philosophical positions on feminism (Evaluate)
M02.4 Design archetypes from philosophy to find gender identities' (Create)

MODULE III Feminist Epistemology : Exclusion and Objectification – situated knowledge-feminist empiricism-standpoint theory of Sandra Harding -feminist postmodernism-Feminist metaphysics: feminist ontology- self as body-intersex identity

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1 Explain feminist views on epistemology and metaphysics (Understand)
M03.2 Examine the perspective of self as body (Evaluate)
M03.3 Bring out models for intersex identities (Create)
M0 3.4 Bring out the feminist theories in our understanding of knowledge situations (Apply)

MODULE IV Feminist Ethics – Feminist transformations of moral autonomy– Care Ethics - Eco Feminism-Gender and Race – Issues on trans identities –feminist theology

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 4.1 Elucidate the concept of ecofeminism (Understand)
M0 4.2 Define care ethics (Remember)
M0 4.3 Bring out feminist transformations on moral autonomy in social life (Apply)
M0 4.4 Examine the significance of feminist theology (Evaluate)
M0 4.5 Explore contexts to address social issues on trans identities (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES

- Ackerly, Brooke A and True Jacqui. (2006), Feminist Methodologies for International Relations, Cambridge University Press, New York.
- Heikes, Deborah K. (2010), Rationality and Feminist Philosophy, Continuum International Publishing Group.
- Held, Virginia. (1993), Feminist Morality, The University of Chicago Press, Chicago.
- Holland, Nancy J. (1997), Feminist Interpretations of Jaques Darrida, The Pennsylvania State University Press, Pennsylvania.
- Nye, Andrea. (2004), Feminism and Modern Philosophy, Routledge, New York.
- Haslanger Sally (2004) Future Genders?Future Races? . New York, Brockport

ONLINE RESOURCES:
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**

SEMESTER II	Course Code PHI-DE-527	Credits: 2

NAME OF THE COURSE: RESEARCH METHODOLOGY

OBJECTIVES:

This course has the objective of providing the students with the basic idea of research and to train them in the methodology of research in philosophy. The course intends to make the students familiar with the art of academic writing, methods and processes of research and to find research as an independent and original activity.

COURSE OUTCOMES:

CO1: Articulate and exemplify research, research methods and research methodology
CO2: Understand what constitutes research in philosophy.
CO3: Expose the general characteristics of a good researcher.
CO4: Present the various types of research methodologies that can be used for research in philosophy
CO5: Understand and analyse the processes involved in the selection of a topic and the presentation of a research work.
CO6: Demonstrate the various styles of referencing that are followed in citation and bibliographic presentations.

COURSE CONTENT

MODULE I: Definition of research- research as an independent activity- types of research- theoretical, applied and conceptual- research methods and research methodology-methodologies used in philosophical research- expository, historical ,analytical, comparative and critical

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Define research. (Remember)
M01.2: Understand what is the difference between research method and research methodology (Understand)
M01.3: Apply philosophical outlook to different life situations and develop research problems (Apply)
M01.4: Compare and analyse the various types of researches in philosophy. (Analyse)
M01.5: Evaluate research as an independent activity. (Evaluate)
M01.6: Create models to explore cutting edge research in philosophy (Create)

MODULE II: Ethics and Values in Research- Qualities of a good researcher- genuineness and honesty- freedom and privacy- responsibility and accountability- skill in reasoning and logical presentation of ideas- intellectual ownership and freedom from plagiarism

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 2.1: Explain the qualities needed for a good researcher. (Remember)
M0.2 2: Understand the role of ethics in research (Understand)
M0 2.3: Apply freedom and privacy in the process of research (Apply)
M0 2.4: Analyse the need of skill in reasoning in the activity of research. (Analyse)
M0 2.5: Evaluate the significance of intellectual ownership and plagiarism (Evaluate)
M0 2.6: Create contexts to self-check how to present a research problem logically
.   (Apply/Create)

MODULE III: Processes in Writing Research Papers: selection of research topic, identifying the focal theme-preliminary hypothesis – data collection- methods of note-making and paraphrasing-Presentation of the theme- chapterisation- preface, introduction, body, conclusion and bibliography- final synopsis

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1: Understand the factors involved in the selection of a topic. (Understand/Remember)
M03.2: Analyse the process of research (Analyse/Understand)
M03.3: Apply the methods of paraphrasing and note- making. (Apply)
M03.4: Analyse the difference between preliminary hypothesis and final hypothesis.
         (Analyse/Evaluate)
M03.5: Critically evaluate the method of presentation of theme (Evaluate)
M03.6: Create instances to see how to write a research paper (Create)

MODULE IV: Citations and Bibliography: MLA and APA styles of referencing- MLA rules of citation- footnotes and endnotes- MLA rules of bibliographic presentation- references from electronic resources

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04.1: Understand what is citation (Understand/Remember)
M04.2: Understand the rules of APA style of referencing (Understand)
M04.3: Explain footnotes and endnotes (Analyse)
M04.4: Apply MLA style of referencing to write a philosophy research paper (Apply)
M04.5: Evaluate the differences between APA and MLA styles of referencing
         (evaluate/analyse)
M04.6: Write different types of research papers in philosophy using endnote and footnote.
         (create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
•   Assignments
•   Seminar Presentation on selected topics
•   Debates

LEARNING RESOURCES

REFERENCES:

- **MLA .Handbook ,8th edn (2016) The Modern Language Association.**
- **Kothari R. (1990).Research Methodology: Methods and Techniques. New Age International**
- **Ramachandran TP (1984) Methods of Research in Philosophy. Madras University Publications**
- **Paneerselvam. R.(2014) Research Methodology. Google Books**
- **David Bridges(2007) Philosophy,Methodology and Educational Research.Wiley Black Publishers.**

ONLINE SOURCES:

- **http:// www.researchgate.net. 3091**
- **https://libguides.princeton.edu.c.php**
- **http:// research-methodology.net.research-philosophy/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI-CC-531	Credits: 4

NAME OF THE COURSE: PHILOSOPHICAL COUNSELLING (INDIAN)

OBJECTIVES:

This course is designed to introduce the counselling aspects in Upanishads, Bhagavat-Gita, Buddhism and other Philosophical Systems to address the actual issues of life and to find out solutions. It familiarises students to know the methods used in Indian philosophical counselling.

COURSE OUTCOMES:

CO1: Make clear the features of Philosophical Counselling.
CO2: Differentiate Philosophical Counselling from Psychological Counselling
CO3: Articulate the significance of ancient and modern Indian Philosophical approaches in problem solving.
CO4: Explore the counselling aspects in the literature like, Vedas, Upanishads, Bhagavad Gita etc.
CO5: Generate new problem-solving methods from the philosophical aspects of Heterodox and Orthodox Schools of ancient India

COURSE CONTENT

MODULE I: What is Philosophical Counselling- Features of Philosophical Counselling – Difference between philosophical counselling and psychological counselling – Basic Principles of Counselling

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Think of the basic aspects of Counselling in general (Remember)
M01:2. Familiarise the basic features of Philosophical Counselling (Understand)
M01:3. Differentiate the Philosophical Counselling from Psychological Counselling (Analyse)
M01:4. Assess the significance of Philosophical aspects in the process of any type of Counselling (Evaluate)
M01:5. Create new attitude and approach to day today problems (Create)

MODULE II: Upanishads- Self-Transcendence; *Pancakōṣa* theory; Kathopanisad-Analogy of Chariot;   Bhagavad Gita - Concept of Emotional Stability, Ideal of *Samatvam*.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02:1. Familiarise the problem-solving aspects in the Upanishadic literature and Gita (Understanding)
M02:2. Relate the Upanishadic concepts like Panchakosha theory and Analogy of Chariot with actual human being (Apply)

M02:3. Examine the significance of emotional stability of Bhagavad Gita in real life situation (Analyse)

M02:4. Cultivate new problem-solving methods from the philosophy of Upanishads and Gita (Create)

MODULE III: Charvaka - Views on life, Jainism– *Anekanta vāda*; *Syad vāda* – Buddhism - Analysis of Mental Suffering, Doctrine of Middle Path, Mindfulness, Zen Buddhism - Enlightenment, Taoism - Inner Freedom

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03:1. Comprehend the basic Philosophical aspects of Jainism and various schools of Buddhism (Understand)

M03:2. Relate the basic philosophical aspects of Jainism and Buddhism with actual life situations (Apply)

M03:3. Make Survey on the practical implication of the philosophical aspects of Jainism and Buddhism like, *Anekanta vada*, Middle path, Inner freedom etc. (Analyse)

M03:4. Develop skills and strategies in accordance with the problem solving aspects of Jainism and Buddhism (Create)

MODULE IV: Nyaya-Vaisesika – Ultimate goal of life - Pleasure and Pain; Samkhya-Yoga – *Triguna* and personality; Meditation and Yoga – *Cittavṛtti*, *Chttabhumi*, *Astanga Yoga* –*Samadhi*

MODULE OUTCOME:
After Completion of this module, the student should be able to:

M04:1. Understand and remember the basic philosophical aspects of Nyaya - Vaisesika School (Understand/Remember)

M04:2. Familiarise with the philosophical aspects of Samkhya and Yoga (Understand)

M04:3. Co-relate *cittabhumi* with the consciousness of ordinary human beings (Apply)

M04:4. Scrutinize the role of pleasure and pain in day today life (Analyse)

M04:5. Examine the importance of meditation and Yoga in mind management (Analyse)

M04:6. Develop a disciplined and well-organised life through the application of Yoga (Create)

MODULE V: Advaita Vedanta- Sadhana chathustaya for attainment of wisdom - Appearance and Reality- Levels of Reality - Conception of Truth (*Abādita)* – jnana – the knowledge of Truth as a solution to the sufferings of life

MODULE OUTCOME:
After Completion of this module, the student should be able to:

M05:1. Get acquainted with social and practical aspects of Advaita Vedanta of Sankara (Understanding)

M05:2. Co-relate the Advaita concepts of reality and appearance of the world (Apply)

M05:3. Examine the reality behind this appearing world of diversity (Analyse)

M05:4. Assess the various levels of truth in this world of multiplicity (Evaluate)

M05:5. Develop new ideals about reality on various situations of life (Create)

M05:6 Assess the role of *sadhanchathustaya* in one's life (Evaluate/Apply)

MODULE VI:

Philosophical Counselling Tools in Modern Indian Philosophy:
The tool of awakening the inner spirituality - Vivekananda, Sri Aurobindo and Tagore
Tool of Truth and Non-Violence: Gandhi
Democratic and Educational tool for self-development: B.R. Ambedkar
Radical Humanistic Approach: M.N. Roy

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M06:1. Familiar with spiritual,social and humanistic approaches of Modern Indian Thinkers
(Understanding)
M06:2. Apply the integral tools of Modern thinkers in philosophical counselling (Apply)
M06:3. Examine the significance of democratic and scientific aspects in the changing world of
modern times (Analyse)
M06:4. Develop new attitudes from the synthetic view of Modern Indian thinkers (Create)
M06.5 Analyse the significance of truth and non-violence as a tool of philosophical
counselling.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES:

- Banerjee, N.V (1974), The spirit of Indian Philosophy, Oxford print craft India pvt. Ltd. New
- Delhi.
- Peter Koestenbaum, The New Image of the Person: The Theory and Practice of Clinical Philosophy, Brooks/Cole, Canada.
- Sharma, C.D (1973), A Critical Survey of Indian Philosophy, Narendraprakash Jain, New Delhi.
- Lal, Basant Kumar. (1973), Contemporary Indian Philosophy, Motilal Banarsidas, New Delhi.
- Shankar, Rama Srivastava. (1983), Contemporary Indian Philosophy, Munshiram Manoharlal Publishers, New Delhi

ONLINE RESOURCES

- www.Peterraa.com
- http://www.oxfordreference.com/browse?t0=ORO:AHU02720
- http://www.iep.utm.edu/
- https://www.rep.routledge.com/

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code PHI-CC-532	Credits: 4

NAME OF THE COURSE: PHENOMENOLOGY, EXISTENTIALISM AND HERMENEUTICS

OBJECTIVES:

The main objective of this course is to explore the major philosophical trends in phenomenology, existentialism and hermeneutics. It also expounds the basic concepts, peculiar methods and approach employed in these philosophical theories.

COURSE OUTCOMES:

CO1: Articulate and exemplify the basic knowledge of Phenomenology, Existentialism and Hermeneutics.
CO2: Evaluate whether phenomenology can transcend both subjectivity and objectivity.
CO3: Analyse the significance of the concepts freedom and choice in existentialism.
CO4: Apply existentialistic approach to one's own life experiences.
CO5: Understand how hermeneutics and phenomenology are interconnected.
CO6: Develop the capacity to interpret texts.

COURSE CONTENT

MODULE I: CONTINENTAL PHILOSOPHY

Continental Philosophy: Introduction
Criticism against: French Thinker: Descartes
German Idealist Thinkers and their influence on the development of continental tradition:
Immanuel Kant, Hegel

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01.1: Summarise the background of phenomenology and existentialism (Remember)
M01.2: Understand German idealism as the background of phenomenology (Understand)
M01.3: Compare and analyse Kant's transcendental idealism with Hegel's Absolute
           Idealism. (Analyse)
M01.4: Evaluate Descartes' standpoint of Mind and its significance (Evaluate)

MODULE II: PHENOMENOLOGY

Background of Phenomenology
Franz Brentano: Descriptive Psychology
Edmund Husserl: Phenomenology – epoche- Phenomenological Reduction. Eidetic Reduction, Transcendental Reduction, Consciousness- Intentionality.
Merleau Ponty: Body, Subjectivity

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02.1: Define phenomena (Remember/Understand)

M02.2: Understand the concept of intentionality (Understand)

M02.3: Apply Phenomenological methods for acquiring genuine knowledge (Apply)

M02.4: Analyse how phenomenology tries to transcend both subjectivity and objectivity (Analyse)

M02.5: Evaluate phenomenological method as a philosophical method (Evaluate)

M02,6: Make critical comments on phenomenology (Create)

MODULE III: EXISTENTIALISM: THEISTIC TRADITION

Rise of Existentialism

Kierkegaard – Meaning of Existentialism,

Existential Self Realisation (Three Stages)

Karl Jaspers: Existenz and Transzendenz

Gabriel Marcel: Problem and Mystery - Pursuit of Being- Faith, Hope, Love, Charity.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1: Define essence and existence. (Remember)

M03.2: Narrate the main features of existentialism. (Remember/Understand)

M03.3: Apply existentialistic approach to one's own life experiences. (Apply)

M03.4: Analyse three stages of existence explained by Kierkegaard. (Analyse)

M03.5: Critically evaluate the notion 'existence precedes essence.' (Evaluate)

M03.6: Develop an existential mind and see everything in an existential perspective. (Create)

MODULE IV: EXISTENTIALISM: ATHEISTIC TRADITION

Jean Paul Sartre – Modes of Being, Concept of Choice, Freedom and Existence, Being and Nothingness.

Heidegger- Concept of Dasein, Being and Time.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Make notes on being and nothingness (Remember/Understand)

M04.2: Explain modes of Being. (Understand)

M04.3: Solve problems with an existential outlook. (Apply)

M04.4: Compare and analyse being-for- themselves with being-in-themselves. (Analyse)

M04.5: Evaluate Sartre's dictum "Man is condemned to be free." (Evaluate)

M04.6: Develop a therapeutic method based on Sartre concept of choice and freedom. (Create)

MODULE V: HERMENEUTICS: EARLY DEVELOPMENTS

Origin and development

Schleiermacher: General Hermeneutics- Hermeneutic Circle

Dilthey: Natural and Human Science, Explanation and understanding.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M05.1: Define hermeneutics. (Remember)
M05.2: Understand the history of hermeneutics. (Understand)
M05.3: Apply hermeneutical method to interpret text. (Apply)
M05.4: Analyse the general hermeneutics of Schleiermacher. (Analyse)
M05.5: Critically examine the methods of Dilthey. (Evaluate)
M05.6: Develop the capacity to interpret. (Create)

MODULE VI: HERMENEUTICS: LATER DEVELOPMENTS

Gadamer: Philosophical Hermeneutics : Prejudice, tradition, effective historical consciousness, fusion of horizons
 Paul Ricoeur: Phenomenological hermeneutics – self- understanding –*idem and ipse*

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M06.1: Understand how hermeneutics and phenomenology are interconnected. (Remember/
         Understand)
M06.2: Apply Gadamerian approach to interpret text. (Apply)
M06.3: Analyse Paul Ricoeur's theory of interpretation in self understanding. (Analyse)
M06.4: Compare and evaluate Gadamerian and Ricoeurean theory of interpretation.
          (Analyse/Evaluate)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
• Assignments
• Seminar Presentation on selected topics
• Debates
• Quiz

LEARNING RESOURCES

REFERENCES:

• George, Siby K. (2004), Existential Authenticity, Abhijeet Publications, New Delhi.
• Lavenson, Michael. (1999), Modernism, Cambridge University Press, UK.
• Layon, David. (2002), Post Modernity, Viva Books Pvt Ltd, New Delhi.
• Singh, Alka. (2014), Post Modernism, Yking Books, India.
• Solomon, Robert C and Sherman David. (1988), Continental Philosophy, Blackwell Publishers, USA.
• Kanti Bhadra, Mrinal(1990) Phenomenology and Existentialism, ICPR, New Delhi

ONLINE SOURCES:

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.rep.routledge.com/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI-CC-533	Credits: 3

NAME OF THE COURSE: PHILOSOPHY OF SCIENCE

OBJECTIVES:
This course make the students explore philosophical interventions in the field of science. It invites the students for an in-depth and critical discussion on the major issues related to philosophy and science.

COURSE OUTCOMES:

CO1: Articulate a new domain of philosophical thinking
CO2: Analyse the interconnections between philosophy and science
CO3: Evaluate the philosophical interventions in the methods of science
CO4: Understand the various philosophical positions on scientific progress
CO5: Create contexts for new phases in philosophy of science
CO6: Critically evaluate the applications of philosophy in the evolution of science

COURSE CONTENT

MODULE I: Introduction- Nature of Philosophy of Science- The Relationship between Science and Philosophy- Modern Science as Philosophy- scientism- scientific realism vs antirealism

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1 Define philosophy of science (Remember)
M01:2 Explain the relationship between philosophy and science (Understand)
M01:3 Examine the issue between realism vs antirealism (Evaluate)
M01:4 Bring out philosophical arguments for reading modern science as philosophy (Create)
M01:5 Examine the nature of philosophy of science (Analyse)
M01:6 Create contexts to see modern science as philosophy (Create/Apply)

MODULE II: Scientific Explanation-Hempel's Covering Law Model of Explanation- Quine- Duhem thesis

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1 Explain the nature of scientific explanation (Understand)
M0 2.2 Define Quine-Duhem thesis (Remember)
M0 2.3 Examine the logical model in covering law model of explanation (Evaluate)
M0 2.4 Explore new models of scientific explanations as logical ones (Create)
M02: 5 Define scientific explanation (Understand/Remember)
M02: 6 Evaluate the philosophical significance of D-N model of explanation (Evaluate)

MODULE III Methods of Science :Baconion Induction- Logical Positivist Method of Science-Verificationism Karl Popper – Science and Non-science - Falsificationism- Hypothetico Deductivism-Demarcation Criterion; Verisimilitude

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1 Explain the difference between science and non-science. (Understand)

M03.2 Examine the demarcation criteria used by philosophers of science (Evaluate)

M03.3 Distinguish between verifiationism and falsificationism(Analyse)

M03.4 Explore contexts to exemplify verisimilitude as the very nature of scientific method (Create)

M03:5 Evaluate the significance of philosophical interventions in the methods of science
(Evaluate/Apply)

M03:6 Create models to see how falsificationism is an effective method in the progress of science
(Create)

MODULE IV: Scientific Progress Thomas Kuhn - - Pre-Science and Normal Science-- Paradigm Shift – scientific revolution

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1 Explain the historical and sociological interventions in science (Understand)

M0 4.2 Define the themes in Kuhnian science (Remember)

M0 4.3 Bring out the paradigm –shifts in our ways of scientific thinking (Apply)

M0 4.4 Examine the concept of scientific revolution (Evaluate)

M0 4.5 Explore contexts to see the difference between change and progress in science (Create)

M04:6 Apply paradigm shift as a notion in the progress of philosophical knowledge (Apply/Create)

MODULE V: Paul Feyerabend- Against Method- Epistemological Anarchy- Postmodern views on scientific knowledge

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 5.1 Elucidate the significance of liberalism in scientific methods (Understand)

M0 5.2 Define the themes of Feyerabend's philosophy (Remember)

M0 5.3 Bring out liberalism in one's thinking and understanding (Apply)

M0 5.4 Critique the concept of epistemological anarchy (Evaluate)

M0 5.5 Explore opportunities to explore unexplored methods of knowledge (Create)

M0 5.6 Critically evaluate postmodern perspectives on scientific knowledge (Evaluate/Apply)

MODULE VI: Science Studies – Sociology of scientific knowledge – David Bloor- Strong Programme

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 6.1 Elucidate the new cultural interventions in science (Understand)

M0 6.2 Define the themes of sociology of scientific knowledge (Remember)

M0 6.3 Bring out science studies issues in terms of gender, race etc. (Apply)

M0 6.4 Examine the concept of strong programme (Evaluate)

M0 6.5 Explore contexts to see the significance of indigenous knowledge in science studies (Create)

M06.6 Develop contexts to see the growing relevance of science-human interface (Create/Apply)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- ASSIGNMENTS
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

Gorham, Geoffrey. (2011), Philosophy of Science, Oxford University Press, New York.

Hear, Anthony O. (1989), Philosophy Of Science, Oxford University Press, New York.

Ladyman, James. (2000), Understanding Philosophy of Science, Routledge, New York.

Okasha, Smir. (2002), Philosophy of Science, Oxford University, New York.

Rosenberg, Alex. (2000), Philosophy of Science, Routledge, London.

Ziauddin sardar(2002) Introducing Philosophy of Science .UK: Icon Books.

ON-LINE SOURCES
http://scholar.google.co.in/
https://www.rep.routledge.com/
http://www.oxfordreference.com/browse?t0=ORO:AHU02720

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI -CC- 534	Credits: 3

NAME OF THE COURSE: AESTHETICS

OBJECTIVES:
This course brings together the important thoughts by distinguished scholars and philosophers, which centred on aesthetic issues concerning the interpretation and analysis of art and beauty within and beyond the human perception. This will help to get general understanding of Indian and Western Aesthetics.

COURSE OUTCOMES

CO1: Get general understanding of the nature of Aesthetics.
CO2: Bring out basic features of Art and related theories.
CO3: Analyse various dimensions of Creativity and evaluate the theories.
CO4: Highlight scientific explanations of creativity based on Neurobiological aspects.
CO5: Distinguish between Indian Aesthetics and Western Aesthetics.
CO6: Compare and evaluate the concepts of beauty and the sublime.

COURSE CONTENT

MODULE I: Brief History of Aesthetics – Alexander Baumgarten – Art definition-Art and craft Classification of arts by their mediums – Visual, Auditory and Mixed arts- Literary and Non-literary Arts – Spatio-temporal Arts – Aesthetic Experience.

MODULE OUTCOME:

After the completion of this module, the student may be able to
MO1.1. Elucidate the basic concept of Aesthetics. (Understand)
MO1.2. Distinguish between Art and Craft. (Analyse)
MO1.3. Describe the various classifications of Art based on different mediums. (Remember)
MO1.4. Analyse and evaluate the features of Aesthetic Experience. (Evaluate)

MODULE II: Theories of Art – Art as imitation- Plato- Aristotle on imitation and Catharsis Psychoanalytic Theory of Art – Art as amusement and expression-RG. Collingwood. – Theory of Kant – Critique of Judgement.

MODULE OUTCOME:

After the completion of this module, the student may be able to
MO2.1. Get the basic idea of theories of Art. (Remember/Understand)
MO2.2. Critically examine the imitation theory of Plato. (Evaluate)
MO2.3. Realise the relevance and implications of the concept of Catharsis. (Analyse)
MO2.4. Explain Collingwood's theory of Art as expression. (Understand)
MO2.5. Assess the Critique of Judgement of Kant. (Evaluate)
MO2.6. Create a context to find art has an effect of catharsis (Create)

MODULE III: Art and Creativity-Creativity- definitions‑Incubation- Intuition-Honing theory‑Creativity and Genius-Neurobiological basis of creativity.

MODULE OUTCOME:

After the completion of this module, the student may be able to

MO3.1. Develop the basic idea of Creativity. (Create)

MO3.2. Examine the different theories of Creativity. (Analyse/Evaluate)

MO3.3. Realise the significance of Incubation in Creativity. (Understand)

MO3.4. Assess the Intuition in Creativity. (Evaluate)

MO3.5. Study the role of Genius in creation of Art. (Understand/ Analyse)

MO3.6. Create scientific notions of creativity in the context of Neurobiological explanation.
(Create)

MODULE IV: Beauty – Nature of Beauty- Beauty as attribute of object, Beauty as attribute of perception-Beauty and the sublime – Cassius Longinus-Edmund Burke-Immanuel Kant.

MODULE OUTCOME:

After the completion of this module, the student may be able to

MO4.1. Understand the basic idea of Beauty. (Understand)

MO4.2. Explain the nature of Beauty as an attribute of object and as an attribute of
perception. (Analyse)

MO4.3. Realise the distinction between Beauty and the Sublime. (Analyse)

MO4.4. Assess the theories of Sublime by Longinus, Burke, and Kant. (Evaluate)

MODULE V: Indian Aesthetics –comparison between Indian Aesthetics and Western Aesthetics. Theory of *Rasa*, *Āngika, Vācika, Sāttvika, Āharya – Stāyibhāvas, Vibhāvas, Anubhāvas, Sanchāribhāvas*- The concept of *Sādhāranikaranam.*

MODULE OUTCOME:

After the completion of this module, the student may be able to

MO5.1**.** Distinguish between Indian Aesthetics and Western Aesthetics. (Analyse)

MO5.2. Get clarity on different types of acting. (Understand/Analyse)

MO5.3. Realise the distinction between *Stāyibhāvas, Vibhāvas, Anubhāvas, Sanchāribhāvas.*
(Understand)

MO5.4. Understand the dimensions of *Sādhāranikaranam* in explaining Rasa.
(Analyse/Apply)

MO5.5. Create a model for demonstrating *Sādhāranikaranam.* (Evaluate)

MODULE VI: *Navīna* and *Prācina* Schools of *Alankāra* – Theory of *Dhvani – Vācyārtha* and *Vyangyārtha, Laksyārtha* – Theory of *Spḥōta.*

MODULE OUTCOME:

After the completion of this module, the student may be able to

MO6.1. Differentiate between *Navīna* and *Prācina* Schools of *Alankāra.* (Analyse)

MO6.2. Get ideas regarding Schools of *Alankāra* in Indian Aesthetics.
        (Remember/Understand)
MO6.3. Realise the distinction between *Vācyārtha, Vyangyārtha* and *Laksyārtha*.
        (Understand/Analyse)
MO6.4. Able to evaluate the theory of *Spḥōta*. (Apply/Evaluate)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates

LEARNING RESOURCES

REFERENCES

Barlingay, S.S. (1919), Indian Aesthetic Theories, Print World, New Delhi.
Gaut, Bery and Lopes Dominic Mclver. (200), The Rout Ledge Companion To Aesthetics, Rout Ledge, USA.
Gupta, Shyamala. (1979), The Beautiful In Indian Art, Munshiram Manoharlal Publishers, New Delhi.
Jhanji, Rekha. (1980), Aesthetic Meaning: Some Theories, Ajanta publications, New Delhi.
Raja, Kunjunni K. (1963),Indian Theories of Meaning, The Adayar library and Research Centre, India.

ONLINE SOURCES
http://www.oxfordreference.com/browse?t0=ORO:AHU02720
http://www.iep.utm.edu/
https://www.rep.routledge.com/
http://www2.uiah.fi/projects/metodi/15k.htm

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI-DE-535	Credits: 2

NAME OF THE COURSE: APPLIED ETHICS

OBJECTIVES:
This course proposes to introduce bio-ethical problems related to medical ethics, media ethics and ethics of technology. It focusses on the data analysis of motion pictures, Nano-sciences and e-waste problems.

COURSE OUTCOMES:
CO1: Identify the problems of Bio-ethics and the principles of ethics.
CO2: Know about the emergence of applied ethics as an important part of ethics
CO3: Introduces the different aspects of the general issues in Professional ethics, genetics and cyber ethics.
CO4: Focus on the data analysis of motion pictures, Nano-sciences and e-waste problems.
CO5: Introduce bio-ethical problems related to medical ethics, media ethics and ethics of technology.

COURSE CONTENT

MODULE I: Nature of Practical Ethics – Principles of Ethics – Problem of Bioethics

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Understand ethical theory and ethical application (Evaluate)
M01-2: Evaluate the rise of applied ethics and its difference with traditional ethical theories (Evaluate)
M01-3: Understand the broad spectrum of concrete problems in Bio-ethics (Understand)
M01-4: Evaluate the ethical principles such as autonomy, beneficence, maleficence, justice (Evaluate)
M01-5: Understand the application of ethics to difficult and controversial social questions (Understand)
M01-6: Understand the contemporary relevance of practical ethics (Understand)

MODULE II: Professional Ethics – Legal Ethics, Media Ethics, Medical Ethics – Ethical Issues in Euthanasia, Abortion, Surrogacy, Cloning, IVF (In-Vitro-Fertilization).

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1: Understand the general features of a profession (Understand)
M02.2: Evaluate the need of professional ethics (Evaluate)
M02.3: Understand the advantages of Professional ethical codes (Understand)
M02-4: Evaluate the problems involved in legal profession, medical profession etc. (Evaluate)

M02-5: To understand the problems connected with the beginning and end of life (Understand)

M02-6: To analyse the arguments related to cloning, abortion and IVF (Analyse)

MODULE III: Ethical issues in Genetics – Genetic Engineering – Gene Therapy – Gender Ethics – Feminist Ethics – Eco Ethics

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1: Analyse the potential benefits and risk factors involved in genetic engineering (Analyse)

M03.2: Evaluate feminism as an ethics of gender (Evaluate)

M03.3: Analyse the equality problems in family and society (Analyse)

M03.4: Understand the theories on Environmental philosophy (Understand)

M03.5: Evaluate the environmental problems and the possible suggestions (Evaluate)

M03.6: Understand environmental sustainability (Understand)

MODULE IV: Ethics of Technology – Hacker Ethics – Ethical Issues in Digital Media, Motion Pictures – Nano-Science, Problem of E-Waste

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Understand the ethicality of science and industrialisation (Understand)

M04.2: Understand about computer ethics (Understand)

M04.3: Evaluate ethical issues related to digital media, motion pictures (Evaluate)

M04.4: Analyse the role ethics in Nano-science (Analyse)

M04.5: Remember the remedies for the problem of E-Waste (Remember)

M04.6: Evaluate the role of freedom in expansion of knowledge (Evaluate)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

LEARNING RESOURCES
REFERENCES

- Cohen, Andrew L and Heath Wellman Christopher. (2014), Contemporary Debates in Applied Ethics, Wiley Blackwell, UK.
- Degrazia, David. (2005), Human Identity and Bioethics, Cambridge University Press, New York.

- Fujiki, Norio and Macer R.J. (1998), Eubios Ethics Institute, Japan.
- Singer, Peter. (19930, Practical Ethics, Cambridge University Press, UK.
- Talbot, Marianne. (2012), Bioethics, an Introduction, Cambridge University Press, New York.

ON-LINE SOURCES
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI-DE-536	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF RELIGION

OBJECTIVES:
The course explores the impact of the religious faiths in the philosophical context. It consists of the nature and scope of philosophy of religion. There is an in-depth search on various types of religious values and facts. The course analyses the relationship of religion with various cognate studies.

COURSE OUTCOMES:

CO1: Introduce the philosophical aspects of different religions and to familiarize the students with the value systems of various religions.
CO2: Analyse the relationship between religion and other disciplines
CO3: Explore **the impact of the religious faiths in the philosophical context.**
CO4: Understand the nature and scope of philosophy of religion.
CO5: Make an in-depth search on various types of religious values and facts
CO6: Analyse the relationship of religion with various cognate studies.

COURSE CONTENT

MODULE I: Nature and Scope of Philosophy of Religion – Types of Religion – Theism, Pantheism, Deism, Monotheism, Atheism – Religion without God

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01.1: Become familiar with the different views on religion (Understand)
M01.2: Understand the philosophical aspects of religion, such as religious experience, religious language, religious structures and institutions (Understand)
M01.3: Analyse Atheism and A-theism in various forms such as rational atheism, deism, agnosticism and materialism (Analyse)
M01.4: Understand the scope and importance of philosophy of religion both theoretically and practically (Understand)
M01.5: Evaluate the significance of metaphysical thinking to theology (Evaluate)
M01.6: Understand the relationship between philosophy of religion and other disciplines. (Understand)

MODULE II: Proofs for the Existence of God - Ontological, Cosmological, Teleological and Moral – Problems of Evil – Pessimism and Optimism

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02.1: Understand evolution in the human understanding of God and its importance (Understand)

M02.2: Define both religion and philosophy of religion (Apply)

M02.3: Understand the relationship between myth, religion and philosophy (Understand)

M02.4: Evaluate how contemporary sciences contribute to philosophy of religion (Evaluate)

M02.5: Analyse various proofs for the existence of God (Analyse)

M02.6: Understand the problem of evil (Understand)

MODULE III: Religious Values – Hinduism (*Purushārthās*), Christianity (Love and Tolerance), Islam (Five Pillars), Buddhism (Four Noble Truths), Jainism (*Triratnās*)

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1: understand religious values mentioned in the purusharthas (Understand)

M03.2: Understand the importance of love and tolerance in Christianity (Understand)

M03.3: Evaluate the five pillars of Islam (Evaluate)

M03.4: Understand the four noble truths in Buddhism (Understand)

M03.5: Analyse the Jaina ethics of triratnas (Analyse)

M03.6: Understand values as basic to religions and the importance of their study (Understand)

MODULE IV: Religion and Other Cognate Studies – Religion and Faith, Religion and Morality, Religion and Language, Religion and Science

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Understand the various modes present and operational in religions (Understand)

M04.2: Able to critically analyse religious structures and institutions (Evaluate)

M04.3: Have a basic understanding of the need of philosophical reflection of religious language (Understand)

M04.4: Have an overview of the issue of religious language (Understand)

M04.5: Have a conceptual clarity of Religion and science (Understand)

M04.6: Identify religion and morality (Evaluate)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES
- Hick, John H. (1990), Philosophy of Religion, Printice Hall, New Delhi.
- Masih, Y. (1971), Religious Philosophy, Motilal Banarsidas Publishers, New Delhi.
- Mohapatra, A.R. (1990), Philosophy of Religion, Sterling Publishers Pvt Ltd, India.

- Oppy, Graham and Trakakis N.N. (2013), Ancient Philosophy of Religion, Acumen Publishing Ltd, USA.
- Padhi, Bibhu and Padhi Minakshi. (1990), Indian Philosophy and Religion, Print World, New Delhi.
- Sharma, Lalita. (2014), Philosophy and Religion, Book Enclave, India.

ON-LINE SOURCES
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER III	Course Code: PHI-DE-537	Credits: 2

NAME OF THE COURSE: PEACE STUDIES

OBJECTIVES:

The course aims to have a basic knowledge on social harmony and peace studies. It includes different approaches and principles of peace making in the society. There is also a detailed explanation on the methods of conflict resolution and techniques of peace movements.

COURSE OUTCOMES:

CO1: Familiarise with the basic features of Peace initiatives in the world

CO2: Understand and analyse various forms of violence and conflicts in the world

CO3: Relate various methods of conflict resolutions in history

CO4: Examine the merit and demerits of important peace approaches

CO5: Evaluate the significance of truthful and non-violent methods like Gandhian *Satyagraha*

CO6: Create new approaches of conflict resolution in accordance with new emerging issues

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COURSE CONTENT

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MODULE I: Introduction – Meaning and Scope of Peace Studies; Theories on Peace and War; Different Approaches on Peace.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M01:1. Familiarise with the scope of Peace studies as an academic discipline (Remember/Understand)

M01:2. Co-relate different theories on peace and war (Apply)

M01:3. Assess different approaches on the maintenance of peace (Evaluate)

M01:4. Create new approaches and theories from the existing approaches and theories of peace making (Create)

MODULE II: Gandhian Principle of Peace-Making – *Satyāgraha;* Model Truth and Nonviolence as Practice; *Sarvōdaya*, Passive-Resistance, Civil Disobedience.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02:1. Grasp the importance of Gandhian model of peace approaches (Understand)

M02:2. Relate the Satyagraha model with different approaches of conflict resolution (Apply)

M02:3. Examine the significance of truth and non-violence for maintaining peaceful situation (Analyse)

M02:4. Experiment new strategies for new emerging problems (Create)

MODULE III: Methods of Conflict Resolutions and Harmony – Social Issues and Violence; Forms of Violence – Criminal, Political, Domestic, Communal.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03:1. Get acquainted with various forms of violence and conflicts in world history (Understand)

M03:2. Relate social issues and various forms of violence in contemporary world (Apply)

M03:3. Assess various types of violence and its resolution (Evaluate)

M03:4. Create new policies and approaches for resolving various forms of violence in society (Create)

MODULE IV: Peace Movements –Role of Organisation – Peace Movement of UNO, Non-Alignment Movement, Nuclear Disarmament Campaign

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04:1. Be familiarised with different peace movements in the history (Understand)

M04:2. Examine the role of organizations in peace making and conflict resolution (Apply)

M04:3. Assess the importance of Non-Alignment Movement, Nuclear Disarmament Campaign (Evaluate)

M04:4. Develop proper resolutions for the new emerging issues of the world (Creative)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates

LEARNING RESOURCES
REFERENCES:

- Dadhich, Naresh. (2004), Towards a Peaceful World, Aalekh Publishers, India.
- Eriksson, Mikael. (1988), Targeting Peace, MPG Books Group, UK.
- Gallie, W.B. (1978), Philosophers of Peace and War, Cambridge University Press, New York.
- Kaur, Balvinder. (2006), Peace Education, Deep and Deep Publications, New Delhi.
- Palekar, Vijay. (2012), Non- Violence, Peace and Politics, Mohit Publications, India.
- Pasricha, Ashu. (2003), Peace Studies, Abhijeet Publications, New Delhi.

ONLINE SOURCES

- **http://www.iep.utm.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code PHI-CC-541	Credits: 4

NAME OF THE COURSE: CONTEMPORARY CONTINENTAL PHILOSOPHY

OBJECTIVES:
This course is designed with the goal of exposing students to significant critical concepts in recent developments in continental philosophy such as structuralism, post-structuralism, critical theory, feminism etc. It explains the paradigm shift occurred in the knowledge field that leads to the employment of new strategies, tools and methodologies in philosophising and conceptualising.

COURSE OUTCOMES:

CO1: Articulate and exemplify basic knowledge of recent development in continental philosophy

CO2: Understand language as a structural system.

CO3: Analyse the deconstructive turn in philosophy and apply deconstruction as a philosophical method.

CO4: See how postmodern thinkers use relativism and plurality for problematising philosophical concepts and destabilise totalising theories.

 CO5: Analyse and debate on Habermas' and Lyotard's perspectives on project of modernity and postmodern goals.
 postmodern philosophy.

CO6: Familiarise with French feminism, post-colonial studies and post-psychoanalysis as later developments in continental philosophy and find out their significance.

MODULE I: STRUCTURALISM
Introduction
Language as a Structural System
Saussure: Language as a Science of Signs. The Nature of Signs- Langue and Parole

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Understand language as a structural system. (Understand)
M01.2: Define langue and parole. (Remember)
M01.3: Analyse how language becomes science of signs. (Analyse)
M01.4: Evaluate structuralist interpretation of language. (Evaluate)
M01.5: Apply structuralist model to interpret philosophical problems. (Apply)
M01.6: Make their own structuralist interpretations of various philosophical problems.
     (Create)

MODULE II: POST STRUCTURALISM AND DECONSTRUCTION
Deconstructive Turn
Roland Barthes: Death of the Author
Derrida: Deconstruction; Critique of Logocentrism- Metaphysics of Presence- Difference.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02.1: Define text and reading text. (Remember)

M02.2: Understand deconstruction. (Understand)

M02.3: Apply deconstruction as a philosophical method. (Apply)

M02.4: Analyse Derrida's concept of logocentrism (Analyse)

M02.5: Evaluate the concept of death of the author. (Evaluate)

M02.6: Demonstrate how new text is written by a reading or rereading. (Create)

MODULE III: POST STRUCTURALISM AND THE QUESTION OF THE OTHER

Levinas: Alterity-Face Substitution

Lacan: Mirror Stage

Foucault: Archaeology as the Method of Knowledge

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1: Remember the theory of face substitution. (Remember)

M03.2: Understand Lacan's concept of mirror stage. (Understand)

M03.3: Apply Foucauldian discourse as a philosophical method. (Apply)

M03.4: Analyse how post structuralist thinkers problematize the problem of the other (Analyse)

M03.5: Critically examine archaeology as the method of knowledge. (Evaluate)

M03.6: Write critical comments on mirror stage. (Create)

MODULE IV POSTMODERNISM

Lyotard: Critique of Metanarrative Tradition, Knowledge and Power

Rorty: Anti-representationalism, Pragmatism

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Define pragmatism. (Remember)

M04.2: Understand metanarratives. (Understand)

M04.3: Apply relativism and plurality for problematising philosophical concepts. (Apply)

M04.4: Analyse the relation between knowledge and power. (Analyse)

M04.5: Evaluate anti-representationalism of Rorty. (Evaluate)

MODULE V: CRITICAL THEORY

Jurgen Habermas: The theory of communicative action

Theodor Adorno: The theory of negative dialectics, identity thinking

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M05.1: Explain unfinished project of modernism. (Remember)

M05.2: Understand and analyse identity thinking. (Understand/Analyse)

M05.3: Apply Habermas's method of communicative action to address socio-political problems. (Apply)

M05.4: Compare the concept of assent and dissent in postmodern philosophy. (Analyse)
M05.5: Evaluate the theory of negative dialectics. (Evaluate)
M05.6: Debate on Habermas versus Lyotard. (Create)

MODULE VI: OTHER THEORETICAL DEVELOPMENTS IN CONTINENTAL PHILOSOPHY

Feminist Theory: Simone de Beauvoir, Luce Irigaray, Julia Kristeva, Hélène Cixous,
Post-colonialist Theory: Frantz Fanon
Post Psychoanalyst Theory: Deleuze and Guattari: Schizoanalysis

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M06.1: Define feminism. (Remember)
M06.2: Understand post psychoanalyst theory. (Understand)
M06.3: Apply post-colonialist methodology to interpret indigenous culture and philosophy. (Apply)
M06.4: Analyse the development of feminism. (Analyse)
M06.5: Evaluate the significance and limitations of post-colonial studies. (Evaluate)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
 REFERENCES:

- George, Siby K. (2004), Existential Authenticity, Abhijeet Publications, New Delhi.
- Lavenson, Michael. (1999), Modernism, Cambridge University Press, UK.
- Layon, David. (2002), Post Modernity, Viva Books Pvt Ltd, New Delhi.
- Singh, Alka. (2014), Post Modernism, Yking Books, India.
- Solomon, Robert C and Sherman David. (1988), Continental Philosophy, Blackwell Publishers, USA.
- Kanti Bhadra, Mrinal(1990) Phenomenology and Existentialism, ICPR, New Delhi

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.rep.routledge.com/**
- **http://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

MESTER IV	Course Code PHI-CC-542	Credits: 4

NAME OF THE COURSE: WESTERN THEORIES OF PHILOSOPHICAL COUNSELLING

OBJECTIVES:

The course brings out with precision and clarity on some of the theories and concepts used in western philosophy and to familiarise the counselling aspects in them starting from traditional Greek to modern theories like existential therapy, cognitive therapy and reality therapy. The major objectives are to develop comprehensive theories for wider application of philosophical counselling.

COURSE OUTCOMES

CO1: Understand the unique features of Philosophical Counselling.
CO2: Demonstrate the counselling elements in the philosophy of traditional Greek thinkers.
CO3: Develop awareness of Psychoanalytic theory in Philosophical Counselling.
CO4: Evaluate the implications of Existential Therapy.
CO5: Study the various dimensions of Cognitive Therapy of Aaron T Beck.
CO6: Gain knowledge and dynamics of Rational Emotive Behavioural Therapy.
CO7: Realise the applications of Reality Therapy of William Glasser.

COURSE CONTENT

MODULEI: Nature and development of Philosophical Counselling - Contribution of Peter Koestenbaum- German Society for Philosophical Counselling and Practice- Activities Common to Philosophical Practice- Concept of Philosophical Consultancy- Distinction between Philosophical counselling and Psychological counselling.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO1.1. Form ideas regarding the nature and development of Philosophical Counselling**.**
     (Understand)
MO1.2. Understand the uniqueness of Philosophical Consultancy. (Understand)
MO1.3. Distinguish between Philosophical counselling and Psychological counselling. (Analyse)

MODULEII: Counselling perspectives in the thoughts of Socrates and Plato-Aristotle's perspectives in Counselling-Stoicism-Application of Stoic principles in Cognitive Therapy and Rational Emotive Behavioural Therapy.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO2.1. Elucidate   Counselling perspectives in the thoughts of Socrates, Plato, and Aristotle**.**
     (Analyse)
MO2.2. Study the philosophical principles of Stoicism. (Understand)

MO2.3. Apply Stoic principles in Cognitive Therapy and Rational Emotive Behavioural Therapy. (Apply)

MODULE III: Sigmund Freud-Psychoanalysis-Theory of Unconscious-Structure of personality-Defense Mechanisms-Psychosexual Stages of Development-Transference and Counter Transference-Therapeutic Techniques-Therapeutic processes.

MODULE OUTCOME:

After Completion of this module, the students should be able to

MO3.1. Explain the dynamics of Psychoanalytic Counselling. (Analyse)

MO3.2. Evaluate the concept of Unconscious mind and structure of personality by Freud. . (Evaluate)

MO3.3. Discuss the nature and functions of Defense Mechanisms (Analyse)

MO3.4. Elucidate the Psychosexual Stages of Development of the individual. (Analyse)

MO3.5. Gain awareness of Psychoanalytic therapeutic techniques and processes. (Understand)

MODULEIV: Existential Therapy- Victor Frankl- View of Human Nature- Death and Non-Being- Freedom Responsibility and Choice- Isolation, Meaningless and Anxiety-Guilt, Will to Meaning and Authenticity-Therapeutic Techniques-Therapeutic process.

MODULE OUTCOME:

After Completion of this module, the students should be able to

MO4.1. Understand the nature of Existential Therapy. (Understand)

MO4.2. Assess the concept of Freedom Responsibility and Choice and their implications. (Evaluate)

MO4.3. Describe the concepts of Meaningless, Anxiety and Guilt. (Understand)

MO4.4. Evaluate Therapeutic Techniques and process. (Evaluate)

MODULE V: Cognitive Therapy – Aaron T Beck- View of Human Nature-Cognitive schemas and Core Beliefs- Automatic Thoughts- Goals of Therapy, Therapeutic Techniques- ,Therapeutic Process.

MODULE OUTCOME:

After Completion of this module, the students should be able to

MO5.1. Demonstrate the structure of Cognitive Therapy. (Analyse)

MO5.2. Understand Cognitive schemas and Core Beliefs for understanding human nature. (Understand)

MO5.3. Analyse the significance of Automatic Thoughts in guiding human behaviour. (Analyse)

MO5.4. Critically examine Goals of Therapy (Evaluate)

MO5.5. Evaluate Therapeutic Techniques and process (Evaluate)

MODULEVI: Rational Emotive Behaviour Therapy-Albert Ellis-Philosophical Conditioning-Irrational Beliefs-Cognitive Distortions of Events-ABCDEs of feelings and Behaviours-Therapeutic Techniques and processes. Reality Therapy -William Glasser –Personality Theory, Choice Theory- Therapeutic Techniques-Therapeutic process.

MODULE OUTCOME:

After Completion of this module, the students should be able to
MO6.1. Examine the features of   REBT. (Analyse)
MO6.2. Evaluate Cognitive distortions of events. (Evaluate)
MO6.3. Analyse ABCDEs of feelings and Behaviours. (Analyse)
MO6.4. Critically examine William Glasser's Reality Therapy. (Evaluate)
MO6.5. Describe choice theory and examine the therapeutic process. (Analyse/Apply)

LEARNING RESOURCES
REFERENCES:

- Bitter, James Robert; (2014); Theory and Practice of Family Therapy and Counselling, 2nd edition; Brooks/Cole, Canada.
- Corey, Gerald; (2009); Theory and Practice of Counselling and Psycho-therapy, 9th edition; Brooks/Cole, Canada.

- Howard, Alex; (2000); Philosophy for Counselling & Psychotherapy Pythagoras to Postmodernism; Palgrave Macmillan Press, Newyork.
- Neukrug, Edward (2011); Counselling Theory and Practice; Brooks/Cole, Belmont.
- Sharf, Richard S; (2012); Theories of Psycho-Therapy and Counselling Concepts and Cases, 5th edition; Brooks/Cole, Canada.

ONLINE RESOURCES:

- **www.Peterraabe.ca.**
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://plato.stanford.edu/**
- **What is philosophical counseling? - Curious Soul Philosophy**
- **www.**curioussoulphilosophy.com › what-is-philosophic...

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: PHI-CC-543	Credits: 4

NAME OF THE COURSE: LOGICAL REASONING AND CRITICAL THINKING

OBJECTIVES:
To develop the argumentative skill of each student. To equip the students to write the competitive examinations with confidence and clarity by applying the principles of logic. Students will be able to apply this knowledge to concrete cases in order to see how the rules of logic play out in the real world.

COURSE OUTCOMES:

CO1: Study the principles and methods of correct reasoning.
CO2: Introduce the different types of common errors that occur in reasoning and analyse their implications
CO3: Develop the argumentative skill of each student.
CO4: Equip the students to write competitive exams with confidence and clarity by applying the principles of logic.
CO5: Able to apply this knowledge to concrete cases in order to see how the rules of logic play out in the real world.

COURSE CONTENT

MODULE I: Introduction- Meaning and kinds of Reasoning-Reasoning and Arguments- Critical Thinking- Standard of Critical Thinking- Role of observation in Critical Thinking.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Understand the role played by reasoning and inference in the development of logic (Understand)
M01.2: Understand the role of critical thinking in decision making (Understand)
M01.3: Evaluate the importance of observation (Evaluate)
M01.4: Understand that knowledge of logic helps one to solve a problem with ease and precision (Understand)
M01.5: Differentiate correct reasoning from incorrect reasoning (Evaluate)

M01.6: Become aware of the standards of critical thinking (Remember)

MODULE II: Logic and Language-Functions and Uses of Language-Informative-Expressive Functions-Directive Functions-Kinds of Definitions-Stipulative-Lexical.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1: Usenderstand the close relation between language and thinking (Understand)
M02.2: Evaluate the view: 'Language makes thought possible' (Evaluate)

M02.3: Find how think critically means to recognise, analyse, construct and evaluate arguments. (Evaluate)

M02.4: Remember that incorrect use of language leads to fallacious reasoning (Remember)

M02.5: Understand that Language is both an 'aid and an obstacle' in reasoning (Understand)

M02.6: Understand that correct form of arguments requires clear and precise use of language (Understand)

MODULE III: Categorical Propositions – Translating Categorical Propositions into Standard Form-Exercises Based on this-Traditional Square of Opposition-Immediate Inference-Conversion-Obversion-Contraposition.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03-1: Understand what is immediate inference (Understand)

M03-2: Remember the limitations of immediate inference (Remember)

M03-3: Apply the rules of traditional square of opposition in evaluating propositions (Apply)

M03-4: Understand the 'opposition of relations' (Understand)

M03-5: Apply the rules of inferences in making correct propositions (Apply)

M03-6: Understand the fallacies that can occur in reasoning process (Understand)

MODULE IV: Fallacies of Categorical Syllogism-Disjunctive and Hypothetical Syllogisms-Rules and Fallacies-The Dilemma-Types and Rebuttal.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Understand the types of fallacies to be occurred in pure and mixed syllogisms (Understand)

M04.2: Become familiar with the limitations of Dilemma (Remember)

M04.3: Understand how a dilemma borders on abuse of reason (Understand)

M04.4: Understand how to distinguish between correct and incorrect reasoning (Analyse)

M04.5: Understand how we proceed from the incorrect to the correct way of reasoning (Understand)

M04.6: To understand the methods of meeting dilemma (Understand)

MODULE V: Analogical Reasoning-Argument by Analogy-Refutation by Logical Analogy-Non-Verbal Reasoning Based on Analogies, Series and Classifications.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M05.1: Evaluate the importance of skill in problem solving (Evaluate)

M05.2: Isolate and identify the various components of any given arguments (Evaluate)

M05.3: Evaluate and measure the ability to make logical arguments and draw sound conclusions. (Evaluate)

M05.4: Test and improve the knowledge of critical thinking and logical reasoning with multiple choice questions. (Evaluate)

M05-5: Become familiar with reasoning as an intellectual exercise (Understand)

M05-6: Test a person's logical ability (Apply)

MODULE VI: Reasoning Exercises Based on Logical Deductions-Linking up Premises for Conclusion-Data Sufficiency-Completing an Incomplete Syllogism.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M06-1: Measure the ability to think laterally (Analyse)

M06-2: Evaluate their logical reasoning skills by seeing how well they can analyse arguments, make inferences and evaluate conclusions. (Evaluate)

M06-3: Understand the general strategies one can apply in reasoning processes (Understand)

M06-4: Build up confidence in problem solving techniques. (Remember)

M06-5: Assess your ability to identify the rules that apply to sequence and use them to pick an appropriate answer (Apply)

M06-6: Prepare well to crack a logical reasoning test (Apply)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- Copi, Irving M, Carl Cohen and Kenneth McMahon.(2013). Introduction to Logic, Pearson, New Delhi.(Module I to V)
- Chopra, Ravi Dr. (2000), Reasoning N' Reasoning. Verbal and Non-Verbal.Galgotia, New Delhi.(Module V &VI)
- Aggarwal, R S Dr.(2013). Logical Reasoning, S. Chand. New Delhi.
- Groarke, Leo A, (2004).Good Reasoning Matters! A Constructive Approach to Critical Thinking. Oxford, New York
- Hurley, J Patrick. (2006).A Concise Introduction to Logic. Thomson Wadsworth, Belmont.
- Any Authorised Text on Logical Reasoning.

ONLINE RESOURCES

- Logic and Critical Thinking - Saylor Academy https://legacy.saylor.org/phil102/Intro

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code PHI-DE-544	Credits: 2

NAME OF THE COURSE: SOCIAL AND POLITICAL PHILOSOPHY

OBJECTIVES:
This course mentions about some of the methods applied for social justice, equal considerations and liberty. It gives a brief account of the philosophical background of social concepts and political ideals as well as the theories and practices of social and political thinkers of Indian and Western traditions.

COURSE OUTCOMES:
CO1:   **Articulate and exemplify the basic knowledge of the social and political philosophy in India and West.**
CO2:   **Understand the scope, nature and method of socio-political philosophy.**
CO3:   **Evaluate the scope of social and political philosophy**
CO4:   **Analyse how state and citizen are related.**
CO5:   **Understand the various social and political perspectives in Modern India.**
CO6:   **Make critical comments on the relation between various social and political ideals.**

COURSE CONTENT

MODULE I: Introduction – Scope, Nature and Method of Social and Political Philosophy

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01.1: Define Social and political philosophy. (Remember)
M01.2: Understand the scope, nature and method of socio-political philosophy. (Understand)
M01.3: Apply philosophy to interpret social and political problems. (Apply)
M01.4: Analyse methods used in social and political philosophy. (Analyse)
M01.5: Evaluate scope of social and political philosophy. (Evaluate)

MODULE II: Social and political Concepts – Individual, Family, Society, Nation – Political Ideals – Justice, Equality, Rights and Liberties

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02.1: Define family, society, nation etc. (Remember)
M02.2: Understand the basic social concepts and political ideals. (Understand)
M02.3: Apply the social and political ideals to interpret social and political problems. (Apply)
M02.4: Analyse the dimensions of social and political ideals. (Analyse)
M02.5: Evaluate possibilities and limitations of social and political ideals. (Evaluate)
M02.6: Make critical comments on the relation between various social and political ideals.
   (Create)

MODULE III: Western Thinkers – Plato: Forms of Government, Aristotle: Concept of State and Citizen, Rousseau: social contract Marx: Class Struggle and Stateless Society, Rawls: Justice as Fairness, Nozick: Defence of free market libertarianism

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1: Define state and citizen, class struggle etc. (Remember)
M03.2: Understand different forms of Government. (Understand)
M03.3: Apply Marx's political philosophy to explain inequality in society. (Apply)
M03.4: Analyse how state and citizen are related. (Analyse)
M03.5: Evaluate Rawls' notion of justice as fairness and Nozick's defence of free market
      libertarianism. (Evaluate)
M03.6: Understand and analyse Rousseau's theory of social contract. (Understand/Analyse)

MODULE IV: Indian Thinkers – Jawaharlal Nehru (*Panchasīla*), Ambedkar (Democracy), Vinoba bhave (*Bhoodan* Movement), J P Narayan (*Lok-Sakti*) Gandhi (Spiritualisation of Politics), M..N..Roy (Partyless democracy)

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04.1: Explain Bhoodan movement. (Remember)
M04.2: Understand the concept of spiritualisation of politics. (Understand)
M04.3: Apply Partyless democracy as a method for resolving the problems in society.
     (Apply)
M04.4: Analyse the concept of Panchasila. (Analyse)
M04.5: Evaluate significance the concept of Lok-Sakti. (Evaluate)
M04.6: Develop a democratic way of thinking and life

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Chattopadhyaya, D.P. (1989), Essays in Social and Political Pilosophy, Allied Publishers, New Delhi.
- Johari, J.C.(1987), Contemporary Political Theory, Sterling Publishers Pvt. Ltd, New Delhi.
- Sabine, George L. (1973), A History of Political Theory, Oxford and IBH Publishing Company, New Delhi.

- Simon, Robert L. (2002), Social and Political Philosophy, Blackwell Publishers, New York.
- Someruille, John and Santoni, Ronald E. (1963), Social and Political Philosophy, Anchor books, New York.

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER IV	Course Code: PHI-DE- 545	Credits: 2

NAME OF THE COURSE: SOCIAL REFORMERS AND KERALA PHILOSOPHERS

OBJECTIVES:

The course is designed with the objective of introducing the social reformers and philosophers of Kerala to the students. It highlights on the various philosophical backgrounds with which the thinkers have addresses the various social problems and how they could find solutions for them.

COURSE OUTCOMES:

CO1: Familiarise the students with the basic features of Social and Philosophical trends in Modern Kerala
CO2: Grasp the need of Neo-Vedantic approach of Kerala Vedantins in modern Kerala
CO3: Analyse the historical and philosophical background of social reform movements in South India
CO4: Discriminate the various social evils that affects the society
CO5: Adopt various methods against the social ills of the contemporary world

COURSE CONTENT

MODULE I: Introduction – Modern philosophical movements in Kerala – Development of Vedanta and Social Philosophy in Kerala

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Memorise and acquaint with the philosophical traditions of Kerala (Remember/Understand)
M01:2. Relate the Modern Vedanta and the social reformation movements (Apply)
M01:3. Be familiar with the theoretical Philosophy from the Social reform movements in Kerala (Analyse)
M01:4. Develop social and practical outlook from the Philosophers and social reformers of Kerala (Create)

MODULE II: Sree Narayana Guru – Social Philosophy - Critique of *Jāti*;   Chattambi Swamikal – Advaita – *Atmajñāna*

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02:1. Be familiar with the Social and Vedantic philosophy of Narayana Guru and Chattambi Swamikal (Understand)
M02:2. Relate traditional Vedanta with modern practical implication (Apply)
M02:3. Observe social aspects from the philosophy of the Practical Vedantins like Narayana Guru and Chattambi Swamikal (Analyse)
M02:4. Discriminate various social evils that affects the society (Evaluate)

M02:5. Construct new ideals and strategies for the eradication of social problems (Create)

MODULE III:– Brahmanada Sivayogi –Path Way to Bliss; Sahodaran Ayyappan-Universal Brotherhood; Ayyankali-Equality

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03:1. Get acquainted with the basic biography and social and philosophical aspects of Brahmanada Sivayogi, Sahodaran Ayyappan and Ayyankali (Understand)
M03:2. Apply the social policies of these thinkers in modern Kerala situation (Apply)
M03:3. Review the existing social order and customs (Analyse)
M03:4. Assess the need of a change in the traditional social approaches (Evaluate)
M03:5. Develop an attitude to compete with any social problems (Create)

MODULE IV: – Vedantha Philosophy **–** Vagbhatananda Swamikal**;** Swami Agamananda;

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04:1. Grasp the new practical interpretation of the Kerala Vedantins like Vagbhatananda Swamikal**,** and Swami Agamananda (Understand)
M04:2. Examine the social aspects of the philosophy of the Kerala Neo-Vedantins (Analyse)
M04:3. Assess practical and useful aspects of the Kerala Vedantins (Evaluate)
M04:4. Expand the philosophical and social views in accordance with their own views. (Creative)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates

LEARNING RESOURCES

REFERENCES:

- P.K.K. Menon, [Ed], (1972,) The History Of Freedom Movement In Keraia, Vol. II (1885-1938), Reprint, Department of Cultural Publication, Government of Kerala, 2001
- Brahmananda Swami Sivayogi; (2016), Anandadarsam; Kerala Yuktivadi Sangham, Thiruvanandapuram.
- Karunakaran, R. Dr, (1982), Darsanamala of Sri Narayana Guru, Sri Sankara Sanskrit Vidyapeetham, Quilon.
- Pereira, Jerald J. Dr, (1989), Narayana Guru A Social Educator, R.R. Publishers Varkala.
- Raman Nair, R., & Sulochana Devi, L., (2010), Chattampi Swami An Intellectual Biography, Centre for South Indian Studies, Trivandrum.

ONLINE RESOURCES

- **www.sreyas.in** (e-books available)
- **www.spiderkerala.net**

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI GC 5A1	Credits: 2

NAME OF THE COURSE: YOGA PHILOSOPHY AND PRACTICE

OBJECTIVES:

The course emphasised on 20 hours of practical session to provide basic awareness on various *yogāsanās* the course includes how to support spiritual knowledge for practising *yogāsanās*. The course is designed in line with the view that philosophical theories and the practices of yoga are worth for a healthy life.

COURSE OUTCOMES:

CO1: Get acquainted with the Spiritual background of Indian Philosophy
CO2: Understand the relevance of yoga in the contemporary world
CO3: Examine the historical and philosophical background of various aspects of Yoga Philosophy
CO4: Analyse the basic original literature of Yoga philosophy and practice
CO5: Practice various types of Yogasanas, relaxation methods and Meditations

COURSE CONTENT

MODULE I: Spiritual background of Indian Philosophy – What is *Yoga*, Kinds of *Yoga*, Relevance of *Yoga*, Synthesis of *Yoga* in *Gita*, Swami Vivekananda's view on *Raja Yoga*

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Familiar with the spiritual background of Indian Philosophy (Understand)
M01:2. Relate various kinds of yoga and its importance (Apply)
M01:3. Scrutinise the relevance of Yoga in this modern world (Analyse)
M01:4. Develop a positive attitude towards life through the awareness of various aspects of Yoga (Create)

MODULE II: Orthodox System in Indian Philosophy – Sankhya Yoga; Sankhya view on Cosmic Evolution; Structure and content of *Yoga Sutra* of Patanjali – Chittavrtti, Klesas, Astanga yoga.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02:1. Make an awareness on the general characteristics of Orthodox schools (Understand)
M02:2. Be familiar with the eight Limbs of yoga (*Astangayoga*) recommended by Patanjali (Remember)
M02:3. Relate the theoretical aspects of Samkhya and Yoga schools (Apply)
M02:4. Scrutinise the evolutionary theory of Samkhya School (Analyse)
M02:5. Evaluate various Philosophical and practical aspects of the text 'Yogasutra' of Patanjali (Evaluate)

MODULE III: Relaxation and Meditation – *Pranayama* I (Equal Breathing), *Pranayama* II (Abdominal Breathing), Alternate Nostril Breathing

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03:1. Familiar with the importance of Meditation in one's life (Understand)

M03:2. Apply theoretical aspects of yoga in the practice of Relaxation and Meditation (Apply)

M03:3. Analyse various types of Pranayama and their benefits (Analyse)

M03:4. Develop a proper mode of breathing for balancing mind and body (Create)

MODULE IV: *Asanas* – How it differs from Physical Exercises – Preparatory Exercises – Basic *Asanas* – *Suryanamaskara*

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M01:1. Acquainted with the basic preparatory exercises of Yoga practice (Understand)

M01:2. Co-relate the Benefits of Yoga with other physical exercises (Analyse)

M01:3. Assess practical and useful aspects of regular yoga practice (Evaluate)

M01:4. Develop a package of yoga practice that suitable for one's nature (Creative)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates

LEARNING RESOURCES
REFERENCES:

- Baba, Bangali. (1976), Yoga sutra of Pathanjali, Motilal Banarsidas Publishers, New Delhi.
- Goel, Aruna. (2007), Yoga Education, Deep and Deep Publications, New Delhi.
- Trask, Willard. (1969), Yoga, Princeton University Press, New York.
- Werner, Karel. (1977), Yoga and Indian Philosophy, Motilal Banarsidas Publishers, New Delhi.
- Whicher, Ian. (2000), The Integrity of Yoga Darsana, D.K. Print world, New Delhi

ONLINE RESOURCES
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI GC 5A2	Credits: 2

NAME OF THE COURSE: PHILOSOPHY OF LANGUAGE

OBJECTIVES:

The course is designed with the objective of making the students acquire proper communication skills. It makes them understand the various theories on meaning and help them to acquire clarity of expression.

COURSE OUTCOMES:

CO1: Articulate and exemplify language as the tool of philosophy
CO2: Analyse the significance of philosophical interventions in language
CO3: Evaluate the philosophical problems associated with language
CO4: Understand the various theories of meaning
CO5: Compare the different criteria of arriving at meaning
CO6: Critically evaluate the applications of philosophy in solving linguistic problems.

COURSE CONTENT

MODULE I: Introduction – Sources of the Philosophies Concern with Language –Metaphysics, Logic and Epistemology - Problems of Philosophy of Language

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Define the basic themes of philosophy of language. (Remember)
M01:2. Elucidate the interconnections between philosophy and language. (Understand)
M01:3. Analyse the problems associated with language. (Analyse/Evaluate)
M01:4. Critically examine the significance of a philosophical study of language. (Evaluate)

MODULE II: Theories of Meaning – The Referential Theory, The Ideational Theory, Meaning and Use, Emotive Meaning

 MODULE OUTCOME:
After Completion of this module, the student should be able to:
M02.1. Define meaning. (Remember)
M0 2.2. Explain the different theories of meaning (Remember/Understand)
M0 2.3. Bring out the application of the different theories of meaning (Evaluate)
M0 2.4. Define meaning as use (Understand)

MODULE III Empiricist Criteria of Meaning – Meaningless Sentences, Logical Atomism, Verifiability Theory, Arguments in Support of Verifiability Criterion

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1. Elucidate the empiricist theory of meaning (Understand)

M03.2. Examine the theory of verifiability as a criterion of deciding meaningfulness
(Analyse/Evaluate)

M03.3. Bring out models for eliminating meaningless sentences (Create)

M03.4. Apply the verifiability criteria in deciding the meaningfulness of empirical statements.
(Apply)

MODULE IV: Dimensions of Meaning – What is Vagueness, Kinds of Vagueness, Importance of Vagueness – Nature of Metaphor

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1. Expose the different kindness of vagueness in meaning (Understand/Analyse)

M0 4.2. Define vagueness (Remember)

M0 4.3. Bring out metaphors in our communication (Apply)

M0 4.4. Examine the significance of clarity of expression (Evaluate)

M0 4.5. Situate contexts to avoid vagueness in our communications (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES

- Alston, William P. (1964), Philosophy of Language, Prentice Hall of India, New Delhi.
- Chatterjee, Margaret. (1981), The Language of Philosophy, Allied Publishers Pvt ltd., New Delhi.
- Gupta, Susan. (1983), The Origin and Theories of Linguistic Philosophy, Intellectual Publishing House, New Delhi.
- Harrison, Bernard. (1979), An Introduction to the Philosophy of Language, The Mac Millan Press, New York.
- Mazumdar, Pradipkumar. (1977), The Philosophy of Language, Bidhan Sarani, Culcutta.

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code PHI-GC-5A3	Credits: 2

NAME OF THE COURSE: INTRODUCTION TO PHILOSOPHY

OBJECTIVES:
This course has the objective of inculcating the students to the very basic concepts of philosophy and provide them the fundamental knowledge on western and Indian thoughts. The course gives an overview of existentialism, phenomenology, logical positivism, linguistic philosophy, structuralism and postmodernism and the recent trends in the western philosophy. The course intends to make the students familiar with the Indian tradition including orthodox and heterodox schools and also a basic introduction to ethics and logic.

COURSE OUTCOMES:

CO1: Articulate and exemplify the philosophical traditions of Indian and Western philosophy.

CO2: Understand what is epistemology, metaphysics and Axiology.

CO3: Expose the general characteristics of Indian philosophy and understand the orthodox and heterodox systems in Indian philosophy. Evaluate the significance of contemporary Indian philosophy.

CO4: Realize the origin of Greek philosophy and the contribution of classical Greek philosophy and analyse the basic concepts of modern western philosophy.

CO5: Understand and analyse basic concepts of continental philosophy and philosophy of language.

CO6: Apply and demonstrate various methods such as Socratic method, Descartes method, phenomenological method, existential method, language analysis, yoga, meditation etc. for resolving philosophical problems.

<div align="center">

COURSE CONTENT

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MODULE I: Introduction to philosophy
Epistemology: Theory of Knowledge
Ontology (Metaphysics): Theory of Reality
Axiology: Ethics: Theory of morality
               Logic: Theory of Reasoning
               Aesthetics: Theory of Beauty

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Define philosophy. (Remember)
M01.2: Understand what epistemology, metaphysics and Axiology is. (Understand)
M01.3: Apply philosophical outlook to broaden the views on life and reality. (Apply)
M01.4: Compare and analyse epistemological and metaphysical issues in philosophy. (Analyse)
M01.5: Evaluate ethical decisions or actions. (Evaluate)

M01.6: Draw a chart of philosophy which includes the main branches with precise
     explanations (Create)

MODULE II: Indian Philosophy – Characteristics, Vedas and Upanishads- The heterodox and orthodox systems – developments in contemporary Indian philosophy

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 2.1: Explain the general characteristics of Indian philosophy. (Remember)
M0.2 2: Understand different systems in Indian philosophy. (Understand)
M0 2.3: Apply yoga and meditation for mental wellbeing. (Apply)
M0 2.4: Compare orthodox and heterodox systems in Indian philosophy. (Analyse)
M0 2.5: Evaluate the significance of contemporary Indian philosophy. (Evaluate)
M0 2.6: Make use of Indian philosophical concepts to develop their own
     Philosophical perspectives. (Apply/Create)

MODULE III: Western Philosophy – The Greek philosophy – the Socratic method- Plato and Aristotle- Medieval philosophy – Modern philosophy –characteristics – rationalism and empiricism-critical philosophy of Kant- analytical philosophy-logical positivism-continental philosophy-phenomenology-existentialism- structuralism-post structuralism and postmodernism

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M03.1: Define rationalism and empiricism. (Remember)
M03.2: Understand Origins of Greek philosophy. (Understand)
M03.3: Apply Socratic method for resolving philosophical problems. (Apply)
M03.4: Compare the analytical and continental traditions. (Analyse)
M03.5: Critically evaluate the method of logical positivism (Evaluate)
M03.6: Create instances to see the relevance of post structuralism and postmodernism

MODULE IV: Ethics –definition- normative and applied ethics- deontology and utilitarianism – the ethical principles
Logic- the science of reasoning – laws of thought –deduction and induction –analogical reasoning

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M04.1: Define ethics and logic. (Remember)
M04.2: Understand ethical theories and principles. (Understand)
M04.3: Explain why logic is a science of reasoning. (Analyse)
M04.4: Apply ethical principles to analyse socio-cultural problems. (Apply)
M04.5: Evaluate the methods of argumentation in logic (Evaluate/analyse)
M04.6: Find out ways to demonstrate analogical reasoning used by various professionals.
     (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
REFERENCES:

- Chatterjee, Satischandra and Datta Dhirendramohan. (2007), An Introduction to Indian Philosophy, Rupa Publications, New Delhi.
- Hollis, Martin. (1985), Invitation to Philosophy, Basil Blackwell, USA.
- Kulpe, Oswald. (1985), Introduction to Philosophy, Bharatiya Kala Prakashan, New Delhi.
- Lillie, William. (1967), An Introduction to Ethics, Allied Publishers, New Delhi.
- Thilly, Frank. (1993), History of Philosophy, Central Publishing House, Allahabad.

ONLINE RESOURCES:

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code PHI-GC-5A4	Credits: 2

NAME OF THE COURSE: LOGICAL REASONING

OBJECTIVES

The course describes the nature and scope of logic in our day to day life. It explains the propositions, their classification and distribution of terms. It describes inference as a method of thinking and its types and rules.

COURSE OUTCOMES:

CO1: Enable the students to have the adequate problem solving and analytical skills
CO2: Understand and explain the importance of critical thinking.
CO3: Introduce the subject matter of logical reasoning and to provide a detailed analysis of the truth and validity of the arguments.
CO4: Describes the nature and scope of logic in our day to day life.
CO5: Explain the propositions, their classifications and distribution of terms
CO6: Describe inference as a method of thinking and its types and rules.

COURSECONTENT

MODULE I: Introduction – Nature and Scope of Logic- Reflective Thinking- Judgement- Terms- Propositions- Reasoning- Deduction and Induction- Fundamental Laws of Thought.

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01.1: Understand the difference between deductive and inductive reasoning
        (Understand/Analyse)
M01.2: Avoid fallacies that can arise through the misuse of logic (Apply)
M01.3: Practice critical thinking by evaluating arguments (Evaluate/Apply)
M01.4: Understand how to construct a logical argument that avoids the pitfalls of fallacious
        thinking using laws of thought. (Understand)
M01.5: Understand the difference between normal thinking and reflective thinking
        (Understand/Analyse)
M01.6: Evaluate the types of reasoning (Evaluate)

MODULE II: Propositions – Classification- Traditional and Modern- Distribution of Terms- Square of Opposition- Venn diagram- Exercises

Module Outcome:
After Completion of this module, the student should be able to:
M02.1: Understand the basics of categorical propositions (Understand)

M02.2: Evaluate the opposite relations that existing between the categorical propositions (Evaluate)

M02.3: Understand the distinction between proposition and sentence (Understand/Analyse)

M02.4: Apply Venn diagram techniques to test the validity (Apply)

M02.5: Understand the sharp distinction between word, name and terms (Understand/Analyse)

M02.6: Analyse the terms and propositions as the basis of the study of inference (Analyse)

MODULE III: Inference- Mediate and Immediate- Syllogism- Rules and Fallacies-Legal and Moral Reasoning- Analogy- Probability- Statistical Reasoning- Exercises

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1: Understand the validity of syllogisms and sharpen the process of inference (Understand/Apply)

M03.2: Understand the different methods to find out invalid syllogism (Understand/Analyse)

M03.3: Evaluate legal and moral reasoning (Evaluate)

M03.4: Understand analogical reasoning (Understand)

M03.5: Understand probability and statistical reasoning questions (Understand)

M03.6: Analyse the concept of probability in reasoning (Analyse)

MODULE IV: Fallacies- Fallacies of Relevance- Fallacies of Presumption- Fallacies of Ambiguity- Exercises

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M04.1: Recognise fallacies that violate the Rules of correct thinking (Analyse)

M04.2: Understand what a fallacy is and develop the ability to identify different fallacies (Understand/Create)

M04.3: Judge the value of an argument, to detect errors and to avoid mistakes in reasoning (Evaluate)

M04.4: Understand that fallacy is an illogical way of arguing (Understand/Analyse)

M04.5: Identify formal fallacies and informal fallacies (Evaluate/Analyse)

M04.6: Analyse the methods or remedies to solve the fallacies that may occur in daily life (Analyse/Apply)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- Agarwal, R S Dr; (2016) A Modern Approach to Logical Reasoning; S.Chand. New Delhi.
- Agarwal, R S Dr. (2016) A New Approach to Reasoning Verbal, Non-Verbal and Analytical; Arihant Publishers; New Delhi.
- Copi,I M & Cohen, Carl, (2006), Introduction to Logic, Dorling Kindersiey, India.
- Gupta, S P, (1970), Logic and Scientific Method, Ajantha Publications, India.
- Patrick, Hurley J (1978), A Concise Introduction to Logic, Thomson & WordsWorth, Canada.

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **https://www.inflibnet.ac.in/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI GC-5A5	Credits: 2

NAME OF THE COURSE: GENDER STUDIES

OBJECTIVES:
The chief objective of the course is to create opportunities in the students to see how socially important is the construct of gender. It also tries to critique our thinking in gender issues are related to social, cultural, historical and political life situations in human life.

COURSE OUTCOMES:

CO1: Create opportunities to understand the social, cultural and political significance of gender

CO2: Analyse the significance of philosophical interventions in gender issues

CO3: Evaluate Trans identities philosophically

CO4: Understand the various types of philosophical feminism

CO5: Compare the different views on finding gender as a social construct

CO6: Critically evaluate the applications of gender philosophy in solving racial and cultural problems.

<h2 align="center">COURSE CONTENT</h2>

Module I: Introduction to basic themes – Gender-Sex- Subjectivity- Identity –Gender identity

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M01:1. Define the basic themes of the philosophy of gender (Remember)

M01:2. Elucidate the interconnections between philosophy and gender (Understand)

M01:3. Examine the problems associated with identity (Evaluate)

M01:4. Explore the significance of a philosophical study of gender identity with case studies (Create)

MODULE II: Feminist turn in philosophy – waves of feminism - feminism as a philosophy- Irigaray's views on Plato's cave – Simonde Beavouir on gender identity performativity theory of Judith Butler-*cyborg* of Donna Haraway

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02.1. Explain feminist philosophy (understand)

M02.2. Define the different waves of feminism (remember)

M02.3. Examine the different applications of the philosophical positions on feminism (evaluate)

M02.4. Explore archetypes from philosophy to find gender identities (create)

MODULE III Feminist Epistemology – Exclusion and Objectification – situated knowledge- feminist empiricism, standpoint theory of Sandra Harding

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M03.1. Explain feminist views on epistemology (Understand)
M03.2. Examine the perspective of standpoint theory (Evaluate)
M03.3. Explore models for exclusion in knowing contexts (Create)
M03.4. Bring out the feminist theories in our understanding of knowledge situations (Apply)

MODULE IV Feminist Ethics –Feminist transformations of moral autonomy– Care Ethics - Eco Feminism -Gender and Race –gender and social construction- Issues on trans identities

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M0 4.1 Explain the concept of ecofeminism (Understand)
M0 4.2 Define care ethics (Remember)
M0 4.3 Bring out feminist transformations on moral autonomy in social life (Apply)
M0 4.4 Examine the significance of social constructs (Analyse/Evaluate)
M0 4.5 Explore contexts to address social issues on trans identities (Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES:
- Ackerly, Brooke A and True Jacqui. (2006), Feminist Methodologies for International Relations, Cambridge University Press, New York.
- Heikes, Deborah K. (2010), Rationality and Feminist Philosophy, Continuum International Publishing Group.
- Held, Virginia. (1993), Feminist Morality, The University of Chicago Press, Chicago.
- Holland, Nancy J. (1997), Feminist Interpretations of Jaques Darrida, The Pennsylvania State University Press, Pennsylvania.
- Nye, Andrea. (2004), Feminism and Modern Philosophy, Routledge, New York.
- Haslanger Sally (2004) Future Genders?Future Races? . Newyork,Brockport

ONLINE RESOURCES:

- http://www.oxfordreference.com/browse?t0=ORO:AHU02720
- https://www.inflibnet.ac.in/
- https://plato.stanford.edu/
- https://www.rep.routledge.com/
- https://scholar.google.co.in/

ASSESSMENT

40% Continuous / Formative Assessment (see PG Regulations).

60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI-GC- 5A6	Credits: 2

NAME OF THE COURSE: ELEMENTS OF RESEARCH ETHICS

OBJECTIVES:

The course creates in the minds of the students a new awareness on the ethical aspects involved in research. It makes them to evaluate the ethical problems that arise in the context of intellectual property rights, scientific research with human subjects and also the need of understanding that the idea, 'science is value-neutral' is a myth.

COURSE OUTCOMES:

CO1: Articulate and exemplify ethical research.
CO2: Analyse the significance of ethical principles in research involving human subjects.
CO3: Evaluate the possibilities of applying ethical principles in intellectual property rights.
CO4: Understand the various types of ethical dilemmas involved in science- human interface.
CO5: Apply ethical decision making in clinical research practices with the help of case studies.
CO6: Create contexts of scientific research where the dilemma of human rights vs scientific freedom is pertinent.

COURSE CONTENT

MODULE I: Introduction**:** what is research? Types of research –pure, applied, analytical and conceptual –Qualities of a good researcher- Ethics- Ethical research – accuracy of data- Fair representation of data- fabrication-reliability in sharing knowledge-authorship and social accountability

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Define research and ethics (Remember)
M01:2. Expose the qualities of a good researcher (Understand)
M01:3. Apply ethics in the representation of data (Evaluate)
M01:4. Create models for the various types of research (Create)
M01:5   Analyse ethics as an integral component of research (Analyse)
M01:6   Apply ethics in a research program to exemplify social accountability of the researcher (Apply/Create)

MODULE II: Ethics in Intellectual Property Rights : Definition of IPR, plagiarism, copy right, use of trademarks, trade secrets, artists and designers- ethical issues relating to patency-Ethical arguments for IPR- Personality based justification and utilitarian based justification- critique of IPR

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M02.1. Define IPR. (Remember)

M02.2. Analyse the ethical issues involved in patency (Analyse)

M0 2.3. Examine the ethical arguments for justifying IPR (Evaluate)

M0 2.4 Create contexts to show how significant is ethics in the use of plagiarism and copy right with suitable case studies (Create)

M02.5 Examine whether intellectual property is a right (Analyse/Evaluate)

MODULE III Ethics in research involving human subjects : the four ethical principles (Autonomy, Beneficence, Maleficence, Justice) - confidentiality, informed consent, privacy, the Nuremberg code- the declaration of Helsinki-Fair procedures in selection of subjects-proper assessment of risks and benefits-ethical issues relating to clinical trials- case studies

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1. Explain the four ethical principles (Understand)

M03.2. Analyse the role of ethics in research involving human subjects (Evaluate)

M03.3. Explore the ethical issues involved in the selection of subjects in research with case studies (Create)

M03.4. Examine the ethical significance of Nuremberg code (Apply)

M03.5. Explore contexts of clinical research with case studies to highlight the ethical issues involved in it (Create)

MODULE IV: Scientific research and human interface: Gender and racial discrimination in scientific research- xenophobic politics-intersections of science and human rights- appropriation of indigenous knowledge- the ethical norms, CUDOS and PLACE-value-neutrality of science-a myth.

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1. Examine the different types of discriminations in scientific research (Understand)

M0 4.2. Explain CODOS and PLACE (Remember)

M0 4.3. Examine the ethical issues involved in the appropriation of indigenous knowledge (Apply)

M0 4.4. Analyse the significance of scientific freedom vs human rights quoting suitable instances (Evaluate/create)

M0 4.5. Develop the idea racism in science with proper examples (Apply/Create)

M04: 6. Demonstrate with examples that science is not value-neutral (Apply/Create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics

- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- The MLA Handbook ,8th edition(2016). The American Language Association
- Cohen, Andrew L and Heath Wellman Christopher. (2014), Contemporary Debates in Applied
  Ethics, Wiley Blackwell, UK.
- Degrazia, David. (2005), Human Identity and Bioethics, Cambridge University Press, New York.
- Fujiki, Norio and Macer R.J. Bio Ethics (1998), Eubios Ethics Institute, Japan.
- Singer, Peter. (1993), Practical Ethics, Cambridge University Press, UK.
- Merges,Robert.(2011)Justifying Intellectual Property .Harvard University Publications.
- Jola Sanderholm.(2010) Ethical Issues Surrounding IPR .Aalborg University .
- Bruce D sales.(2000) Ethics in research with Human Participants.APA Books
- Primer on Scientifc Freedom and Human Rights. .(2012) American Chemical Siociety
- Angela,Saine (2019) Racism in Science. : The Taint that Lingers. Beacon Publishers.
- Resnik,B David (1998). The Ethics of Science-An Introduction. Routledge.
- Ziman J. (2000) Real Science. Cambridge.

ONLINE RESOURCES
- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **http.://cme.nci.nih.gov**
- **www. nih.gov/sigs/bioethics/index.html**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI-SE-5B1	Credits: 2

NAME OF THE COURSE: ETHICAL DECISION MAKING

OBJECTIVES:

The course creates in the minds of the students a new awareness on the human interface with ethical actions. It makes them to evaluate the diverse ways of decision making when confronted with ethically dilemmatic situations, especially in professional practices.

COURSE OUTCOMES:
CO1: Articulate and exemplify ethical dilemmas and ethical conflicts in professional life
CO2: Analyse the significance of ethical principles in human actions.
CO3: Evaluate the possibilities of applying ethical principles in medical, engineering and corporate decision-making processes
CO4: Understand the various types of ethical dilemmas involved in professionalism
CO5: Apply ethical decision making in governance and administrative processes
CO6: Create models of applications of ethical decision making in media and other professions with the help of case studies.

COURSECONTENT

MODULE I: Ethics- an introduction- ethical theories and ethical principles-autonomy, beneficence-non-maleficence and justice – applied ethics- professional ethics – ethical dilemma and ethical decision making

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M01:1. Define applied ethics and professional ethics (remember)
M01:2. Expose ethical principles (understand)
M01:3. Apply ethical principle in an ethically dilemmatic situation of one's life. (Apply/Evaluate)
M01:4. Create models for ethical decision procedures in addressing a dilemmatic situation (Create)

MODULE II: Ethical Decision making in medical, engineering and corporate systems- ethical decision making at the beginning and end of human life- ethical dilemmas in artificial reproductive technologies – IVF-surrogacy- Euthanasia – allocation of scarce medical resources – corporate social responsibility- whistle blowing- bootlegging

MODULE OUTCOME:

After Completion of this module, the student should be able to:
M02.1. Define euthanasia, social responsibility etc. (Understand)
M02.2. Analyse the dilemmas involved with decision making at the beginning and end of human lives (Remember/Analyse)

M0 2.3. Examine whistle blowing and bootlegging with respect to dilemmas in engineering and corporate decision processes (Evaluate)

M0 2.4. Create contexts for ethical decision making in professionalism with the help of case studies (Create)

MODULE III Ethical Decision making in Governance and Administration – the principle of justice as fairness – serving the public interest-personal integrity – public accountability-transparency and corruption- meritocracy- equity and equality

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1. Explain justice as fairness (Understand)

M03.2. Analyse decision making with the attitude of serving the public interest (Evaluate)

M03.3. Explore the moral dilemmas involved in administration with case studies (Create)

M03.4. Examine the different ways to decide meritocracy (Apply/Analyse)

MO3.5. Create models of decision making to maintain equity and equality with case studies (Create)

MODULE IV: Ethical Decision making in media – mass media ethics- credibility – truthfulness-objectivity- transparency-accuracy- plagiarism- ethical photo journalism, ethical decision making and social media

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1. Examine the different principles of media ethics (Understand)

M0 4.2. Explain plagiarism (Remember)

M0 4.3. Examine the ethical dilemmas involved in journalism (Apply/Analyse)

M0 4.4. Analyse the significance of ethical reporting of news in the contemporary world (Evaluate)

M0 4.5. Develop contexts to overcome ethical dilemmas in media professionalism (Create)

M0 4.6. Realise the importance of ethical decision making in using social media. (Understand/Apply)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

- Cohen, Andrew L and Heath Wellman Christopher. (2014), Contemporary Debates in Applied
  Ethics, Wiley Blackwell, UK.
- Degrazia, David. (2005), Human Identity and Bioethics, Cambridge University Press, New York.
- Fujiki, Norio and Macer R.J. (1998), Eubios Ethics Institute, Japan.
- Singer, Peter. (19930, Practical Ethics, Cambridge University Press, UK.
- Talbot, Marianne. (2012), Bioethics, an Introduction, Cambridge University Press, New York.
- IA Dhotre and VS Bagad (2013) Professional Ethics in Engineering Technical Publishers.
- James S Bowman.(1988) Ethics,Governance and Public Policy –A Reference Guide. Greenwood Publishers.
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ONLINE RESOURCES
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- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**
- **https://scholar.google.co.in/**

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.

SEMESTER	Course Code: PHI-SE-5B2	Credits: 2

NAME OF THE COURSE: CRITICAL THINKING AND PROBLEM SOLVING

OBJECTIVES:
The course develops in the students a new skill for critical thinking and the techniques of problem solving. It makes them to evaluate the diverse ways of decision procedures in the reasoning process which can be concretely applied in varying contexts of problem solving.

COURSE OUTCOMES:

CO1: Articulate and exemplify critical thinking and logical reasoning
CO2: Analyse the significance of logical principles in valid argumentations
CO3: Evaluate the possibilities of critical thinking in the analysis of complex problems
CO4: Understand the various types of reasoning involved in problem solving techniques
CO5: Apply a variety of critical thinking tools
CO6: Create models of problem solving techniques with the help of case studies.

COURSE CONTENT

MODULE I: Critical thinking-an introduction – reflective thinking- critical thinking and logical thinking – deductive logic and inductive logic – fallacy -relation between critical thinking and creative thinking

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M01:1. Define critical thinking and logical thinking (Remember)
M01:2. Expose reflective thinking (Understand/Analyse)
M01:3. Apply logical principles as a problem solving technique (Apply/Evaluate)
M01:4. Create models for critical thinking contexts in aesthetic judgements, dilemmas in
        environmental ethics etc. (Create)

MODULE II: Logic as a science of reasoning – propositions and arguments – immediate and mediate inference – Square of opposition – Eduction- problem solving exercises in immediate inference

MODULE OUTCOME:
After Completion of this module, the student should be able to:
M0 2.1. Define proposition, opposition etc. (Remember)
M0 2.2. Analyse the rules of immediate inference. (Remember/Understand)
M0 2.3. Examine immediate inference as a decision procedure. (Analyse/Evaluate)
M0 2.4. Create examples from passages to find immediate inference as a tool for arriving at
        valid argumentations. (Create)

MODULE III Mediate Inference – categorical syllogism- rules and fallacies- problem solving exercises in mediate inference –Analogical reasoning-nonverbal reasoning based on analogies, series and classification

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M03.1 Define syllogism. (Remember)

M03.2 Analyse mediate inference as a problem solving technique. (Analyse/Evaluate)

M03.3 Explore analogical reasoning as a tool of critical thinking (Create)

M03.4 Examine the different ways of reasoning that can be applied as problem solving techniques (Apply)

M03.5.Create models of nonverbal reasoning to find out the possibilities of critical reasoning (Create)

MODULE IV: Application of Critical Thinking in Aesthetics and Environmental Studies- Critical thinking in aesthetic judgements – Kantian disinterestedness – critical thinking in environmental issues- anthropocentrism vs deep ecology – environmental sustainability

MODULE OUTCOME:

After Completion of this module, the student should be able to:

M0 4.1. Examine the different principles of aesthetic judgement. (Understand)

M0 4.2. Define disinterestedness and sustainability. (Remember)

M0 4.3. Examine the application of critical thinking in aesthetic evaluation. (Apply)

M0 4.4. Analyse the significance of critical thinking in environmental decisions and policies (Analyse/Evaluate)

M0 4.5. Develop contexts to find critical thinking as a tool to environmental sustainability with case studies (create)

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
*   Assignments
*   Seminar Presentation on selected topics
*   Debates
*   Quiz

LEARNING RESOURCES

REFERENCES
*   Copi, Irving M, Carl Cohen and Kenneth McMahon.(2013). Introduction to Logic, Pearson, New Delhi.(Module I to V)
*   Chopra, Ravi Dr. (2000), Reasoning N' Reasoning. Verbal and Non-Verbal.Galgotia, New Delhi.(Module V &VI)
*   Aggarwal, R S Dr.(2013). Logical Reasoning, S. Chand. New Delhi.

- Groarke, Leo A, (2004).Good Reasoning Matters! A Constructive Approach to Critical Thinking. Oxford, New York
- Hurley, J Patrick. (2006).A Concise Introduction to Logic. Thomson Wadsworth, Belmont.
- Immanuel Kant. (1998) Aesthetic Judgement Dover publishers.
- Dale Jamieson. (2008).Ethics and Environment .Cambridge publishers.

ONLINE RESOURCES
- Logic and Critical Thinking - Saylor Academy https://legacy.saylor.org/phil102/Intro
- www.plato.stanford.edu/entries/aesthetic
- www. plato.stanford.edu/entries/ethics-environmental/

ASSESSMENT
40% Continuous / Formative Assessment (see PG Regulations).
60% End-semester/Summative Assessment: 3 hour written Exam.