



UNIVERSITY OF CALICUT

**Abstract**

General and Academic - Faculty of Humanities- Scheme and Syllabus of MA Philosophy Programme for affiliated Colleges and SDE/Private Registration under CBCSS PG Regulations 2019 - incorporating Outcome Based Education- Implemented w.e.f 2020 Admission onwards - Subject to ratification by Academic Council -Orders Issued

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**G & A - IV - B**

U.O.No. 5771/2021/Admn

Dated, Calicut University.P.O, 30.05.2021

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- Read:-*1. U.O.No. 8768/2019/Admn dated 04.07.2019  
2. Minutes of the meeting of the Board of Studies in Philosophy SB held on 20.05.2021(Item No.2)  
3. Remarks of the Dean Faculty of Humanities, dated 26.05.2021.  
4. Orders of Vice Chancellor dated 27/05/2021.

ORDER

1. The scheme and syllabus of MA Philosophy Programme for affiliated Colleges and SDE/Private Registration under CBCSS PG Regulations 2019, has been implemented in the University w.e.f 2019 admission onwards, vide paper read (1) above.
2. The meeting of the Board of Studies in Philosophy (SB), held on 20.05.2021, vide paper read (2) above, has resolved to approve the revised Outcome Based Education (OBE) syllabus for MA programme in Philosophy (CBCSS) w.e.f. 2020 admission onwards.
3. The Dean, Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in Philosophy (SB) held on 20.05.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor, to implement the revised Outcome Based Education syllabus of MA Philosophy Programme (CBCSS PG 2019), subject to ratification by the Academic Council.
5. The revised scheme and syllabus of MA Philosophy Programme for affiliated Colleges and SDE/Private Registration under CBCSS PG Regulations 2019 incorporating Outcome Based Education (OBE) is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

The Principal, Affiliated Colleges. 2. Director, SDE  
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V /EX and EG  
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Section Officer

# UNIVERSITY OF CALICUT



## MA PHILOSOPHY PROGRAMME under

**Choice Based Credit Semester System for Post Graduate  
Programmes of Affiliated Colleges and SDE /Private Registration  
CBCSS PG-2019**

**SCHEME & SYLLABUS  
(2020 Admission Year onwards )**

**CREDIT SEMESTER SYSTEM FOR P. G.  
CURRICULAM  
CBCSSPG-2019  
MA PHILOSOPHY  
(w e f 2020 admission onwards)**

The programme contains three types of courses Core courses, Elective courses and Audit Courses. Elective courses are offered in 3<sup>rd</sup> and 4<sup>th</sup> Semester. Audit Courses offered in 1 and 2 Semester.

Total core courses are 13 and 3 elective courses. Apart from core and elective course, there will be a Dissertation and a General viva voce. In this course total credit for Core, Elective, Dissertation and General viva voce works out to 80 Credits. i.e.

Core 60 + Elective 12 + Dissertation 4+ Viva Voce 4	80 Credits.
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Semester	Course Credit Table				Total Credit without Audit Course
	Course 1	Course 2	Course 3	Course 4	
I	Core- 5	Core- 5	Core- 4	Core- 4	<b>18</b>
II	Core- 5	Core- 5	Core- 5	Core- 5	<b>20</b>
III	Core- 5	Core- 5	Elective- 5	Elective- 5	<b>20</b>
IV	Core- 4	Core- 4	Core- 4	Elective- 2	<b>14</b>
	Dissertation 4	General Viva voce 4			<b>8</b>
Total	Core 60 + Elective 12 + Dissertation 4+ Viva Voce 4				<b>80</b>

Code of Question paper, pattern of question paper and weightage.

In the code for each paper **PHL** represents Philosophy, **I II III and IV** represents number of semesters, **C** represents core courses, **E** represents elective course. **P** represents dissertation and **V** represents Viva voce.. **A01** represents Ability Enhancement Course and **A02** represents Professional Competency Course

There shall be **external examination** at the end of each semester which are to be conducted by the university. The **question papers** for external examination consists of three parts.

**Part A** consists of 14 short answer type questions carrying 1 weightage each; each answer should not exceed 50 words. There is no choice in this section.

**Part. B**, paragraph type questions, carrying weightage 2each. In this section 7 questions out of 10 should be answered, each answer should not exceed 150 words.

**Part C** Essay type; carrying weightage 4 each. In this section 2 essays out of 4 should be answered; each answer should not be exceeding 450 words. Total weightage for each paper will be **14+14+8=36**.

**Internal assessment** consists of attendance, 2 test papers, seminars and assignment having 1,2,1,1 weightages respectively. Total weightage of internal assessment will be 5.

The weightage of External Evaluation is **3(75%)** and that of Internal Evaluation is **1(25%)**

The dissertation approximately having **40 pages** and should be in spiral binding

**PROGRAM SPECIFIC OUTCOME**

Name of the Program	Program code	Outcomes	
<b>MA PHILOSOPHY</b>	<b>PHI MA CBCSS</b>	On the completion of the program, the students will be able to:	
.		<b>1</b>	Understand the fundamental problems of philosophy, and the various approaches in different traditions of philosophy.
		<b>2</b>	Comprehend the historical development of the key concepts in philosophy both in the Western and the Indian intellectual traditions
		<b>3</b>	Critically engage with the arguments and theories in philosophy
		<b>4</b>	Improve the ability of logical reasoning and conceptual analysis
		<b>5</b>	Understand and analyze the ethical problems and concepts
		<b>6</b>	Apply the conceptual tools in evaluating the issues in concrete life situations
		<b>7</b>	Critically analyze and evaluate different aspects of the social, cultural and the political world
		<b>8</b>	Improve the ability of communication and presentation skills and the professional competency

### CORE & ELECTIVE COURSES

Semester	Course Code	Name of Course	Total Credits	Total Hrs/week
S I	Core 1 PHL1 C01	Indian Epistemology	5	6
	Core 2 PHL1 C02	Philosophy of Kant	5	6
	Core 3 PHL1 C03	Symbolic Logic	4	6
	Core 4 PHL1 C04	Phenomenology and Existentialism	4	6
S II	Core 1 PHL2 C05	Western Metaphysics	5	6
	Core 2 PHL2 C06	Indian Metaphysics	5	6
	Core 3 PHL2 C07	Recent Developments in Western Thought	5	6
	Core 4 PHL2 C08	Philosophy of Language	5	6
S III	Core 1 PHL3 C09	The Socio-Economic Philosophy of Mahatma Gandhi	5	6
	Core 2 PHL3 C10	Philosophy of Mind	5	6
	Elective1 PHL3 E01	Philosophy of Science	5	6
	Elective1 PHL3 E02	Problems of Philosophy	5	6
	Elective1 PHL3 E03	Socio-Political Thought	5	6
	Elective 2 PHL3 E04	Philosophy of Wittgenstein	5	6
	Elective 2 PHL3 E05	Philosophy of Narayana Guru	5	6
	Elective 2 PHL3 E06	Philosophy of Marxism	5	6

Contd...

<b>Semester</b>	<b>Course Code</b>	<b>Name of Course</b>	<b>Total Credits</b>	<b>Total Hrs/week</b>
S IV	Core 1 PHL4 C11	Philosophy of Deconstruction	4	6
	Core 2 PHL4 C12	Philosophy of Humanism	4	6
	Core 3 PHL4 C13	Philosophy of Gender	4	6
	Elective1 PHL4 E07	Modern Moral Philosophy	2	6
	Elective1 PHL4 E08	Eco-Philosophy	2	6
	Elective1 PHL4 E09	Film and Philosophy	2	6
	PHL4 P01	Dissertation	4	0
	PHL4 V01	General Viva Voce	4	0

**(Audit Course)**

<b>Semester</b>	<b>Code</b>	<b>Course</b>	<b>Credits</b>
I	A01	Ability Enhancement Course	4
II	A02	Professional Competency Course	4

## **SEMESTER I**

### **PHL1 C01: INDIAN EPISTEMOLOGY**

**(Core)**

#### **Brief Description of the Course:**

The course is intended to give a general idea about the epistemological approaches among the schools of Indian philosophy. It is also intended to differentiate the concepts peculiar to Indian philosophy in comparison to the Western. It examines the various features related to valid means of knowledge in Indian Philosophy.

#### **Course Outcome:**

1. To acquire a general awareness about the valid means of knowledge (pramana) recognized in Indian Epistemology.
2. To gain the capacity to analyze various means of knowing, and provide a comparative account of means of knowledge accepted by various Indian schools.
3. To understand the significance of pramanas in everyday living.
4. To acquire the ability to evaluate the importance of Perception, Inference, Comparison and Verbal testimony in different contexts.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

<b>Unit I:</b>	<b>Carvaka System: Epistemology</b>	<b>15 Hrs</b>
	Perception	
<b>Unit II:</b>	<b>Jainism: Epistemology</b>	<b>15 Hrs</b>
	Immediate and Mediate- Syadvada	

<b>Unit III: Nyaya-Vaisesika: Epistemology</b>	<b>20 Hrs</b>
Perception Inference Comparison and Verbal testimony.	
<b>Unit IV: Purva Mimamsa: Epistemology</b>	<b>20 Hrs</b>
Perception, Inference, Comparison and Verbal testimony	
<b>Unit V: Sankara's Advaita System: Epistemology</b>	<b>20 Hrs</b>
Perception, Inference, Scriptural testimony	

**References:**

1. *History of Indian Philosophy*: S.N. DasGuptha
2. *A Critical Survey of Indian Philosophy*: C.D. Sharma.
3. *Perception*. M.K. Manulal”
4. *Nyaya Theory of Inference*: R.C. Mullathi.
5. *Indian Philosophy (Vol. & II)*: Dr. S.Radhakrishnan



**PHL1 C02: PHILOSOPHY OF KANT**  
(Core)

**Brief Description of the Course:**

The course is intended to give a general account of Kantian philosophy as reflected in ‘*The Critique of Pure Reason*’. It is also intended to give an insight into the distinction between the epistemological positions rationalism, empiricism and skepticism. It provides an in depth understanding of the Copernican revolution in brought in by Kant in Epistemology and emphasizes the importance of both sensibility and understanding. The questions about the possibility of attaining a true knowledge is also discussed in this course.

**Course Outcome:**

1. To enhance the understanding of the theoretical foundations of rationalism, empiricism and skepticism.
2. To enhance the analytical skill through the transcendental method employed in identifying the pure categories.
3. To synthesize the innate and the empirical elements of human experience and to understand their role in the formulation of knowledge.
4. To enhance the ability to evaluate human experience and knowledge in relation to the notion of ‘reality’.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit I:**

**25 Hrs**

Introduction

The Distinction Between Pure and Empirical Knowledge - Need of a Science of *a priori*- The Distinction Between Analytic and Synthetic

Judgments- Synthetic *a priori* Judgments- The General Problem of Pure Reason- The Idea and the Division of the Critique of Pure reason.

**Unit II:** **25 Hrs**

- 1) Transcendental Aesthetic-Introduction
- 2) Definition
  - a) Sensibility, b) Intuition, c) Sensation, d) Representation, e) Appearance, f) Phenomena, g) Noumena, h) Matter of Appearance, i) Form of Appearance, j) Pure or *a priori* intuition, k) Empirical Intuition.
- 3) Space-Metaphysical Exposition and Transcendental Exposition.
- 4) Time- Metaphysical Exposition and Transcendental Exposition.
- 5) General Observations on Transcendental Aesthetic.

**Unit III:** Transcendental Logic **25 Hrs**

Introduction

- 1) Logic-Division of Logic into Analytic and Dialectic
- 2) Transcendental Logic, Division into Transcendental Analytic and Transcendental Dialectic

**Unit IV:** **25 Hrs**

- 1) Transcendental Analytic-Introduction
- 2) Analytic of Concepts
- 3) The clue to the discovery of all pure concepts of the Understanding
- 4) The logical employment of the Understanding
- 5) Pure concepts of the Understanding or Categories
- 6) Table of Categories
- 7) Transcendental deduction of the Categories.

**Text:** *Critique of Pure Reason*. Tr. Norman Kempth Smith.

**References:**

1. *Kant's Critique of pure reason: An Introduction:* Jill Vance, Buroker in Books
2. *The Cambridge Companion to Kant's Critique of Pure Reason*

**PHL1 C03: SYMBOLIC LOGIC**  
(Core)

**Brief Description of the Course:**

This course is intended to enhance the reasoning skills of the students through the exposure to some aspects of traditional logic and also of symbolic logic. This is also intended to familiarize the students with various decision procedures and the strength, weakness and scope of each procedure. The study of quantifications is expected to equip the students with the capacity to look deeper into the structure of propositions and arguments.

**Course Outcome:**

- 1) It helps the students to improve their skills of reasoning and critical thinking.
- 2) It provides some tools that will help the students to identify and evaluate arguments, and also to produce good arguments.
- 3) It helps the students to identify the defects of reasoning known as fallacies of reasoning.
- 4) Symbolic logic helps the students to develop analytical thinking and enables them to apply these concepts in the test for reasoning in professional and everyday life.

**Hours/ Week: 6.**

**Credits: 4**

**Contact Hrs: 108**

**Unit I: Introduction**

**30 Hrs.**

What is logic- The Nature of Argument- Truth and Validity- Categorical Propositions- Quality, Quantity and Distribution-

The Traditional Square of Opposition- Standard Form Categorical Syllogisms- Rules and Fallacies- Disjunctive and Hypothetical Syllogisms.

### **Symbolic Logic**

**Unit II: Arguments Containing Compound Statements 20 Hrs**

Simple and Compound Statements- Conditional Statement- Argument Forms and Truth tables- Statement forms.

**Unit III: The Method of Deduction 20 Hrs**

Formal Proof of Validity- The Rules of Replacement- The Rules of Indirect Proof - The Strengthened Rule of Conditional Proof

**Unit IV: Quantification Theory 20 Hrs**

Singular Propositions and General Propositions- Proving Validity- Preliminary Quantification Rules.

**(Exercises in each section of each chapter to be worked out)**

### **Text Books:**

1. *Symbolic Logic*. Irvin M. Copy. (Relevant chapters and sections)
2. *Introduction to Logic*. Irvin M. Copy. (Relevant chapters and sections)

### **References:**

1. *Logic*. Stan Baronett & Madhuchadrass. Publisher. Pearson.
2. *Logic Informal, Symbolic and Inductive*. Chhanda Chakraborti.

**PHL1 C 04: PHENOMENOLOGY AND EXISTENTIALISM  
(Core)**

**Brief Description of the Course:**

The course is an introduction to Phenomenology and Existentialism. The course is intended to bring out the significance of humanistic values of freedom and responsibility in the context of existentialism and phenomenology. It provides the students with clarity in the process of acquiring knowledge and suggests a subjective standard of truth. It also brings forth the possibility of the becoming of human essence based on the choice of action.

**Course Outcome:**

1. It develops analytical thinking in the perspective of phenomenology whereby one can get into the essences of human experience.
2. It helps the students to enhance their understanding about the problems of human existence and meaning of life.
3. It helps to evaluate the human activity based on the vision that human being is the centre of experience.
4. It gives an ability to apply the knowledge about being -in- itself and being-for- itself in the present life situation. Concepts like bad faith can be applied to real life situations.

**Hours/ Week: 6**

**Credits: 4**

**Contact Hrs: 108**

**Unit I: Phenomenology: Introduction**

**Hrs.18**

The background of Phenomenology

The Ideal of Philosophy as a Rigorous Science

**Unit II: Edmund Husserl: Husserl's Phenomenological Method Hrs 18**

Different phases of Husserl's Phenomenology  
 Basic features of Husserl's Phenomenology  
 Husserl's Doctrine of Essences, Intentionality  
 Phenomenological Reduction

**Unit III: The Methodological Questions of Existentialism Hrs 24**

The Background of Existentialism  
 Chief Features of Existentialism

**Unit IV: Soren Kierkegaard Hrs 24**

Kierkegaard's notion of Existence  
 The Subjective truth, Freedom and Subjectivity

**Unit V: Jean Paul Sartre Hrs 24**

Sartre's Ontology, Bad Faith  
 Being-for-itself, Being-in-itself  
 Freedom

**Text Book:** *A Critical Survey of Phenomenology and Existentialism*. Mrinal Kanti Bhadra ICPR in association with Allied Publishers, New Delhi. (Relevant Chapters and Sections)

**References:**

1. *Introduction to phenomenology*. Second Edition, By Dermot Moran Routledge
2. *Reading Sartre: On Phenomenology and Existentialism*. Edited by Jonathan Webber Routledge
3. *Kierkegaard and Philosophy: Selected Essays*. By Alastair Hannay. Routledge

## **Audit Course (Semester1)**

### **A01: ABILITY ENHANCEMENT COURSE**

**Credits: 4**

Ability Enhancement Course (AEC): (Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training /Community linkage programme / Book reviews etc.)

#### **Brief Description of the Course:**

There are four modules in the course. In the first module, students are expected to do a seminar presentation as directed by the course-instructor. The second module aims to help the students to get trained in engaging with the publication works. The third modules provide training for book reviews. The fourth module is concerned with the documentation of the book review.

#### **Course Outcome:**

- 1) At the end of the course, the student is expected to master the skills in the formalities of public presentation.
- 2) This will enhance their writing skills and, in the preparation, and publication of articles in Journals.
- 3) The course creates the ability of ICT learning and teaching methods.

<b>Module</b>	<b>Title</b>	<b>Activity</b>
<b>Module 1</b>	Seminar presentation	Introduction- content presentation- conclusion – body language- Mock presentation
<b>Module 2</b>	Article for Journal	Abstract, font and spacing, foot notes and end notes, reference citation.
<b>Module 3</b>	Digital Presentation	Power point Presentation and Online Submission

<b>Module 4</b>	Documentation of book reviews	Print Document and Online Submission
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## **SEMESTER - II**

### **PHL2 C05: WESTERN METAPHYSICS**

**(Core)**

#### **Brief Description of the Course:**

This course is an introduction to Western metaphysics. The course is intended to discuss various issues related to metaphysics. The fundamental problems that metaphysical descriptions are faced with are also discussed in the course. It is also intended to inquire into the status of metaphysics as challenged by movements like logical positivism.

#### **Course Outcome:**

1. It helps the students to get a deeper understanding of metaphysical theories.
2. Enhancement of analytical thinking capacity is expected through learning the debates among various theorists.
3. The capacity to evaluate theories are enhanced through the comparison and evaluation of various metaphysical positions.
4. Enhances the creative thinking through the study of metaphysical theory constructions from the phenomenal experience.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit 1: The concept of Metaphysics Hrs 36**

Aristotle's View: Metaphysics as the Science of Being Qua Being- Descartes's view- Spinoza's view- Kant's view- Positivist view.

**Unit II: Approaches to Metaphysics Hrs 36**



Metaphysics as a pseudo-science (a body of non-sensical utterance)- Metaphysics as protoscience (pre-scientific thinking)- Metaphysics as going beyond science- Metaphysics as thrusting beyond the limits of language (Heidegger; Wittgenstein)- Metaphysics as presuppositionlessness (Phenomenology).

**Unit III: Problems of Metaphysics**

**Hrs 36**

Appearance and Reality- Being, Essence and Existence- Mind and Body- Space and Time- Part and Whole.

**References:**

1. Walsh.W.H , *Metaphysics*,
2. Russell.B, *Problems of Philosophy*, OUP
3. A.E. Taylor, *An Introduction to Metaphysics*
4. Taylor, Richard (ed) *Introductory reading in Metaphysics*
5. Sclesinger, G.N, *Metaphysics*
6. Bergson *Introduction to Metaphysics*
7. Hiedegger, *An Introduction to Metaphysics*
8. Bradley, *Approach to Reality (Introduction)*
9. Camap. R, *Elimination of Metaphysics in Ayer.*
- 10.Aristotle, *Metaphysics*, relevant chapters from Book A and E

## **PHL2 C06: INDIAN METAPHYSICS**

**(Core)**

### **Brief Description of the Course:**

This course is an introduction to Indian metaphysics. It is intended to impart the knowledge of spiritualistic and non-spiritualistic interpretations of reality found among Indian schools. It is also intended to give a comparative account of the notions of reality and also an awareness about debates between various Indian schools.

### **Course Outcome:**

1. Helps in enhancing the knowledge about the metaphysical theories put forward by various Indian schools.
2. The study of debates among various schools helps in enhancing the analytical and critical reasoning abilities.
3. The study of comparative account of various theories helps also in evaluation of these theories for their applicability.
4. The notion of reality of the world and self can contribute towards a better handling of problems in real life situations.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit I: Upanisads: Metaphysics Hrs 18**

Nature of reality- Brahman- Atman- Creation- Degrees of Reality.

**Unit II: Jainism: Metaphysics Hrs 20**

Reality and Existence- Ontology: Jiva - Ajiva

**Unit III: Buddhism: Metaphysics Hrs 22**

The four noble truths- eight-fold path- The Doctrine of Dependent Origination.

**Unit IV: Sankyha-Yoga: Metaphysics** **Hrs 22**

Reality: Prakrthi-Purusha- Theory of evolution.

**Unit V: Schools of Vedanta** **Hrs 22**

Sankara's Advaita System- Visistadvaita and Dvaita.

**References:**

1. Dr. S. Radhakrishnan; *Indian Philosophy Vol I and II; .*
2. C.D Sharma; *A Critical Survey of Indian Philosophy*
3. Hiriyanna; *Essentials of Indian Philosophy;*
4. Datta and Chatterjee; *Indian Philosophy*
5. S.N. Das Gupta; *Indian Philosophy (relevant vols)*

## **PHL2 C07: RECENT DEVELOPMENTS IN WESTERN THOUGHT**

**(Core)**

### **Brief Description of the Course:**

The course is intended to impart a general idea about the 20<sup>th</sup> Century developments in Continental philosophy. It surveys the key features theories, and developments of various schools of structuralism and post-structuralism, and post-modernism.

### **Course Outcome:**

1. The course imparts the knowledge about the 20<sup>th</sup> Century developments in Continental philosophy.
2. The study of structuralism and semiotics helps in enhancing the analytic skills.
3. Being an area related to literature, the course helps in the enhancement of creative thinking potential.
4. The approaches to various theories under this course impart the knowledge of different social perspectives, whereby the student can apply them in socio-cultural contexts of everyday life.

**Hours/ Week: 6**

**Credits: 5**

**Contact. Hrs: 108**

**Unit 1: Structuralism and Semiotics Hrs.24**

Concept of sign– Generation of meaning– Deep structure and surface structure – Media and message – Truth and meaning.

**Unit II: Ideology and Criticism Hrs.24**

Ideology as material force- Interpretation- two features – Super structure and ideology.

**Unit III: Post Structuralism Hrs.25**

Structure, sign, play- The indeterminacy of meaning- Text and difference- Philosophy of writing, reading and deconstruction.

**Unit IV: Post Modernism Hrs.35**

1. Modernism and the project of modernity- features of modern philosophy- Renaissance and enlightenment- Descartes, Kant and Marx.
2. Post Modernism: Incredulity narrative towards meta narrative- paradoxical ways- post modernism and globalization- post modernism and the concept of progress- commodification- Real and representation, revivalism.

**References:**

1. Jacques Derrida, *Writing and Difference*, Tran. Alan Bass
2. Jameson, *Post-modernism or the Cultural Logic of Late Capitalism*, Duke University Press (Introduction and conclusion)
3. *Lenin and Philosophy*, Monthly Review, New York
4. Lyotard; *The Post-Modern Condition*, Manchester
5. Terence Hawkers; *Semiotics and Structuralism*, Methuen.
6. Terence Hawkers; *Cultural Materialism; Theory and Practice*; Blackwell Publication

## **PHL2 C08: PHILOSOPHY OF LANGUAGE**

**(Core)**

### **Brief Description of the Course:**

The course is an introduction to the analytic trends in 20<sup>th</sup> Century Western philosophy. This provides various approaches to the theory of meaning and truth. The course takes up the study about the role of language in philosophical analysis as well as the analysis of the language itself.

### **Course Outcome:**

1. The course provides the knowledge about various approaches to meaning and truth.
2. The philosophy of language being akin to the analytic philosophy, the course enhances the analytic skill to a considerable extent.
3. The study of the contextual meaning of language enables one to have a better understanding of the language use in all realms of life.
4. The course provides various tools for the analysis of language use, whereby one can acquire the capacity for the precise use of language.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

<b>Unit I:</b>	<b>Frege</b>	<b>Hrs.20</b>
	Sense and reference	
	Concept and object	
<b>Unit II:</b>	<b>Russell</b>	<b>Hrs.20</b>
	Theory of description	
<b>Unit III:</b>	<b>Quine</b>	<b>Hrs.20</b>

Meaning and Truth

Logical Grammar

<b>Unit IV: Davidson</b>	<b>Hrs.15</b>
Truth and Meaning	
<b>Unit V: Dummett</b>	<b>Hrs.15</b>
Theory of meaning	
<b>Unit VI: Chomsky</b>	<b>Hrs.18</b>
Transformational Grammar	
Standard theory of transformational Grammar	

**References:**

1. Milton Munitz; *Contemporary Analytical Philosophy* (Chapters on Frege and Russell only)
2. W.V.Quine ; *Philosophy of Logic* , Prentice Hall of India PVT Ltd New Delhi
3. Davidson's article on "*Truth and Meaning*"
4. Dummett's article on "*Theory of Meaning*"
5. M.Devitt's; *Language and Reality* (Chapter 6 only) pp. 89- 110
6. Chomsky; *The Essential Chomsky*; Penguin books India
7. Morton Winston; *On Chomsky*; Wadsworth Publishing Company

**(Audit Course: Semester II)**  
**A02: PROFESSIONAL COMPETENCY COURSE**

**Credits: 4**

**Brief Description of the Course:**

The course consists of two modules. The first module is meant for making students familiar with the advanced tools/ software to improve the quality of research-writing in different areas of enquiry. The second module is meant for making students familiar with different presentation software relevant to philosophical studies and research.

**Course Outcome:**

1. At the end of the course, the student can improve their professional competency.
2. Improves the quality and standard of writing philosophical papers and articles.
3. It helps to enhance the communication and the presentation skills of the students.

**Module 1: Writing Research Papers**

How to write a research paper? Writing a research paper in philosophy; Methodological practices to be followed in writing a paper; citations and bibliography; identifying online materials and software relevant to the courses; identifying authentic resources, encyclopaedia-resources, online journals, software for improving the quality of writing, software for editing, checking plagiarism etc.

**Suggested Reading:** Istvan Berkeley: *How to Write a Philosophical Paper?*

**Activity:** Training students in the application level of different online tools/software relevant to the courses.

**Module 2: Presentation Skills**

How to prepare slides for effective presentations? Techniques of editing, designing the slides and highlighting the major points etc; How to



improve the ability of academic communication? Presenting the points and responding to the questions.

**Activity:** Training students in using various presentation-software.

**Module 3: Technical Writing-** Foot notes and end notes (Word processing)

## **SEMESTER - III**

### **PHL3 C09: THE SOCIO-ECONOMIC PHILOSOPHY OF MAHATMA GANDHI (CORE)**

#### **Brief Description of the Course:**

The course gives a general introduction about the socio-economic views in Gandhian philosophy. The purpose of the course is to give an exposure to the Gandhian concepts like Sarvodaya, Ramarajya, Trusteeship, and Panchayat raj. It is also intended to give an in-depth idea about the Gandhian principles of truth, nonviolence and satyagraha.

#### **Course Outcome:**

1. It helps students to have an in-depth understanding of the principles of Truth and Non-violence.
2. It provides analytical and comparative understanding of the economic concepts of trusteeship, capitalism and socialism.
3. Students can better understand the significance of Sarvodaya and panchayath raj and apply them in the contemporary society.
4. To acquire a better ability to evaluate the present social movements through the eyes of Gandhian environmentalism and the principle of non-violence.

**6 Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

#### **Unit: I Introduction**

##### 1.1 Indian Influence.

- a) Upanishads, b) Gita, c) Ramayana, d) Jainism and
- e) Buddhism

1.2 Western Influence

a) Leo Tolstoy, b) Thoreau and c) Ruskin.

**Unit: II Gandhian Ideal Society**

1.1 Sarvodaya

a) Truth, b) Non-violence, c) Satyagraha,

d) Education, e) Untouchability and f) End and Mean

**Unit: III Gandhian political ideal (Ramarajya)**

a) Decartelization of power, b) Panchayath Raj, c) Self-rule and d) Swadesi.

**Unit: IV Economic ideals of Gandhi**

a) Trustee ship, b) Private Property & Exploitation, c) Socialism and Economic Equality, d) Village and cottage industries, e) Against over industrialization

**References:**

1. M.K.Gandhi: *Sarvodaya*
2. M.K.Gandhi: *Hind Swaraj or Indian Homerule.*
3. Unnithan T.K.N: *Gandhi and Ssocial Change.*
4. Bose N.K: *Studies in Gandhism & Selections from Gandhi.*
5. Tandon Viswanath: *The social & political Philosophy of Sarvodaya after Gandhi.*

**PHL3 C10: PHILOSOPHY OF MIND**  
**(Core)**

**Brief Description of the Course:**

The aim of this course is to introduce the metaphysical account of mind and the related philosophical issues. The course is centred around the classical mind-body problem and provides various approaches to the problem. Various theories are discussed in the course from the classical to those in the contemporary cognitive science.

**Course Outcome:**

1. Helps in understanding the mind-body problem as central to the debates in philosophy of mind.
2. Helps in developing the analytical skill through analysing various theories in their attempt to solve the mind-body problem.
3. Gives an in-depth knowledge about the nature of mental states and consciousness, whereby the student will be better able to understand evaluate the perceptions and knowledge their own and others.
4. The understanding of the areas related to artificial intelligence enables the student evaluate the claims related to intelligent machines.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit I: Mind Body Relationship**

- a) Cartesian Dualism
- b) Conceivability and Divisibility Argument

**Unit II: Mental States**

- a) Mental States and Propositional Attitudes
- b) Eliminative Materialism and Folk Psychology

- c) Functionalism
- d) Functionalism and Brain State
- e) Functionalism and Six Features of Mental State

**Unit III: Behaviourism**

- a) Arguments in favours and against Behaviourism
- b) Behaviourism and Identity theory

**Unit IV: Problems of Consciousness**

- a) Intentionality
- b) Nature of Qualia and Inverted Spectrum argument
- c) Reductionism and Non-Reductionism

**Unit V: Human Rationality and Artificial Intelligence**

- a) Rationality and reason
- b) Artificial intelligence and turing test
- c) Searle's Chinese room argument
- d) Connectionism and mind

**Reading Materials:**

1. Ian Ravenscroft: *Philosophy of Mind: A Beginner's Guide*
2. Edward Feser: *A Short Introduction to the Philosophy of Mind*
3. Lowe: *An Introduction to the Philosophy of Mind*  
(Cambridge,2000)

## **PHL3 E01: PHILOSOPHY OF SCIENCE**

**(Elective)**

### **Brief Description of the Course:**

The course is intended to explain the nature, methods and development of science in general. The course is also intended to the relationship between philosophy and science and to get a basic idea of how science works. The philosophical approaches in theorising scientific progress is also taken up in this course.

### **Course Outcome:**

1. Develops a basic understanding about the nature and development of scientific theories.
2. Helps in developing the analytic skill through the conceptual analysis of scientific theory building and their validity.
3. To help in understanding the extent to which scientific theories are socially/ culturally determined.
4. The students are expected to apply the demarcation criteria of science in the evaluation of various theories as scientific/ unscientific/ pseudo-scientific.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

<b>Unit I:</b>	<b>Introduction</b>	<b>28. Hrs</b>
	What is Philosophy of Science?	
	Aristotle's Philosophy of Science	
	Seventeenth Century attack on Aristotle's Philosophy of Science (Galileo, Bacon, Descartes)	
<b>Unit II:</b>	<b>Newton's Axiomatic Method</b>	<b>10. Hrs</b>

- Unit III: Theory of Scientific Method** **25. Hrs**  
Cognitive status of Scientific Laws  
Theories of Scientific Procedure  
Structure of Scientific Theories
- Unit IV: Scientific Inductionism & Hypothetico-Deductionism** **15. Hrs**  
Method- J.S. Mill
- Unit V: Theories of Scientific Progress** **30.Hrs**  
Karl Popper- Falsification,  
Thomas Kuhn- Paradigm shift  
Paul Feyerabend- Against method

**References:**

1. John Losse: *A Historical Introduction to the Philosophy of Science*, Oxford, 2014.
2. Rosenberg Alex: *Philosophy of Science*, Routledge, 2002.
3. James Ladyn: *Understanding Philosophy of Science*, Routledge, 2002.

**PHL3 E02: PROBLEMS OF PHILOSOPHY**  
**(ELECTIVE)**

**Brief Description of the Course:**

The course introduces the perennial problems of philosophy. The aim of the course is to identify the issues, approaches and debates among various philosophical traditions on these problems. The course is also intended to evaluate the responses to these problems given by various philosophers/schools.

**Course Outcome:**

1. It helps to enhance the understanding about the age-old problems that are fundamental to philosophy.
2. It helps in improving the analytical and critical thinking ability through the study of debates among various approaches to the problem.
3. The study of the attempts to solve these problems helps the students in improving their capacity to evaluate theories in philosophy as well as in other disciplines.
4. It enhances the creative/ synthesising ability through the study of the means by which the theories transcend some of these problems.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit I: What is Philosophy?**

Epistemological Problems- Law, Theory and Explanation

Metaphysical Problems- Substance and Universals,

Ethical problems- Theories of Goodness

**References:**

1. Richard E Creel: *Thinking Philosophically* (Chapter 1-2, pp15-21), Blackwell, 2001.
2. K Ajdukiewicz: *Problems and Theories of Philosophy*, (Chapter 1, PP 3-6), Cambridge, 2009.
3. Margret Chatterjee: *Philosophical Enquiries*, (Chapter 1-7, PP1-133), Motilal, 1988.
4. Manuel Velasquez: *Philosophy: A Text with Readings*, (Chapter1, PP1- 72) Wadsworth, London, 2001.
5. John Hospers: *An Introduction to Philosophical Analysis*, Allied Publishers, New Delhi, 1929. (Pages. 229-49, 349-67, 580)

**Unit II: Sources of Knowledge**

Cognition, experience, faith and reason,

*a priori- a posteriori* distinction

Theories of knowledge: Idealism, subjective idealism, objective idealism, transcendental idealism, Phenomenalism, Realism.

Truth: Certainty and validity,

Theories of truth: Correspondence, coherence, pragmatic, relation:

Cause-effect, reality- appearance.

**References:**

1. Margret Chatterjee: *Philosophical Enquiries*, (Chapter 5-7, PP 64-133), Motilal, 1988.
2. Simon Blackburn: *Think*, (Chapter 1, PP 15-48), Oxford, 1999.
3. John Hospers: *An Introduction to Philosophical Analysis*, (Chapter 1- 4, PP101-143) Allied, New Delhi, 1997.
4. James Hall: *Knowledge, Belief and Transcendence*, (Chapter 1-2 PP 9-44), HMC Boston.

**Unit III: Freewill and Determinism**

Subject-object, mind-body, matter, space and time,



Being -becoming,  
 Universal- particular.

**References:**

1. Margret Chatterjee: *Philosophical Enquiries*, (Chapter 8-11, and 14. PP 131-185, 215-29), Motilal, 1988.
2. John Hospers: *An Introduction to Philosophical Analysis*, (Chapter 6- 8, PP 279-378) Allied, New Delhi, 1997.
3. K Ajdukiewicz: *Problems and Theories of Philosophy*, (Chapter 4, PP 101-151), Cambridge, 2009.

**Unit IV: Self and Personal Identity**

Transcendence-Immanence, Value,  
 Moral action: Utility- Goodness, justice.

**References:**

1. Margret Chatterjee: *Philosophical Enquiries*, (Chapter 8-9, PP 229-62), Motilal, 1988.
2. Simon Blackburn: *Think*, (Chapter 5, PP 149-192), Oxford, 1999.
3. John Hospers: *An Introduction to Philosophical Analysis*, (Chapter 1-4, PP 349-367) Allied, New Delhi, 1997.
4. Manuel Velasquez: *Philosophy: A Text with Readings*, (Chapter 4, PP 276-354) Wadsworth, London, 2001.

## **PHL3 E03: SOCIO-POLITICAL THOUGHT**

**(Elective)**

### **Brief Description of the Course:**

The course is an introduction to the origin and development of social and political thoughts. The course intends to bring out the impact that philosophers made on social and political institutions. It is also intended to introduce the methods of analysis of socio-political facts.

### **Course Outcome:**

1. To enhance the knowledge of social and political theories.
2. It enables the students to improve analytical thinking skills in the context of social and political events.
3. It helps to understand the significance of socio-political thoughts in interpreting, evaluating and predicting socio-political phenomena.
4. To enhance the ability to apply philosophical theories in social contexts to understand the social phenomena better.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit. I: Nature and scope of Political Philosophy 24. Hrs.**

Theoretical and applied politics-society and state- Elements of state-individual and state- Liberty, Freedom and equality- Classification of government by Aristotle- Communitarian theory of Plato.

### **References:**

1. A.C. Kapoor: *Principles of Political Science*-(chapter-1) S Chand &Co, Delhi,1971

2. John Christman: *Social and Political Philosophy-A Cotemporary Introduction*, (Chapter 1) Routledge,2008
3. Thomas Cristiano and John Cristman: *Contemporary Debates in Political Philosophy* (Chapter1, pp1-78), Wiley Blackwell, 2009.
4. Murray: *An Introduction to Political Philosophy*, Chapter 1pp1-24, Cohen & West, London, 1970.
5. Abbas Hoveda and Kumar Ranjay: *Political Theory*, Pearson, Delhi, 2012.

**Unit II: Liberal Democratic Paradigm 30. Hrs.**

Hobbes: mechanism, egoism and rationality- Locke: reason, morality and freedom- Rousseau: general will- Kant: moral obligation.

**References:**

1. John Christman: *Social and Political Philosophy-A Cotemporary Introduction*, (Chapter 1) Routledge,2008
2. Thomas Christiano and John Christman: *Contemporary Debates in Political Philosophy* (Chapter1, pp1-78), Wiley Blackwell,2009.
3. Murray: *An Introduction to Political Philosophy*, Chapter 1pp1-24, Cohen & West, London, 1970.
4. Velasquez Manuel: *Philosophy: A text with Reading*, (Chapter 8, pp 606 84), Wadsworth, 2008.
5. Laurence, Thomas: *Contemporary Debates in Social Philosophy*, Wiley Blackwell, 2009.
6. Abbas Hoveda and Kumar Ranjay: *Political Theory*, Pearson, Delhi, 2012

**Unit III: Distributive Justice 30. Hrs.**

Welfare liberalism of john Rawls- (theory of justice- requirements of just society)- Classical liberalism of Robert Nozick (entitlement concept of social justice)- Rawls on the laws of people- Liberalism and public discourse- Conservatism & communitarianism.

**References:**

1. John Christman: *Social and Political Philosophy- A Cotemporary Introduction*, (Chapter 1) Routledge,2008.
2. Thomas Cristiano and John Chrisman: *Contemporary Debates in Political Philosophy* (Chapter1, pp1-78), Wiley Blackwell,2009.
3. Murray: *An Introduction to Political Philosophy*, Chapter 1pp1 Cohen &West, London, 1970.
4. Velasquez Manuel: *Philosophy–A text with Reading*, (Chapter 8, pp. 606), Wadsworth, 2008.
5. Laurence Thomas: *Contemporary Debates in Social Philosophy*, Wiley Blackwell,2009.
6. John Rawls: *The Laws of People*, Cambridge,1999.
7. John Rawls: *The Theory of Justice*, Cambridge, 1999
8. Abbas Hoveda and Kumar Ranjay: *Political Theory*, Pearson, Delhi, 2012.

**Unit IV: Marxism****24. Hrs.**

Historical materialism-class struggle- Reinterpretation of social history- Socialism, capitalism- Alienation-surplus value-exploitation- Critique of Marxism

**References:**

1. John Christman: *Social and Political Philosophy-A Cotemporary Introduction*, (Chapter 1) Routledge,2008
2. Thomas Christiano and John Christman: *Contemporary Debates in Political Philosophy* (Chapter1, pp1-78), Wiley Blackwell,2009.
3. Abbas Hoveda and Kumar Ranjay: *Political Theory*, Pearson, Delhi, 2012.

**General References:**

1. George. H Sabine &Thomas L Thorson: *A History of Political Theory*, Oxford,197
2. Thomas Christiano and John Christman: *Contemporary Debates in Political Philosophy*, Wiley Blackwell,2009.

3. Nozick Robert, *Anarchy: State, and Utopia*, Basic Books, New York,1974
4. Kimlicka Will: *Contemporary Political Philosophy: An Introduction*, Oxford, 1990.
5. Barker. E: *Principles of Social and Political Theory* Oxford, London, 1956 .
6. John S Dryzek, Bonnie Honig& Anne Phillips: *The Oxford Hand Book of Political Philosophy*. Oxford ,2008.
7. Abbas Hoveda and Kumar Ranjay: *Political Theory*, Pearson, Delhi, 2012

## **PHL3 E 04: PHILOSOPHY OF WITTGENSTEIN**

**(Elective)**

### **Brief Description of the Course:**

The course deals with the philosophy of Wittgenstein; both the early and the later. It is also intended to look into the influences that Wittgenstein made on other philosophers. Wittgenstein being a philosopher belonging to both ideal language and ordinary language philosophy, the course is expected to give an overall understanding of the nature of analytic philosophy.

### **Course Outcome:**

1. This course is expected to impart the knowledge of the key features of philosophical analysis.
2. Being essentially a course belonging to analytical tradition, it is expected to enhance the analytical skills of the students in general.
3. The students are expected to apply their analytical and critical thinking skills in taking up this course.
4. The students are expected to enhance their ability to evaluate philosophical claims through language analysis and to find out the pitfalls in reasoning using language.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

### **Unit I: Historical Background of the Linguistic Turn in Philosophy**

Post-Hegelian scenario- against System Building in Philosophy- Metaphysics meaningless- Analytic Trends.

### **Unit II: Early Wittgenstein**

Wittgenstein entry into Philosophy- Picture Theory of language- Concept of ideal language- Correspondence theory of Truth- Style of Wittgenstein a writing- Language and world.

### **Unit II: Later Wittgenstein**

A decade of Self-criticism- use theory of meaning- Language games- ordinary language philosophy.

**Unit IV: Wittgenstein and Contemporary Western Philosophy**

His influence in post-modernism -Jean Francois Lyotard- Wittgenstein a critique of European investigation-scientific rationality New dimension of spiritual outside institutions.

**Reference**

1. Richard M. Rorty (ed): *The Linguistic Turn*, University of Chicago Press, 1967.
2. L. Wittgenstein: *Tractatus- Logico Philosophicus* (Routledge, London 1988)
3. John Heaton and Judy Grover: *Wittgenstein for Beginners* (Icons Book, Cambridge, 1994)
4. L. Wittgenstein: *Philosophical Investigation* (Basail Blackwell)

## **PHL3 E05: PHILOSOPHY OF NARAYANA GURU**

**(Elective)**

### **Brief Description of the Course:**

The course is an exposure of the philosophy of the great social reformer and Advaitin, Sri Narayana Guru. The course also looks into the essential features of Sankara Vedanta and the transformation of the same in the visions of Narayana Guru. The translation of the vedantic principles to social contexts are also looked into.

### **Course Outcome:**

1. The course imparts essential knowledge about the advaitic principles and their occurrences in the works of Guru.
2. The course being rooted in advaitic principles, essentially is analytic in nature and exposure to this can improve the analytic skills of the students.
3. It helps the students to evaluate the philosophy works in general based on their social significance.
4. The humanistic approaches in the philosophy of Guru enables the students to apply the same in relevant social contexts in the contemporary world.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

**Unit I: Post Sankara Dialectics and Advaita Vedanta 30. Hrs.**

- a. The Guru trio of South India: Sankara, Ramanuja and the Madhva
- b. Buddhism, Jainism and Saivism
- c. Narayana Guru's emergence

**Unit II: Evolution of Narayana Guru's Works 30. Hrs.**

- a. Devotion



- b. Mysticism
- c. Philosophy

**Unit III: Significance of Narayana Guru** **24. Hrs.**

- a. Advaita Deepika (Lamp of Nondual Wisdom) and Arivu (Knowledge)
- b. Darsana Mala (Garland of Visions)

**Unit IV: Sankara and Narayana Guru** **24. Hrs.**

- a. The Humanistic Term in Indian Philosophy
- b. Philosophy and the dream of one world

**References.**

1. Dr. Natarajaguru, *The World of the Guru*
2. *The Philosophy of a Guru*
3. *Life and Teaching of Narayana GURU.*
4. *Experiencing One World*
5. *An Integrated Science of the Absolute 3Vols.*
6. Muni Narayana Prasad: *Vedanta Sutra of Narayana Guru*

## **PHL3 E06: PHILOSOPHY OF MARXISM**

**(Elective)**

### **Brief Description of the Course:**

The course is intended to introduce the principles of Marxism and its variations in the present society. It examines the fundamentals of Marxist ideology and also examines imperialism and its impact in society. The new trends in Marxist thoughts and its implications in environment are also looked into.

### **Course Outcome:**

1. This course helps to attain the knowledge of the fundamentals of Marxian philosophy.
2. It enables the students to develop critical approach to social and political issues in the contemporary society.
3. The course helps in developing a social consciousness on humanism in general and Marxism in particular.
4. It enables the students to evaluate socio-political instances based on the Marxian principles.

**Hours/ Week: 6**

**Credits: 5**

**Contact Hrs: 108**

### **Unit I: Marxism an Introduction**

- a. Theory of alienation
- b. Doctrine of ideology
- c. Theory of Mode of Production
- d. Class and Class Consciousness
- e. Dictatorship of the Proletariat.

### **Unit II: Imperialism as the Highest Stage of Capitalism (Lenin)**

- a. Bourgeois and Proletarian revolution
- b. Materialism and Imperialist Criticism

- c. Mao Tse Tung- On Contradiction.

**Unit III: New Trends Introduction**

- a. Socialist Feminism
- b. Cultural Criticism-Antonio Gramsci.

**Unit IV: Environment and Philosophy**

- a. Environmentalism.
- b. Ecophilosophy

**References:**

1. Marx, Engels: *Communist Manifesto* (English Edition) Robert Freedman (ed.) Marxist Social thought. Harvest Book, New York, 1968.
2. Roger S. Gottlieb(ed): *An Anthology of Western Marxism* OUP 1989- Relevant portion
3. Mao-Tse Tung on Contradiction (In Selected Works Vol.1) Foreign Languages Press, Peking, 1967 p 311-347.

## **SEMESTER IV**

### **PHL4 C11: PHILOSOPHY OF DECONSTRUCTION**

**(Core)**

#### **Brief description of the course:**

The aim of the course is to give a general introduction about Philosophy of Deconstruction. The course deals with historical background of deconstruction in Philosophy and Literature. It is also intended to look into the possible relationship between deconstruction and Indian theories of meaning.

#### **Course Outcome:**

1. This course helps to develop the knowledge about the idea of deconstruction in Philosophy and Literature.
2. It enables the students to understand the significance of speech, presence and origins, from Hegel to Saussure.
3. The course helps in analysing the texts of various forms with deconstruction as a tool.
4. The course provides insight for the learners to apply deconstruction and evaluate the literary works they encounter.

**Hours/ Week: 6**

**Credits: 4**

**Contact Hrs: 108**

#### **Unit I: Deconstruction as a Methodology from Nietzsche**

- 1.1 Philosophy and Literature.
- 1.2 Speech, Presence, Origins: From Hegel to Saussure.
- 1.3 Derrida and Kant: Enlightenment Tradition.
- 1.4 Structure, Sign and Play: The Question of Meaning and Centre.

#### **Unit II: Of Grammatology- An Introduction.**

2.1 Derrida on Plato.

2.2 Nietzsche, Freud, Levi Straus: On the Method of Deconstruction.

**Unit III: Derrida and Indian Theory of Meaning**

3.1 Bhartrhari and SphoTa

3.2 Dinnaga and Apoha

**Reading Materials:**

1. Christopher Norris, *Derrida*, Fontana Press, 1987
2. Jacques Derrida, *Acts in Literature*, Derek Attridge Ed. Routledge, 1992.
3. Christopher Norris, *Deconstruction: Theory and Practice*
4. Derrida, *Writing and Difference*, Trans. Allan Bass (RKP)
5. Derrida, *Of Grammatology*, Motilal Banarsidas New Delhi (1994)
6. Harold Coward, *Derrida and Indian Philosophy*, Sri Sadguru Pub. New Delhi, 1991.
7. C. D Sharma, *Critical Survey of Indian Philosophy*, Motilal Banarsidas New Delhi, 1991.

## **PHL4 C12: PHILOSOPHY OF HUMANISM**

**(Core)**

### **Brief Description of the Course:**

This course is a survey of humanistic philosophy, both in the West and in the East. The humanistic tendencies from ancient Greek philosophy to modern Western philosophy is traced in this course. The course also covers the humanistic approaches in Vedic traditions as well as that found in modern India.

### **Course Outcome:**

1. It is expected out of this course to gain the knowledge of humanistic approaches in the East and West.
2. The student learns the significance of human existence and the importance to assert subjective elements in human experience.
3. It helps in enhancing the humanistic approach in everyday life through the study of approaches that goes beyond mere intellectualism.
4. The application of humanistic approach in examining instances of social events and the capacity to evaluate them based on humanism is expected out of this course.

**Hours/ Week: 6**

**Credits: 4**

**Contact Hrs: 108**

### **Unit I: The Humanistic Term in Greek Thought**

- a. “Man is the measure of all things” – the maxim of Protagoras
- b. Socrates and Plato

### **Unit II: Positivist Trends in The Modern West**

- a. Auguste Comte’s Law of three stages

- b. Marxian dictum; “Man is the root of mankind”
- c. Existentialism and Humanism

**Unit III: Humanism in India**

- a. Non-Vedic Systems- Buddhism, Jainism, Carvaka, and Regional trends
- b. Later trends: Jyothybhu Phul, Mahadev Randay, E.V. Rmamaswamy, Gurunanak, Ambedkar, Narayanaguru and
- c. M. N. Roy.

**References:**

1. Auguste Comte, *The Positive Philosophy*, Frederic Harrison (tran.) Batoche Books, Kitchner, 2000.
2. Jim Herrick, *Humanism: An Introduction*, Oxford University Press, 2011.
3. Jim Herrick, *Humanism: An Introduction*, Prometheus, 2005.

## **PHL4 C13: PHILOSOPHY OF GENDER**

**(Core)**

### **Brief Description of the Course:**

The course is intended to provide an awareness of feminism to students. The course also deals with historical background of feminist movement and fight for different rights of women. The history and significant features of the first, second and third wave feminism are examined in the course.

### **Course Outcome:**

1. This course helps to understand the basic concepts of feminism and feminist movement.
2. It enables to understand the significance of women's right for vote, right for property and right for contraceptive measures.
3. It helps to analyse the concept of freedom based on liberal, radical, socialist, psycho-analytic, and eco-feminist perspectives.
4. It helps students to evaluate contemporary social events from a feminist perspective.

**Hours/ Week: 6**

**Credits: 4**

**Contact Hrs: 108**

### **Unit I: Epistemological-Ontological Break**

- a. Tom Paine's right of man-
- b. Mary Wollstonecraft's -vindication of the right of Women
- c. Man-centred world & Philosophy
- d. Feminist epistemology and ontology

### **Unit II: First Wave of Feminism**

- a. Assertion of man-women equality



- b. Individual identity and dignity as a woman
- c. Equal right and voting right-
- d. Virgin Woolf's a room of one's own.

### **Unit III: Second Wave of Feminism**

- a. Emphasis on sexual autonomy-
- b. Politics of representation-personal is political
- c. Militant phase of feminism-
- d. Religion and myths interpreted from women's point of view  
Sciences, Language, Art and literature are deconstructed  
from feminist perspective-
- e. Liberal, Radical, Socialist, Psycho-analytic, Eco-feminist  
school

### **Unit IV: Contemporary Feminism**

- a. Internal dissension-
- b. Feminist movement responds to local, Racial, National, Post-Colonial, Class-cast specificities.
- c. Stress on difference-de-centred and pluralistic phase-post-feminism.

### **References:**

1. Tom Paine-Right of man in selected works of tom paines, Cariton House New york,1945
2. Mary Wollstonecraft (1792) – vindication of right of women
3. Michelle Boulous Walker, -Philosophy and Maternal Body, Routledge, London, New York, 1998.
4. Virginia Woolf, A Room of Once's Own. CUP 1998 (edition)
5. Miriam Schneir (ed.), The Vintage Book of Feminism, Vintage, 1995.
6. Rosalind miles: The women's history of the world paladin 1989
7. Betty Friedan, The Feminine Mystique, Penguin, 1965.
8. Raven Armstrong: The Gospel According to Women, Harper

Collins, 1996.

9. Simone de Beauvoir, *The second sex*, penguin, 1987.

10. Judith Butler, *Gender Trouble*, Routledge, New York, London, 1990.

## **PHL4 E07 MODERN MORAL PHILOSOPHY**

**(Elective)**

### **Brief Description of the Course:**

The course is an introduction to Metaethics. It examines fundamental nature of ethical discourse and terms. It also familiarizes the meta-ethical theories like ethical scepticism emotivism and prescriptivism.

### **Course Outcome:**

1. This course helps to develop the knowledge about first order and second order moral discourse.
2. It enables to understand the significance and foundational principles of ethical discourse.
3. The students are expected to analyse ethical statements of everyday life and understand the basis of disagreements.
4. The course helps in validating ethical claims made in various realms of life through their meta-analysis.

**Hours/ Week: 6**

**Credits: 2**

**Contact Hrs: 108**

**Unit I: Introduction 24 Hrs.**

- a. Distinction between first order and second order moral discourse
- b. Analysis of ethical terms- Good and Right.

**Unit II: Ethical Cognitivism 30 Hrs.**

- a. Ethical Naturalism-J S Mill
- b. Ethical Non-Naturalism-
- c. G E Moore-Ethical terms as indefinable-

d. Naturalistic Fallacy

**Unit III: Ethical Non-Cognitivism** **24 Hrs.**

a. Ethical Scepticism-Logical Positivist Account

b. Emotivism- C L Stevenson

**Unit IV: Prescriptivism** **24 Hrs.**

a. R M Hare- Prescriptivity

b. Supervenience,

c. Universalisability Thesis.

**References:**

1. W.D Hudson, *Modern Moral Philosophy*, Macmillan. (1970)
2. C.D Broad, *Five Types of Ethical Theory*.
3. T E Hill, *Contemporary Ethical Theory*.
4. William Lilly, *Introduction to Ethics*
5. Mackenzie, *Manual of Ethics*

## **PHL4 E08 ECO-PHILOSOPHY**

**(Elective)**

### **Brief Description of the Course:**

The course is intended to expose the nature and significance of eco-philosophy. The course clarifies the conceptual terms related to ecology and environment and also inquire into the man-nature relationship from an historical perspective. It is also intended to look upon the problems that humanity impose upon the nature.

### **Course Outcome:**

1. It gives an insight into the nature and significance of understanding and evaluating human activities from the stand point of nature.
2. It enables the students to look upon and understand nature from a non-anthropocentric perspective.
3. The course provides an eco-centric view, whereby the students are expected to redefine the meaning of man-nature relationship.
4. The students are expected to attain the capacity to evaluate the developmental activities of the government and society from an ecological point of view.

**Hours/ Week: 6**

**Credits: 2**

**Contact Hrs: 108**

**Unit I: Nature and Scope of Philosophy of Environment 24. Hrs.**

- a. Concepts of environment,
- b. Ecology,
- c. Ecosophy

- Unit II: Man-Nature Relationship** **24. Hrs.**
- a. Classical & Modern environmentalism.
  - b. Scientific & Tribal Ecology.
  - c. Jaina & Buddhist perspective of Nature.
  - d. Ancient Indian Religions ecology.
- Unit III: Contemporary Philosophy** **30. Hrs.**
- a. Paradigm shift -Rejection of Anthropocentrism
  - b. Critique of Scientific-Technological Civilization
  - c. Emerson -Thoreau -Gandhi -Marxist Perspective
- Unit IV: Ecological Problems** **24. Hrs.**
- a. Population,
  - b. Aggressive Consumerist,
  - c. Capitalism, Critique of Idea of Progress,
  - d. Genetic Engineering & Nuclear Energy
  - e. Environmental Ethics

**References:**

1. Warwick Fox, *Towards a Transpersonal Ecology*
- A. F. Robin, *The Ethics of Environmental Concern*
2. Sampedro, *Ecophilosophy: A field Guide to Literature Environmental Ethics (Journal)*
3. Brennen Andinin, *Thinking about Nature; An investigation of Nature, Value and Ecology*
4. M. K. Gandhi, relevant selections from collected works

## **PHL4 E09 FILM AND PHILOSOPHY**

**(Elective)**

### **Brief Description of the Course:**

The course is an inquiry into the nature, genre theories and the philosophy of film. The course is intended to expose the theoretical and philosophical foundations of film and film making. It also tries get into the issues like identify the art of image making, ontology of moving images, reality and illusion and the theories of perception.

### **Course Outcome:**

1. This course helps to understand the philosophical foundations of film as an art.
2. The study of principles and philosophies behind the films can help students to improve upon their creative potentials.
3. The students can improve their capacity for film appreciation through this course.
4. This course enables the students to make better evaluations of the films they encounter for their philosophical values.

**Hours/ Week: 6**

**Credits: 2**

**Contact Hrs: 108**

### **Unit I: Nature of Cinematic Representation**

- a. Human beings and art of image making-
- b. Ontology of moving images
- c. Reality and illusion

- d. Theories of perception - analytic, cognitive, phenomenological etc.
- e. Cinema as art, industry and technology

**Unit II: Film Genres**

- a. Realism and Neo Realism.
- b. New-Wave and Popular Commercial.
- c. Underground cinema.
- d. Political cinema.

**Unit III: Theories of Cinema**

- a. Sergel Evenstein-Bazine-
- b. Semiotic-Psychoanalytic theories
- c. Auter-Post Modernist view
- d. Feminist Perspective

**Unit IV: Philosophy of Cinema**

- a. Roshomon – Akira Kurussowa.
- b. Suraj Ka Sathwan, Ghoda -Shyam Benegal.
- c. Subversive Readings of Mythico – Religious Texts.
- d. Nazann – Louis Bunnel.
- e. Esthapan -G Aravindan.

**References:**

1. *The Philosophy of Film: Introductory Text and Readings*, Thomas E. Wartenberg (ed.), Blackwell, Oxford, 2005.
2. Rupert Read, *A Film-Philosophy of Ecology and Enlightenment*, Routledge, 2020.
3. Amy Karofsky, *Philosophy Through Film*, Routledge, 2020.