

# **Syllabus for Four Year Undergraduate Programme (FYUP)**

## **Undergraduate Programme in Philosophy**

**(Revised on July 2025 to be effected from the Academic year 2025-26)**



**DEPARTMENT OF PHILOSOPHY  
School of Humanities, Manipur University  
Canchipur : Imphal**

## Undergraduate Programme in Philosophy

The Proposed Programme shall be governed by the Department of Philosophy, School of Humanities, Manipur University. This new curriculum of Undergraduate Programme in Philosophy offers an updated syllabus in tune with the National Education Policy 2020 of the Government of India; the University Grants Commission's Guidelines for the Learning Outcomes-based Curriculum Framework (LOCF); the National Higher Education Qualifications Framework (NHEQF) 2023; the National Credit Framework 2023; the Curriculum and Credit Framework for Undergraduate Programmes 2024 of the University Grants Commission; and the University Grants Commission (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025, which will bring students to the forefront of philosophical debates in various areas of philosophy, viz., metaphysics, epistemology, ethics, logic, aesthetics and many other newly emerging philosophical areas. The syllabus is a combination of traditional aspects of philosophy along with modern trends.

### Introduction

Philosophy is learning to think. In the beginning, the mystery of Existence taught men how to think, giving rise to love of wisdom of the great Sages of the Hellenic civilization from Thales to Aristotle via Socrates. The mystery of Existence on the one hand and the inscrutable ways of human nature on the other were areas of adventurous exploration. The passionate engagement of the Sages gave rise to all the hitherto existing intellectual and spiritual disciplines of mankind, including our children of yesteryear like Anthropology and Economics. Thanks to their efforts, from learning to learn or thinking to think Philosophy gradually crystallizes into a discipline of teaching man to think. That generated the Idea of Academy, Gymnasium, and University and of course, Curriculum. Learning and teaching to think gave mankind the impetus to choose a unique destiny and the rest is history. The discovery of techne, the birth of technology, institutionalization of creating and imparting skill, evolving knowledge-based society – these follow from the categorical imperative of the fundamental philosophizing enterprise.

### Programmes Structure

The Undergraduate Programme in Philosophy shall be FOUR YEARS duration with multiple exit and entry options. Each year the courses will be conducted such as Level 4.5: Bachelor's Certificate, Level 5: Bachelor's Diploma, Level 5.5: Bachelor's Degree and Level 6.0: Bachelor's Degree with Honours/Honours with Research.

### Credit Requirements

Each year there shall be a course consisting of minimum credits requirements of 40, 40, 40 and 40 respectively, along with an additional 4 credits for Summer Internship either in I semester or II semester. The total credits per semester shall be:

First Year (Credit-40)				Second Year (Credit-40)			
Semester I	20	Semester II	20	Semester III	20	Semester IV	20
Third Year (Credit-40)				Fourth Year (Credit-40)			
Semester V	20	Semester VI	20	Semester VII	20	Semester VIII	20

The students are allowed to take 15/20 (Fifteen/Twenty), 6/8 (Six/Eight), 3/3 (Three/Three), 2/2 (Two/Two), 3/3 (Three/Three), 3/3 (Three/Three), 1/1 (One/One) papers as Major/Minor, MDC, AEC, VAC, SEC, Internship of 4, 4, 3, 4, 2, and 4 credits each in the I, II, III and IV Years totalling 60/80, 24/32, 9/9, 8/8, 6/6, 9/9, and 4 credits. In completion of 4.5: Bachelor's Certificate they shall earn 40 credits, Level 5: Bachelor's Diploma, 80 credits Level 5.5: Bachelor's Degree, 120 credits and Level 6.0: Bachelor's Degree with Honours/Honours with Research, 160 credits.

The students of other departments are allowed to take the Minor subject in philosophy as notified by the Department of Philosophy.

Each course will carry 100 marks of which 30 marks shall be reserved for internal assessment based on classroom participation, seminars, term papers (home assignment), tests, and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher assigned as Course-in-Charge. Any student who fails to participate in classes, seminars, term papers, and test will be debarred from appearing in the end semester examination in the specific course and no Internal Assessment marks will be awarded to such a candidate. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course and other assessment tests in the applicable semester. No special classes will be conducted for him/her during other semesters. The remaining 70 marks in each paper shall be awarded on the basis of a written examination at the end of each semester.

### **Learning Outcomes based approach to Curriculum Planning**

The learning outcomes-based curriculum framework for Undergraduate Programme in Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for Undergraduate Programme in Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

### **Nature and extent of the Undergraduate Programme in Philosophy**

Philosophy is taken to be an abstract study about the fundamental structure of the world. It works towards foundations of each and every subject that is investigating the nature of the world but it does not only deal with foundations of science but with foundations of humanities as well, including that of social structures. The scope of philosophy is therefore vast. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about the place of each and every aspect of nature vis-à-vis the whole of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through positive reflection about its various facets.

In pursuing these aims, Undergraduate Programme in Philosophy aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government, etc.

The Undergraduate Programme in Philosophy covers the full range of philosophy, from classical Indian Philosophy and Greek Philosophy to Modern Logic, Ethical theories of Mill and Kant and contemporary reflections on current debates in applied ethics and bio ethics, analytic philosophy and continental philosophy, philosophy of science and law, and core courses in Indian and western philosophy texts. Current issues in feminist theory are also dealt with. There are many choices students have regarding which options they can take which makes the Honours syllabus a rich and diverse experience for students.

### **Aims of Undergraduate Programme in Philosophy**

The overall aims of Undergraduate Programme in Philosophy are:

- To encourage and nurture the mental strength for participating in philosophizing activity by adopting various critical thinking tools developed in the philosophical projects, and to instil the dialectical thought process which will enable them to make their independent opinion and interpretation on the issues and problems.
- To prepare an academic ambience for critical analysis and examination on the existing ideas propagated so far by various philosophers at the global level concerning the major different schools of thought, movement in philosophy.
- To provide a broad outline of the current state of knowledge and research in a given field to have a clear picture of the academic environment and to understand how to deal with issues philosophically and also train to look for solutions to contemporary problems from the philosophical perspectives.

### **Graduate Attributes in Philosophy**

Some of the graduate attributes in philosophy are listed below:

- **Disciplinary knowledge:** Comprehensive knowledge and understanding of the subject areas, engagement with different philosophical systems both Indian and Western, and application of knowledge in practice encompassing multi-disciplinary or multi-professional areas.
- **Communications skills:** Quality of public speaking that conveys ideas and information in various interactions with people. The effectiveness in the discourse, clarity of ideas empowering the students to provide a positive contribution in achieving a common goal.
- **Creative and critical thinking:** Ability to analyze and identify relevant assumptions, hypothesis, implications or conclusions; understand and formulate logically correct arguments and understand various aspects of the arguments put forward by philosophers regarding fundamental concepts such as existence, substance, causation, mind, truth, beauty and justice.
- **Research-related skills:** Capability to come up with novel ideas that would further enrich the subject and thinking to conceive innovative responses to future challenges.
- **Self-directed learning:** Ability to work independently, to prepare for living and learning in a digital world, and to search relevant resources for self-learning for upgrading knowledge in philosophy.
- **Moral and ethical competency:** Inculcating a lasting habit to make a global citizen and engaging in any work of life with honesty, sincerity, and responsibility towards humanity as a whole.

### **Qualification descriptors Undergraduate Programme in Philosophy**

Students who choose Undergraduate Programme in Philosophy, develop the ability to think critically, logically and analytically and hence use philosophical reasoning to develop sophisticated theories and also in everyday life.

Undergraduate Programme in Philosophy consists of Major discipline (Compulsory Courses), Discipline Specific Courses (Major optional) and Minor course along with courses like Multidisciplinary Course, Ability

Enhancement Course, Skill Enhancement Course, Value Added Course and internship/dissertation, etc. A student qualifying in the discipline will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills in logic, ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics and bio ethics.

### **Programme Learning Outcomes in Undergraduate Programme in Philosophy**

The completion of Undergraduate Programme in Philosophy will enable a student to:

- Expose the students in the learning process of general philosophical trends both Western and Indian by adopting critical tools of analyzing problems and also inculcate the skill of problem solving in a wide spectrum of historical context.
- Develop the generic skill and global competencies in the familiarisation of the contemporary trend of research and knowledge in a given field and look for the solution for philosophical problems in contemporary times.
- Expose the students in the issues and problems of metaphysics, epistemology, logic, and ethics for understanding the general trends in philosophical investigations.
- Engage the student to acquire analytical and critical thinking skills for enabling to apply in further higher research.
- Familiarise the students the nature and characteristics of mind, matter, language, knowledge, and reality for the conceptual clarity and understanding philosophical debates on various issues in interpreting meanings.

### **Courses of Undergraduate Programme in Philosophy**

The programme shall have the following course components:

#### **Core/Major Course**

There are 15/20 core papers consisting of 2 papers in I Year (8 credits), 6 papers in II Year (24 credits), 7 papers in III Year (28 credits) and 5 papers in IV Year (20 credits).

#### **Elective/Minor Course**

Generally, an elective course is a course which can be chosen from a pool of courses which may be very specific or specialised or supportive to the students other than philosophy discipline for widening their knowledge and enabling them to expose to the other field of study so that they can have a multidisciplinary knowledge. An elective course may be three types:

- Multidisciplinary Course (MDC)
- Minor Discipline (MNC)  
This course opens to the students for selecting any course from the pull of discipline offered as MNC provided as Minor Discipline in other department.
- Dissertation/Project/Internship

#### **Ability Enhancement Course (AEC):**

This course comprises of two kinds of courses based on ability enhancement and skill enhancement of the students exposing to community life and culture through which their knowledge will help them to adapt in demand of social responsibilities and also able to apply in understanding the social realities. The two kinds of courses are Ability Enhancement Course (AEC) and Skill Enhancement Course (SEC).

Ability Enhancement Course (AEC) and Skill Enhancement Course (SEC) will be the main component of the course. AEC course is based on the content that leads to knowledge enhancement on English/MIL for communication skill and academic writing. This course is mandatory to all students. The papers for AEC course may be **chosen from a common pool of courses** designed to provide value-based and/or skill-based knowledge.

Skill Enhancement Course (SEC) is value-based and/or skill-based which would provide hands-on-writing, competencies, skills, such as writing, listening, reading and speaking. Each of the AEC and SEC courses shall carry 4/3 credits.

**Value Added Course (VAC):**

These are courses that may help in the development of all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. It includes subjects like Yoga, Sports, Health Care, NCC, NSS, Ethics, Culture, etc. VAC courses may be **chosen from a pool of courses**. Each VAC course shall carry 2 Credits.

The schedule of papers prescribed for various semesters shall be as follows:

**Course Structure for 4-Year Undergraduate programme in Philosophy**

<b>First Year</b>									
Semester/ Level	Major (Credit-4)	Minor (Credit-4)	MDC (Credit-3)	AEC (Credit-4)	SEC (Credit-3)	Experiential Learning (Credit)	VAC (Credit-2)	Total (Credit)	Additional Summer Internship
I/ Level 100	Major-1	Minor-1	MDC-1	AEC-1 Communic ation Skill	SEC-1		VAC-1	20	Additional for Bachelor's Certificate (Credit-4)
II/ Level 100	Major-2	Minor-2	MDC-2	AEC-2 Academic Writing	SEC-2		VAC-2	20	
						I Year Credit		40	
<b>Exit option with Bachelor's Certificate in Philosophy on completion of courses equal to minimum of 40 Credits along with additional 4 credits from Internship</b>									
<b>Second Year</b>									
III/ Level 200	Major-3 Major-4	Minor-3	MDC-3		SEC-3		VAC-3	20	Additional for Bachelor's Diploma, if not done in 1 <sup>st</sup> Year (Credit-4)
IV/ Level 200	Major-5 Major-6 Major-7 Major-8	Minor-4						20	
						II Year		80	
<b>Exit option with Bachelor's Diploma in Philosophy on completion of courses equal to minimum of 80 Credits along with additional 4 credits from Internship</b>									
<b>Third Year</b>									
V/ Level 300	Major-9 Major-10 Major-11	Minor-5				Internship/Com munity Engagement and Service/ Field Project (4)		20	
VI/ Level 300	Major-12 Major-13 Major-14 Major-15	Minor-6						20	
Total	60 Credits	24 Credits	9 Credits	8 Credits	9 Credits	4 Credits	6 Credits	120	
<b>Exit option with Bachelor's Degree in Philosophy on completion of courses equal to minimum of 120 Credits</b>									

<b>Fourth Year</b>								
[Students who have completed (Third Year) Bachelor's Degree in Philosophy with CGPA 7.5 marks may offer <b>Honours/Honours with Research</b> programme and those who have completed (Third Year) Bachelor's Degree in Philosophy with less CGPA 7.5 marks may continue 4 <sup>th</sup> year programme in Honours only.]								
Semester/ Level	Major (Credit-4)	Minor (Credit-4)	DSE (Credit-4)	AEC (Credit-4)	Dissertation (Credit)	VAC (Credit-2)	Total (Credit)	Additional Summer Internship
VII/ Level 400	Major-16 Major-17 Major-18	Minor-7	<b>Hons only</b> DSE-1		<b>Hons with Research</b> Dissertation Part I (4 Credits)		20	
VIII/ Level 400	Major-19 Major-20	Minor-8	<b>Hons only</b> DSE-2 DSE-3		<b>Hons with Research</b> Dissertation Part II (8 Credits)		20	
Total	80 Credits	32 Credits	9 Credits	8 Credits		6 Credits	160	
<b>Award of Bachelor's Degree with Honours/Honours with Research in Philosophy on completion of courses equal to minimum of 160 Credits</b>								

### Course/Paper Code and Paper title

Semester/ Level	Major (Credit-4)	Title of Paper	DSE (Credit-4)	Title of Paper	MDC (Credit-3)	Title of Paper
I/Level 100	MJC45PHI101(T) 25	Logic			MDC45PHI101(T) 25	Dance and Music in Manipuri Culture
II/Level 100	MJC45PHI102(T) 25	Issues in Philosophy			MDC45PHI102(T) 25	Philosophy and Film
III/Level 200	MJC50PHI203(T) 25	Greek Philosophy			MDC50PHI203(T) 25	Conflict and Conflict Resolution
	MJC50PHI204(T) 25	Indian Philosophy-I				
IV/Level 200	MJC50PHI205 (T)25	History of Western Philosophy-I				
	MJC50PHI206 (T)25	Moral Philosophy (Indian)				
	MJC50PHI207 (T)25	Moral Philosophy (Western)				
	MJC50PHI208 (T)25	Philosophy of Religion				
V/Level 300	MJC55PHI309 (T)25	Applied Ethics				
	MJC55PHI310 (T)25	Social & Political Philosophy				
	MJC55PHI311 (T)25	Contemporary Indian Philosophy				
VI/Level 300	MJC55PHI312 (T)25	Contemporary Western Philosophy				
	MJC55PHI313 (T)25	Feminist Philosophy				
	MJC55PHI314 (T)25	Continental Philosophy				
	MJC55PHI315 (T)25	Indian Materialism				
	<b>Total</b>	<b>60 Credits</b>				<b>9 Credits</b>
VII/Level 400	MJC60PHI416 (T)25	History of Western Philosophy-II	DSE60PHI401(T) 25	Knowledge & Scepticism		
	MJC60PHI417 (T)25	Indian Philosophy-II				
	MJC60PHI418 (T)25	Research Methodology				
VIII/Level 400	MJC60PHI419 (T)25	Indian Theories of Consciousness	DSE60PHI402(T) 25	Eco-Philosophy		
	MJC60PHI420 (T)25	Philosophy of Science	DSE60PHI403(T) 25	Philosophy of Logic		

<b>Total</b>	<b>80 Credits</b>				<b>9 Credits</b>	
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**Students of other departments have to choose the following paper as Minor Course from the Major.**

Year	Semester	Minor (Credit-4)	Title of Paper	Level
First	I	MNC45PHI101(T) 25	Logic	Level-100
	II	MNC45PHI102(T) 25	Issues in Philosophy	Level-100
Second	III	MNC50PHI203(T) 25	Greek Philosophy	Level-200
	IV	MNC50PHI204(T) 25	Moral Philosophy (Indian)	Level-200
Third	V	MNC50PHI205(T) 25	Moral Philosophy (Western)	Level-200
	VI	MNC50PHI206(T) 25	Philosophy of Religion	Level-200
	<b>Total</b>	<b>24 Credits</b>		
Fourth	VII	MNC55PHI307(T) 25	Applied Ethics	Level-300
	VIII	MNC55PHI308(T) 25	Social & Political Philosophy	Level-300
	<b>Total</b>	<b>32 Credits</b>		

Undergraduate Programme in Philosophy  
FIRST-YEAR (Semester-I)  
**MJC45PHI101(T)25/  
MNC45PHI101(T)25**

**LOGIC**

**Course Objective:**

This course aims to introduce the student to the basic elements of sentential logic, predicate logic as well as the logic of relations. The student is expected not only to master the basic theoretical concepts but is also expected to master the logical techniques through working on various exercises given in the suggested books.

**Course Learning Outcome:**

The student will become well versed in all the principles and technicalities of proposition calculus and predicate calculus. He will be well trained in the methods of formal proof. With this training, the student will be well prepared to enter the domain of higher logic. He will also surely learn the interpretation of Aristotelian logic using the principles and techniques of modern logic.

- Logic as the study of arguments: The nature of logical argument; Premises and Conclusions; Conclusion indicators and Premise indicators; Diagram for argument: Diagram for single, simple and complex arguments; Truth and Validity.
- Sentences and Propositions: Word and Sentence; Letter and Word; Token and Type; Sentence Token and Sentence Type; Propositions: Distinction between a Proposition and a Sentence; Truth value of a Proposition; Kinds of Propositions: Simple and Compound Propositions – Conjunctive, Disjunctive, Implicative and Negative Propositions.
- Formal Concepts: Form of a Proposition; Propositional Variable; Propositional Function; Truth Function: Conjunctive, Disjunctive, Alternative, Implicative, Negative; Paradoxes of Material Implication; Bi-conditional; Material Equivalence; Logical Equivalence; Truth Table: Tautologies, Contradictories and Contingencies; Truth Table Method of Proving the Validity of Arguments.
- Syllogism: Figures and Moods of Valid syllogistic arguments. Rules governing different Figures. Fallacies of syllogistic arguments.

**Text Books:**

Copy, Irving M, Cohen, Carl, McMahon, Kenneth, *Introduction to Logic*, Routledge, 2013.  
Cohen, Morris R and Nagel, Ernest, *Introduction to Logic and Scientific Method*, Simon Publications, 1933.

**Reference Books:**

Copy, Irving M, *Symbolic Logic*, (Chapter 1-6), Prentice Hall India Learning Private Limited, 1995.  
Tidman, Paul and Kahne, Howard– *Logic and Philosophy: A Modern Introduction*. Wadsworth Publishing Co Inc; International student edition (1 June 2006).  
Siu-Fan Lee, *Logic: A Complete Introduction*, UK: Hodder & Stoughton, 2017.

Undergraduate Programme in Philosophy  
FIRST-YEAR (Semester I)  
**MDC45PHI101(T)25**

**DANCE AND MUSIC IN MANIPURI CULTURE**  
(Multidisciplinary Course)

**Course objective:**

The course is to acquaint the learners with the fundamental principles of Manipuri Dance and Music.

**Course Learning Outcome:**

The course will help the learners in realising how aesthetics principles are used as medium of ritual practice.

Unit I:	<b>Dance and Music as Sacred Performance Text</b>
	1. Varieties of religious experience in Manipuri Dance and Music
	2. Role of Dance and Music in the State formation of Manipur
	3. Gods and Goddesses in ecstasy (Lai Haraoba): Cosmogony. Cosmology, Theogony of the sacred Lai-Haraoba ritual.
Unit II:	<b>Nata Sankirtana as Mahayajna</b>
	1. The evolution of Nata Sankirtana as a form of worship in Manipur.
	2. The sight, the sound, and the body in the Nata Sankirtana – analysis of the performance text.
	3. The transcendence of the self in love of infinite as depicted in Manipuri Raas Leela – analysis of the soul and forms of Raas Leela.

**Suggested Readings:**

- S. Shyamkishore Singh & Bhagat Oinam (eds), *History of Science, Philosophy and Culture*, Vol. VI. Part 9, *Perspectives on Manipuri Culture*, New Delhi: Centre for Studies in Civilization Publication, 2017. [See the articles of Khulem Chandrasekhar & S. Shyamkishore Singh, L. Bishwanath Sharma, Rekha Konsam, Rajkumari Geetanjali Devi, Usham Rojio, RK Jhalajit Singh, Devjani Chalia, P. Milan Khangamcha]
- E. Nilakanta Singh, *Manipuri Dance*, New Delhi: Omsons Publication, 1997.
- Faubion Bowers, *The Dance in India*, New York: Columbia University Press, 1953.
- RK Danisana, *Manipuri Dances*. New Delhi: Rajesh Publications, 2012.
- Saroj N Arambam & John Parratt, *The Pleasing of the Gods: Meitei Lai-Haraoba*, New Delhi: Vikash Publishing House, 1997.
- Saroj Nalini Arambam Parratt, *The Religion of Manipur*, Guwahati: Spectrum Publications, 2013.
- Kh. Ratan Kumar, *Lai-Haraoba of Manipur*, Imphal: Published by Ph. Pratima Devi, 2001.
- L. Bhagyachandra Singh, *The A Critical Study of the Meitei Before the Advent of Vaisnavism in Manipur*, Imphal: Published by L. Momon Devi, 1991.
- Kshetrimayum ongbi Thouranisabi Devi, *Raas Makhhal Amasung Nunggi Masak*, Imphal: Masana Phongjaba, 2006.
- A. Chitreshwor Sharma, *Sankritan Bichar, Ahanba Saruk*, Imphal: Published by A, Sashikumar, 2010.
- A. Chitreshwor Sharma, *Sankritan Bichar, Anisuba Saruk*, Imphal: Published by A, Sashikumar, 2010.
- Shri Atombapu Sharma, *Meitei Kritan*, Imphal: Masana Phongjaba, 1953.
- Ngariyanbam Kullachandra, *Meitei Lai-Haraoba*, Imphal: Masana Phongjaba, 1964.

Ngangbam Kumar Maibi, *Kanglei Umang Lai-Haraoba*, Imphal: Aphongba Thambal Angou, 1988.  
 Elam Indira, *Lai-Haraobagi Wakhallon Paring*, Imphal: Masana Phongjaba, 1977.  
 Elam Indira, *Lai-Haraobada Chatnaba Anoi Eeshei*, Imphal: Masana Phongjaba, 2001.  
 RK Achoubisana, *Pena Anoi*, Imphal: Manipur State Pena Asheiba Loishang, 1997.

Undergraduate Course in Philosophy  
 FIRST-YEAR (Semester I)  
**SEC45PHI101(T)25**

**VALUE BASED EDUCATION**  
**(Skill Enhancement Course)**

**Course Objective:**

As per the requirements of Skill Enhancement Course, firstly, the course aims at the task of expanding the scope and depth of the skills of learners in terms of re-skilling their sense of values with reference to the question what value means, its cross-civilisational manifestations reflected in religion, philosophy and literature. Secondly, the skill enhancement-oriented values are recast in the light of the relevance of traditional values to the contemporary world at large.

**Course Learning Outcome:**

The course has been designed to hone and test both the theoretical abilities to understand what they have learned in Value Based Education and their abilities to adapt them to the multifaceted dynamics of the practical realities of the interconnected present world.

Unit I:	<b>Value – An Introduction</b>
	1. Meaning and Importance of value
	2. Classification of value – Indian and Western
	3. Religion, Philosophy and Literature.
Unit II:	<b>Values – Traditional and Contemporary</b>
	1. Traditional values – Purushartha, Satyam, Shivam, Sundaram, Ahimsha Premandkarma, Tyaga and Lokasangraha
	2. Contemporary values – Democracy, Socialism, Secularism, Freedom, Discipline, Responsibility, Human rights.
	3. Value crises in social life, economic life and political life.

**Suggested Readings:**

Allport, G.W., Vernon, P.E., and Lindzey, G. (1970), *Study of Values*, Boston: Houghton Mifflin.  
 Delors, J. (1996), *Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century*, Paris: UNESCO.  
 Morris, Charles W. (1956). *Varieties of Human Values*. Chicago: University of Chicago Press.  
 Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi

Undergraduate Programme in Philosophy  
FIRST-YEAR (Semester-II)  
**MJC45PHI102(T)25/  
MNC45PHI102(T)25**

**ISSUES IN PHILOSOPHY**

**Course Objective:**

The course aims at familiarising the student with the broad outlines of the problems and issues developed in the philosophical discourse. This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

**Course Learning Outcome:**

The student will literally see the scope and subject matters of philosophy. The student will be exposed to the general philosophical debates which will help them in understanding the problems in life. The concept like causal theories, freedom and determinism, identity and self-identity, etc shall be the foundation of their knowledge about the world.

- Definition and Scope of Philosophy
- The problem of Substance; Substance and qualities– Views of Locke, Berkeley and Hume.
- Proofs for the Existence of God: Cosmological, Ontological and Teleological Proofs.
- Freedom and Determinism
- Problem of Self-Identity.
- Theories of Causation.

**Text Books:**

Patrick, G.T.W., *Introduction to Philosophy*. Surjeet Publications (1 January 2019), New Delhi.  
Thilly, Frank, *A History of Philosophy*. SBW Publishers (1 January 2018), New Delhi.

**Reference Books: (Relevant Chapters Only)**

Titus, Herold H., *Living Issues in Philosophy*, 4<sup>th</sup> edn., Eurasia Publishing House, Delhi, 1964.  
Mead, Hunter, *Types and Problem of Philosophy*, Henry Holt and Company, New York, 1959.  
Bahm, Archie J., *Philosophy: An Introduction*, Chapman and Hall, Ltd. London.

Undergraduate Programme in Philosophy  
FIRST-YEAR (Semester II)  
**MDC45PHI102(T)25**  
**PHILOSOPHY & FILM**  
(Multidisciplinary Course)

**Course objective:**

The course aims at acquainting the student with the underlying principles of aesthetics and philosophy of film as an Art.

**Course Learning Outcome:**

At the completion of the course, the student will discover how much man's ways of looking at himself is reflected or unfolded in the Art of Film. How knowingly or unknowingly the Art of film making is in itself, and by itself, a kind of philosophical engagement with Man, Nature, and Society.

Unit I:	<b>Study of Film as Performance Text</b>
	1. The play of shadow and substance in Film. The problem of making the shadow more real than what it can be.

	2. The cinematographic Principle and the Ideogram. Sergei Eisenstein's dialectic approach to Film Form: The need for phenomenological understanding.
	3. Portrayal of sex, violence and Ideology in Film.
Unit II:	<b>Learning Film Appreciation and deeper philosophizing activities</b> – Choose any three Films as Texts from the following:
	<ol style="list-style-type: none"> <li>1. <b>Sankritana of Manipur.</b> (2009) Director: Aribam Syam Sharma Producer: Sangeet Natak Akademi</li> <li>2. <b>AFSPA, 1958</b> (2006) Director: Haobam Pabankumar Producer: Oli Prteous Ltd</li> <li>3. <b>Ima Sabitri</b> (2016) Director: Senate (Bobo) Khuraijam Producer: Masek Mangal Film Production</li> <li>4. <b>Phum-shang</b> (Floating Life) (2014) Director: Haobam Pabankumar Producer: Films Division, Mumbai</li> <li>5. <b>Highways of Life</b> (2020) Director: Amar Maibam Producer: Sangeet Natak Akademi</li> <li>6. <b>The Silent Poet</b> (2011) Director: Borun Thokchom Producer: Borun Thokchom Production Company: Synchronising Senses</li> <li>7. <b>Pather Panchali</b> (1955) Director: Satyajit Ray Producer: Government of West Bengal</li> </ol>

### Suggested Readings:

Plato, *The Republic Part V, Book X. The Quarrel Between Philosophy and Poetry*. Trans., Francis MacDonald Cornford.

Aristotle, *On Poetics*, Trans., Ingram Bywater.

The following selections from *Film Theory and Criticism*, Eds., Gerald Mast and Marshall Cohen;

*The Myth of Total Cinema* from *What Is Cinema*, Volume 1, Volume 2, by Andre Bazin.

*The Evolution of The Language of Cinema* by Andre Bazin, Ibid.

*The Cinematographic Principle and The Ideogram—A Dialectic Approach To Film Form* by Eisenstein from, Eisenstein, Sergei M, *Film Form*, edited and translated by Jay Leyda, New York: Harcourt Brace.

*Some Points in the semiotics of the Cinema* from Metz, Christian, *Film Language: A Semiotics of The Cinema*, Translated by Michael Taylor, New York, Oxford University Press.

*The Establishment of Physical Existence* from Kracauer, Siegfried, *The Redemption of Physical Reality*, London, Oxford: Oxford University Press, 1960.

*Film and Reality* by Rudolph Arnheim from his *Film as Art*.

*Basic film Aesthetics* by F. E. Sparshott.

*The Work of Art in the Age of Mechanical Reproduction* by Walter Benjamin.

The following from the book, *Sight and Sound: A Fiftieth Anniversary Selection* edited by David Wilson and published by Faber and Faber Ltd., London, 1982.

Sergei Eisenstein, *Charlie, The Kid*.

Richard Winnington, *Bicycle Thieves*.

Undergraduate Course in Philosophy  
FIRST-YEAR (Semester II)  
**SEC45PHI102(T)25**

**CRITICAL THINKING AND DECISION MAKING**  
**(Skill Enhancement Course)**

**Course Objective:**

This course is to inculcate in the minds of learners the prior necessity of knowing, understanding and application knowhow of the skills pertaining to the different types and steps of logical and theoretical components called First Philosophy as A Second Order Activities subsumed by all the branches of knowledge cutting across Schools. These requirements as the ‘eye of knowledge’ (Jñāna Cakṣu) are deemed unavoidable for any successful critical and innovative decision-making potentials of learners in the difficult and unchartered situations of life, society and the world at large.

**Course Learning Outcome:**

The concerned learners are expected to be successful and capable of responding to the three components of Unit I and Unit II that are designed test their learning outcomes.

Unit I:	<b>Critical Thinking and its Components</b>
	1. Critical Thinking: A Second-Order Activity
	2. Identification and Analysis of the Problem.
	3. Organizing the Data and Identifying the Errors.
Unit II:	<b>Problem Analysis, Decision Making and Wrapping up for Solution</b>
	1. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
	2. Evaluating Decision Options from Multiple Perspectives.
	3. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

**Suggested Readings:**

Hurley, Patrick J. (2019) *A Concise Introduction to Logic*, Wadsworth, Cengage Learning India Pvt Ltd.

Dewey, John. (1933) *How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. revised edition. Boston: Heath

Noisich, Gerald M. (2002), *Learning to Think things through: A Guide to Critical Thinking*, Prentice Hall.

Richard Pirozzi, Gretchen Starks-martin, Julie Bonadonna Dziewisz, (2011) *Critical Reading, Critical Thinking: Focusing on Contemporary Issues*, Longman Pub Group.

Undergraduate Programme in Philosophy  
SECOND-YEAR (Semester-III)  
**MJC50PHI203(T)25/  
MNC50PHI203(T)25**

**GREEK PHILOSOPHY**

**Course Objective:**

This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

**Course Learning Outcome:**

The student will literally see the changing vision of the universe as visualized by Greek Philosophers. The student will see the reasons why engagement with the primal matter is important in the cosmological theories of Thales, Anaximander, Anaximenes and Heraclitus. He will see how the seeds of modern Physics were sown by the Greek Atomists. The student will be acquainted with Plato's Theory of Ideas and Theory of Knowledge which are the classical foundations of Metaphysics and Epistemology. The student will learn Aristotle's metaphysics, which is of perennial relevance in philosophy.

- The Ionics: Thales – Theory of Reality; The Pythagoreans: Number Theory and Ethics; The Eleatics: Parmenides – Sense and Reason, Ontology.
- Heraclitus: Change and Permanence; The Atomists: Democritus – Theory of Particles; The Sophists: Protagoras – Theory of Knowledge.
- Socrates: The Socratic Problem, The Socratic Method.
- Plato: Theory of Knowledge, Theory of Ideas.
- Aristotle: Criticism of Platonic Theory of Ideas, Metaphysics, The Four Causes.

**Text Books:**

Stace, W.T., *A Critical History of Greek Philosophy*. Khosla Publishing House (1 January 2011), New Delhi.

Thilly, Frank, *A History of Philosophy*. SBW Publishers (1 January 2018), New Delhi.

**Reference Books:**

Copleston, Frederick, *A History of Philosophy*, Vol. I Part I and Part II. Doubleday; Revised Edition (January 1, 1962), New York.

Nelson, Leonard, *Socrates Method and Critical Philosophy*. Kessinger Publishing (1 March 2007), Montana, USA.

Popper, Karl, *The Pre-Socratics* (Chapter 9) in the *Conjectures and Refutations: The Growth of Scientific Knowledge*, Routledge; 2nd edition (May 2, 2002)

Undergraduate Programme in Philosophy  
SECOND-YEAR (Semester-III)  
**MJC50PHI204(T)25**

**INDIAN PHILOSOPHY I**

**Course Objective:**

This course aims to bring out the traditional thought systems of classical Indian philosophy. The debates among the systems for dominance of each other grow different philosophical positions. The pre-eminent position of the overall methods of logic or/and epistemological inquiry (Pramāna-śāstra) as the pre-requisite condition of any other inquiry within Indian philosophy (Darśana-śāstra). This course allows the students to acquaint with the Indian thought system.

### Course Learning Outcome:

Reorienting the teaching method of the basic issues of Indian metaphysics evolved through cross-Darśana dialogues between the schools belonging to the Āstika (Orthodox Schools) and Nāstika (Heterodox Schools) to the theoretical and practical requirements in moulding the learners' personality. This in its way may reveal those previously undiscovered facets of Indian metaphysical categories (padārthas) and how these were employed by the ancient Indian philosophers had sought to address the truth about reality and their relevance to life etc. the socio-theoretical implications of the traditional Indian vada-vadiDarshanīcSamvada (inter-Darśana dialogues).

- Meaning and Scope of Indian Philosophy; Heterodox and Orthodox Schools; The Common Characters of Indian Schools; Pessimism and Dogmatism in Indian Philosophy.
- Cārvāka: Theory of Knowledge, Materialism, Ethics.
- Jainism: Concept of Reality, Theory of judgment (Syādvāda), Ethics.
- Buddhism: The Four Noble Truths, The Eightfold Noble Path (astāngikamārga), The Theory of Conditional Existence of Things (Pratītyasamutpāda), The Theory of Non-existence of Soul (anātmavāda)
- Schools of Buddhism: Madhyamika: Sūnyavāda; Yogacara; Vijñānavāda; Sautrantika and Vaibhasika: The Process of Knowing the World (Bāhyānumeyavāda and Bāhyapratyaksavāda)

### Text Books:

Chatterjee, S. C. and Dutta, D. M., *An Introduction to Indian Philosophy*. Rupa & Co (1 December 2012).  
Hiriyanna, M., *Outlines of Indian Philosophy*. Motilal Banarsidass Publishers; Fifth Reprint edition (1 January 2014).

### Reference Books:

Radhakrishnan, S., *Indian Philosophy, Vol. I & II*. Oxford; 2nd edition (24 September 2008).  
Dasgupta, S. N., *History of Indian Philosophy*. Rupa Publications India (20 August 2018).  
Sharma, C. D., *A Critical Survey of Indian Philosophy*. Motilal Banarsidass; 14th edition (1 January 2016).

Undergraduate Programme in Philosophy  
SECOND-YEAR (Semester III)  
MDC50PHI203(T)25

### CONFLICT & CONFLICT RESOLUTION (Multidisciplinary Course)

### Course Objective:

The course is designed to make the student understand how conflicts arise and how they are organically resolved in social systems.

### Course Learning outcome:

Understanding the dynamics of conflict will empower the learner to give valuable academic input towards conflict resolution at the international, national and regional theatres of conflict.

Unit I:	The categories of understanding conflict:
	State Power
	Rogue State
	Nationality
	Typology of Conflict
Unit II:	Conflict Resolution Mechanism:

	Rule of Law, Legitimacy, Continuity in Change, Libertarian Socialism and The Principle of Equity of Nationalities—to constitute the cornerstone of Conflict Resolution.
	Peace Making and Peace Building
	Role of NGOs in Conflict Resolution
	Gandhi's Peace Brigade

**Suggested readings:**

- Bondurant, J. V. (1959) *Conquest of Violence*, Bombay Oxford University Press.
- Burton, J. W. (1984) *Global Conflict*, London, Wheatsheaf.
- R. K. Nimai, Thangjam Brojen, et. al. (eds) *Manipur Papers, Volume 1, 2 and 3*, Imphal, Taragi Cheishu, 2024.
- M.C. Arunkumar & Aheibam Koireng (eds) *Contemporary Socio-Political Movements in North East India*, Imphal: Centre for Manipur Studies, Manipur University, 2016.
- Thangjam Homen (ed) *Beyond Headlines: Deconstructing the Manipur Unrest*, Imphal: People's Alliance for Peace and Progress, Manipur, 2024.
- Phanjoubam Tarapot, *Drug Abuse and Illicit Trafficking in North East India*, New Delhi: Vikash Publishing House, 1997.

Undergraduate Course in Philosophy  
SECOND-YEAR (Semester III)  
**SEC50PHI203(T)25**

**MAN & NATURE**  
(Skill Enhancement Course)

**Course Objective:**

This course is planned to nurture a new sense of skill enhancement with reference to their need to acquire the deeper philosophical learning of the holistic nature of the relation between man and nature in the light their figuring in the Indian and Western philosophical traditions. The metaphysical and ethical underpinnings of this enhancement-based learning has the definite task of recontextualising them in the historic environmental calamities being faced by the globalised world today.

**Course Learning Outcome:**

The students are expected to possess the necessary skills to be tested as per their own assessments of the challenging processes of evaluations to be conducted in terms of the theory oriented sub-components of Unit I and the ethico-metaphysical nature of the corresponding sub-components of Unit II.

Unit I:	<b>Introduction</b>
	1. The Concept of Man and Nature
	2. Indian views towards Man-Nature relationship
	3. Western views towards Man-Nature relationship
Unit II:	<b>Response to the crises of Man-Nature Relationship</b>
	1. Nature of the crises of Man-Nature relationship
	2. Metaphysical responses – Indian and Western
	3. Ethical responses to the crises of Man-Nature relationship

### **Suggested Readings:**

- Radhakrishnan, S. (1929), *An Idealist View of Life*, London: George Allen & Unwin Ltd, Museum Street.
- Radhakrishnan, S. & Raju, P.T. (ed) (2011), *The Concept of Man in Comparative Philosophy*, London: Literary Licensing, LLC
- Saraswati, Baidyanath. (ed) (1995), *Man in Nature* (Prakriti, Vol. 5), New Delhi: IGNCA, www.ignca.gov.in.
- Fromm, Erich (2021). *Marx's Concept of Man*. USA: Hassell Street Press.
- Alan Drengson, Devall, Bill (2010). *The Ecology of Wisdom: Writings by Arne Naess*. USA: Counterpoint.
- Marsh, George P (2020). *Man and Nature*. New Delhi: Bookswagon.

Undergraduate Programme in Philosophy  
SECOND-YEAR (Semester-IV)  
**MJC50PHI205(T)25**

### **HISTORY OF WESTERN PHILOSOPHY I**

#### **Course Objective:**

This course is designed to expose the students to the development of modern western philosophy starting from Descartes to Hume. The philosophical debates and the different approaches centering around the western rationalism and empiricism are the main thrust of this course.

#### **Course Learning Outcome:**

At the end of the course the student will surely have the aesthetic experience of looking at the elegance of philosophical systems – an experience intrinsically valuable in itself. His encounters will be the pre-modern scholastic philosophers and rationalist systems of Descartes, Spinoza and Leibniz. He will be thrilled on seeing the isomorphism between Logic and Aesthetics. He will realize how the roots, branches and fruits are related. All these he will have by way of unfolding his mind from a thoroughgoing study of the texts of the grandmasters.

- Scholasticism: Its characteristics and stages.
- St. Augustine: Theory of Knowledge and Theology.
- Thomas Aquinas: Philosophy and Theology; Theory of Knowledge.
- Descartes: Method and Criteria of Knowledge; The Principle – *cogito ergo sum*; Existence of the External World; Relation between Mind and Body; The Theory of Innate Ideas.
- Spinoza: Substance, Attributes and Modes; Theory of Knowledge.
- Leibnitz: The Doctrine of Monads; Theory of Knowledge; The Pre-established Harmony.

#### **Text Books:**

- Thilly, Frank, *A History of Philosophy*. SBW Publishers (1 January 2018), New Delhi.
- Masih, Y., *A Critical History of Western Philosophy*. Motilal Banarsidass; Seventh edition (1 January 2017).

#### **Reference Books:**

- Falckenberg, Richard, *History of Modern Philosophy*. Kessinger Publishing Co (17 June 2004).
- Copleston, Frederick, *A History of Philosophy*. Rowman & Littlefield Publishers (31 March 1980).
- Russell, Bertrand, *History of Western Philosophy*. Routledge Classics; Edition (1 January 2016).

Undergraduate Programme in Philosophy  
SECOND-YEAR (Semester-IV)  
**MJC50PHI206(T)25/  
MNC50PHI204(T)25**

**MORAL PHILOSOPHY (INDIAN)**

**Course Objective:**

This course aims to acquaint the students with the various ethical concepts of the cosmic and community centricity and duty-bound ethical thinking as the logical corollary of the Indian tradition's philosophical speculations. An attempt is being made to introduce ethical issues in the context of Indian perspectives.

**Course Learning Outcome:**

In the case of Indian Ethics, the larger or the overall holistic cosmology of Indian philosophy will determine its possible actual Learning Outcome. Therefore, the concept of dharma and its derivative expressions like Niti Śāstra, Daṇḍa Niti, karvyatā (duty) and ethical agency (kartā) is the constitutive ideas fit into the bigger picture of Indian world view, Indian social and political philosophy including economic system (Artha Śāstra).

- Cosmic centricity of Indian Ethics: Rta, Satya and dharma, Rna and Yajna.
- Purushartha: Dharma, Artha, Kama and Moksa
- Dharma in Nastika, Eight-fold path of Buddhism, three Jewels of Jainism.
- Dharma in Purva-Mimamsa and Vedanta
- Yamas (five principles of morality) in Patnājali's Yogasutra and Nishkama Karma Yoga of Bhagavad-Gita.

**Text Books:**

- Tiwari, KN, *Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Bauddha Morals*. Motilal Banarsidass Publishers; 2nd edition (1 January 2017).
- Sharma, IC, *Ethical Philosophies of India*. George Allen & Unwin, (1965). First Edition (January 1, 1965).

**Reference Books:**

- Prasad, Rajendra (Ed), *A Historical Developmental Study of Classical Indian Philosophy of Morals*. Concept Publishing Co (1 December 2009), New Delhi.
- Dasgupta, Surma, *Development of Moral Philosophy in India*. New York: F. Ungar Pub. Co. (1965).
- Mitra, S. K., *Ethics of the Hindus*. Asian Publication Services, New Delhi, 1978.
- Radhakrishnan, S. (Tr), *Bhagavad-Gita*. Harper Collins; new edition (2 February 2011).

Undergraduate Programme in Philosophy  
**MJC50PHI207(T)25/  
MNC50PHI205(T)25/**

**MORAL PHILOSOPHY (WESTERN)**

**Course Objective:**

This course is meant to introduce the student to some of the important developments and debates that have shaped moral philosophy in the last sixty years or so. This course, therefore, presupposes an acquaintance with classical and modern Western ethics.

**Course Learning Outcome:**

Students will learn the latest developments in Meta-Ethics. This will sharpen his intellect for future engagement in discourses on Meta-Ethics. They will learn the latest development in Kantian Ethics, basic tenets of classical Utilitarianism and the contemporary debates centering around the ethical doctrine.

- Nature and Scope of Ethics; Relation of Ethics to Religion, Politics and Law; Normative Ethics and Metaethics.
- Moral and Non-moral Actions; The Nature of moral judgment; The Object of moral judgment; Moral obligations.
- Theories of Moral Standard: Naturalistic and Non-naturalistic ethics; Hedonism; Utilitarianism; Intuitionism.
- The Moral Law as a Law of Reason; Kant's ethical theory; The Standard as Perfection; My Station and its Duties
- Value of Life: Theories of Punishment: Capital Punishment; Expression of Dissent; Terrorism; Moral attitude to the environment and animals.

**Text Books:**

Sinha, J. N., *A Manual of Ethics*. New Central Book Agency (NCBA); 4th edition (1 January 2017).

Lillie, William, *An Introduction to Ethics*. Surjeet Publications (1 January 2007), New Delhi.

Singer, Peter, *Practical Ethics*. Cambridge University Press; 3rd edition (21 February 2011).

**Reference Books:**

Mackenzie, J. S., *A Manual of Ethics*. Sagwan Press (4 February 2018).

Frankena, William, *Ethics*. Pearson Education India; 2nd edition (1 January 2015).

Undergraduate Programme in Philosophy

**MJC55PHI208(T)25/**

**MNC55PHI206(T)25**

**PHILOSOPHY OF RELIGION****Course Objective:**

This course aims to acquaint the student with the various concepts of religion in theory and praxis and its relationship to human society. This course will help the students in understanding the philosophical underpinning ideas of religious tolerance and the coexistence of a multi-religious belief system.

**Course Learning Outcome:**

At the end of the course, the student will emerge a mature person with a robust feeling of necessity for the sense of transcendence, be he a believer or an atheist. His encounters with varieties of religious culture and religious experience will transform him into a sober person who looks at contemporary religious conflict and terror with compassion, but deepest understanding ready to declare that ignorance is no reason. At the end of the course, he will realize how absurd it is to have plans for scienticising religion

- The Nature and Scope of the Philosophy of Religion; Distinction between Natural and Revealed Religion; Origin and Development of Religion: Anthropological, Psychological and Historical theories.
- Nature and Attributes of God; Personality of God; God and the Absolute; Proofs for the Existence of God – Ontological, Cosmological, Teleological and Moral.
- God and His relation to the World and Man – Deism, Pantheism and Theism.
- The Problem of Evil; Freedom and Immortality of the Self; Destiny of Man.

- Substitutes for Religion – Materialism, Marxism and Freudianism.

**Text Books:**

Edward, D.M., *Philosophy of Religion*. Progressive Publishers, Calcutta Indian Edition 1960.  
 Hick, John, *Philosophy of Religion*. Pearson Education India; 4th edition (1 January 2015).  
 Masih, Y., *Introduction to Religious Philosophy*. Motilal Banarsidass Publishers; 9th edition (1 January 2017).

**Reference Books:**

Caird, John, *An Introduction to the Philosophy of Religion*. Wentworth Press (13 March 2019)  
 James, William, *The Varieties of Religious Experience*. Cosimo Classics (1 September 2007).

Undergraduate Programme in Philosophy  
**MJC55PHI309(T)25/  
 MNC55PHI307(T)25  
 APPLIED ETHICS**

**Course Objective:**

This course aims to acquaint the student with the various concepts of ethics, ethical issues practices in biomedical, business, corporate and social responsibility, strengthening personal and organizational integrity, ethics and ecology. This course will help the students in understanding the ethical issues prevailing in contemporary lives.

**Course Learning Outcome:**

At the end of this course, the student will learn how moral principles apply to social life and man's positioning of himself in Nature. He will realize why researches on the virus for biological warfare is not only criminal but also immoral. He will know that encroachment of Big Business on Nature is unethical. He will be able to give a critique of corporate violation of nature and human nature.

- Nature and scope of applied ethics.
- Theoretical formulation of applied ethics; analysis of the concept of prima facie obligation.
- Fundamentals of Bio-medical ethics: Suicide and Euthanasia, abortion, organ transplantation, human cloning
- Rights of Nature, Animal rights.
- Corporate Ethics, Professional Ethics, Business Ethics, Media Ethics.

**Text Books:**

Singer, Peter (Ed), *Applied Ethics*. Oxford University Press (1 January 2012).

**Reference Books:**

Lamb, David, *Down the Slippery Slope: Arguing in Applied Ethics*, Routledge, 2013.  
 Winkler, ER & Coombs, JR, (Eds.), *Applied Ethics: A Reader*, Wiley-Blackwell, 1993.  
 Bhasin, Kamla, *Understanding Gender*, New Delhi: Women Unlimited, 2001.  
 Almond, Brenda & Hill, Donald, *Applied Philosophy: Morals and Metaphysics in Contemporary Debates*, Routledge, 1991.  
 Childress, JF & Beauchamp, TL, *Principle of Bio-medical Ethics*, USA: Oxford University Press, 2013.  
 Frey, R. G., *A Companion to Applied Ethics*. Wiley-Blackwell; 1st edition (8 January 2005).  
 Tony, Hope, *Medical Ethics: A Very Short Introduction*. OUP Oxford; 2nd edition (22 November 2018).

Undergraduate Programme in Philosophy  
**MJC55PHI310(T)25/  
MNC55PHI308(T)25**

**SOCIAL & POLITICAL PHILOSOPHY**

**Course Objective:**

The paper aims at cultivating the theorizing capacity of the students at the same time sensitizing them to contemporary social and political issues.

**Course Learning Outcome:**

At the end of the course, the student will come out with knowledge of the structure and dynamics of the State. He will be able to understand and evaluate the rise and fall of ideologies as grand narratives. In light of this understanding, he will be able to position himself in the ongoing debates between Liberalism and Socialist Humanism.

- Political Philosophy: Hobbes, Locke and Rousseau. Human Nature; The Social Contract; The General Will; Society and Government.
- John Stuart Mill: Theory of the Growth of Civil Society; Défense of Individual Freedom; Self and Other Regarding Acts.
- Karl Marx: Concept of Man, Nature and Technology; Stateless and classless society; Theory of Alienation; The Revolution and the Class Struggle.
- Theory of Justice: Plato, Aristotle and Justice: Rawls.

**Text Books:**

- Ebenstein, Alan O, *Greek Political Thinkers*. Thomson Learning; 4th edition (1 August 1969), New York.
- Barker, Ernest, *Political Thought of Plato and Aristotle*. Dover Publications Inc. (31 December 2010), Mineola, New York.
- Sabine, G. H., *A History of Political Thought*. Imprint, United Kingdom
- Mill, J. S., *On Liberty*. J. W. Parker and Son, West Strand, Landon.
- Rawls, John, *A Theory of Justice*. Harvard University Press; Illustrated edition (22 March 2005), Cambridge, United States.
- McMurtry, John, *The Structure of Marx's World-View*. Princeton University Press (19 April 2016), 41 William Street, Princeton, New Jersey.

**Reference Books:**

- Plato, *The Republic*. Penguin Classics; New edition (31 May 2007), 20 Vauxhall Bridge Rd, London, UK.
- Aristotle, *Politics*. Peacock Books (1 January 2020); Atlantic Publishers & Distributors Pvt Ltd, Daryaganj, New Delhi.
- Hobbes, Thomas, *Leviathan*. Penguin Classics; Fourth Edition (19 November 1981), New Delhi.
- Locke, John, *An Essay Concerning the True Original, Extent and Civil Government*. Gale Ecco, Print Editions (23 April 2018).
- Rousseau, Jean J., *On the Social Contract*. Chump Change; Unabridged ed. edition (4 April 1913).
- Mill, J. S., *Utilitarianism and On Liberty: Including Mill's 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin.*(ed) Mary Warnock. Wiley–Blackwell; 2nd edition (12 December 2002)
- Marx, Karl, *Early Writings*. Cambridge University Press; Annotated edition (24 June 1994).

Undergraduate Programme in Philosophy  
THIRD-YEAR (Semester-V)  
**MJC55PHI311(T)25**

**CONTEMPORARY INDIAN PHILOSOPHY**

**Course Objective:**

This course aims to explore the living philosophical traditions of India which have been continued by the contemporary Indian philosophers. The Brahmanical tradition and idealist view of life and world are repositioning the Indian Philosophy in tune with western philosophical analysis.

**Course Learning Outcome:**

This course will strengthen the minds of young students in understanding the techniques, methods and nature adopted in Indian Philosophy through the writings of contemporary philosophers. To acquaint with the ideas of indigenous philosophical reasoning that continued in the problematization of philosophical issues by the contemporary thinkers will help in expanding the conceptualisation process and democratizing the very idea of philosophy.

Philosophical Ideas of **Any Four** of the following thinkers may be explored in respect of areas like Philosophy of Man, Metaphysics and Morals, Society and Culture (at least two such areas will be covered)

- Rabindranath Tagore: Religion of Man, Ideas on Education.
- Swami Vivekananda: Practical Vedanta, Universal Religion.
- M. K. Gandhi: Satyagraha, Non-violence, Truth.
- Sri Aurobindo: Evolution, Supermind, Integral Yoga.
- B. R. Ambedkar: Varna and the Caste System.
- S. Radhakrishnan: Intellect and Intuition, Idealist View of Life.

**Text Books:**

Mahadevan, T.M.P. and Saroja G.V. (Eds), *Contemporary Indian Philosophy*. Sterling Publishers Pvt. Ltd (1 December 1981).

Lal, Basanta Kumar, *Contemporary Indian Philosophy*. Motilal Banarsidass Publishing House; 12th Reprint edition (1 November 2020).

**Reference Books:**

Radhakrishnan, S. and Murihead, J.H. (Eds), *Contemporary Indian Philosophy*. George Allen & Unwin; Revised Second and Enlarged Edition (January 1, 1952).

Radhakrishnan, S., *The Philosophy of Rabindranath Tagore*. Kessinger Pub (31 October 2007).

Vivekananda, Swami, *Practical Vedanta*. Advaita Ashrama, India; 20th Ed. edition (30 March 2010).

Gandhi, M.K., *Hind Swaraj*. Orient Black Swan; First edition (1 January 2010).

Aurobindo, Sri, *Integral Yoga*. Christian World Imprints; First edition (1 September 2014).

Ambedkar, B.R., *Castes in India*. Samyak Prakashan (1 January 2016).

Radhakrishnan, S., *Idealist View of Life*. Harper Collins; Latest Edition (17 September 2009).

Undergraduate Programme in Philosophy  
THIRD-YEAR (Semester-VI)  
**MJC55PHI312(T)25**

**CONTEMPORARY WESTERN PHILOSOPHY**

**Course Objective:**

The course aims at introducing the student to the techniques of philosophical analysis and analytical trends in western philosophy. It will help the students in understanding the paradigm shift in philosophical analysis and solving the problems. This paper highlights the importance of language and its meaning in understanding the relationship between thought and reality.

**Course Learning Outcome:**

At the end of the course, the student's desire to develop further the skill of philosophical analysis will be fully aroused. From the study of Russell, Moore and Wittgenstein, he will see that Philosophy is philosophizing activity itself. He will realize that the point of learning philosophy is to prepare oneself for engagement in philosophizing activity.

- Historical background and development of Philosophical Analysis.
- Linguistic turns: Ideal language and Ordinary language debate; Early realism; Logical atomism; Logical positivism; Ordinary language philosophy.
- Moore: Concept of language and philosophy; Common sense approach. Russell: Concept of language and philosophy; Application of logic in philosophy.
- Theories of Meaning: Frege's Reference theory of meaning; Russell's Denotative theory of meaning; Wittgenstein's Picture theory of meaning; Verification theory of meaning of Logical Positivists.
- Logical Positivism: Concept of philosophy; The task of philosophy; The Verification Principle; The Elimination of metaphysics.

**Text Books:**

Gross, B. R., *Analytic Philosophy*, Pegasus Books (NY), (January 1, 1900).

Ayer, A.J., et al., *Revolution in Philosophy*, London, 1956.

Grayling, A. C., *An Introduction to Philosophical Logic*, Oxford, 1997. (Chapter 7)

**Reference Books:**

Warnock, G. J., *English Philosophy since 1900*, OUP, London, 1958.

Critchley, Simon, *Continental Philosophy*, OUP, Delhi, 2001.

Urmson, J. O., *Philosophical Analysis*, Oxford, 1956.

Undergraduate Programme in Philosophy  
THIRD-YEAR (Semester-VI)  
**MJC55PHI313(T)25**

**FEMINIST PHILOSOPHY**

**Course Objective:**

The objective of this course is to acquaint the student with the various concepts of philosophy and its practical issues in understanding the reality from the perspectives of gender neutrality. The debates in the conceptualization of the ontological as well as epistemological spheres can be re-evaluated by arguing against the predominant concepts.

**Course Learning Outcome:**

At the end of the course, the student will realize that gender injustice is essentially political, that gender emancipation is part of the emancipation of mankind. His study of the classics of feminist thought will empower him to give a better critique of patriarchy—that citadel of male domination. His acquaintance with ethics of care, ethics of autonomy and gender justice will facilitate his transformation into a total man. He will be more sensitive to the imperatives of women empowerment.

- Feminist Movement – Feminist consciousness, Liberal feminism, Marxist feminism.
- Metaphysical and epistemic presuppositions of feminism, Gender dichotomy and Feminist epistemology, criticism of andro-centricism.
- Feminist theology and Feminist social and political philosophy.
- Patriarchy: Basic idea and thought.
- Gender justice: Rights, Liberty, Equality and Equity.

**Text Books:**

Wollstonecraft, Mary, *A Vindication of Rights of Women: With Strictures on Political and Moral Subjects*, Delhi: Sahitya Upkram, 2012.

Mill, John S., *On Liberty and the Subjection of Women*, London: Penguin Books, 2006.

Grosz, Elizabeth, “Philosophy” in Sneja Gunew (Ed.), *Feminist Knowledge Critique and Construct*, London: Routledge, 1990.

**Reference Books:**

Beavoir, Simon de, *The Second Sex*, (Tr.) and (Ed.), H.M. Parshley, New York: Vintage Books, 1952.

Engels, Frederick, *Origins of the Family, Private Property and the State*, New York: International Publishers, 1845.

Butler, Judith, *Gender Trouble*, NY and London: Routledge, 1990.

Fricker, Marinda and Hornsby, Jennifer (Eds.), *The Cambridge Companion to Feminism in Philosophy*, Cambridge: Cambridge University Press, 2000.

Undergraduate Programme in Philosophy  
THIRD-YEAR (Semester-VI)  
MJC55PHI314(T)25

**CONTINENTAL PHILOSOPHY****Course Objective:**

The new trends of philosophical engagement in the continental philosophy have expanded in the area of consciousness study. The students are required to expose to the debates and issues emerging among the continental philosophers. This course aims at introducing the student to a new current of thought by Husserl, Heidegger and Existentialism.

**Course Learning Outcome:**

At the end of the course, the student will be familiar with Husserl’s theory of consciousness, his radical method of investigation, his presentation of phenomenology as presuppositionless philosophy, a rigorous science. The student will also be acquainted with the global ramifications of phenomenological movement giving rise to Heideggerian Phenomenology as Hermeneutics with its engagement with the defining capacity of Dasein as the interpretative understanding of the world. He will also be aware of existentialist movement as the presentation of horizons of meaning, which had a profound impact on literary and aesthetic theories.

- Husserl: i) What is phenomenology? Presuppositionless Philosophical Method.  
ii) Intentionality, epoche, Natural attitude, Phenomenological attitude.

- Heidegger: i) The Concept of Being, Dasein as the being-in-the-world.  
ii) Ontical ontological, Ontico ontological.
- Sartre: Freedom and theory of Consciousness, existence precedes essence.

**Text Books:**

- Bhadra, Mrinal Kanti, *A Critical Survey of Phenomenology and Existentialism*, Indian Council of Philosophical Research, (ICPR), 2004.
- Kaufman, Walter (Ed.), *Existentialism from Dostoevsky to Sartre*, New York, 1965.

**Reference Books:**

- Sepiegelber, Hebert, *The Phenomenological Movement, Vol. I & II*, Generic, 1965.
- Kockelmans, Joseph J., *The First Introduction to Husserl's Phenomenology*, Duquesne University Press, 1967.
- Farber, Marvin, *Aims of Phenomenology: The Motives, Methods, and Impact of Husserl's Thought*, Harper & Row, 1966.
- Heidegger, Martin, *The Basic Problems of Phenomenology: (Studies in Phenomenology and Existential Philosophy)*, Indiana University Press, 1982.
- Gadamer, Hans-Georg, *Truth and Method*, Continuum, 2004.
- Blackham, H.J., *Six Existential Thinkers*, New York, 1956.

Undergraduate Programme in Philosophy  
THIRD-YEAR (Semester-VI)  
**MJC55PHI315(T)25**

**INDIAN MATERIALISM**

**Course Objective:**

The objective of this course is to acquaint the student with the various concepts of materialist philosophical standpoint which practiced in the traditional Indian school of materialism and their philosophical analysis of the reality from the holistic perspectives. The debates among the Indian materialist school help in the conceptualization of the ontological as well as epistemological spheres that can be re-evaluated by arguing against the predominant concepts.

**Course Learning Outcome:**

At the end of the course, the student will realize that the philosophical techniques and methods adopted by the Indian materialists to justify their argument in understanding values, reality, and the sceptic standpoint. It will help the students in the conceptualisation of the other systems of Indian Philosophy using the materialist thoughts as counter position of other.

- Ancient Indian Materialism and Its Sources – Pre-Carvaka, Early Samkhya, Atomism of Vaisesika and Carvaka
- Carvaka/Lokayata
- Refutation of Idealism, Spiritualism and Religion
- Characteristic Features of Materialism – Epistemology and Ethics – Rational, Realistic, Naturalistic, Scientific, Humanistic, Anti-dogmatic and Anti-Ritualistic
- Influence of Indian Materialism: Contemporary Social movements – Marxist/Atheist/Rationalist/Anti Caste Movements

**BOOKS FOR STUDY:**

- Bhattacharya, R , “Development of Materialism in India: the pre-Cārvākas and the Cārvākas” *Esercizi Filosofici* 8, 2013, pp. 1-12 <http://www2.units.it/eserfilo/art813/bhattacharya813.pdf>

- Chattopadhyaya, D (1976) What is living and what is dead in Indian philosophy, Calcuta, People's Publishing House. pp1-19, 171-215
- Dale M Riepe, (1961) Naturalistic Tradition in Indian Thought, Seattle: University of Washington Press, pp.1-14
- Debiprasad Chattopadhyaya, selected excerpts from Lokāyata –Study in Ancient Indian Materialism, Bombay: Peoples Publishing House, 2008
- Gokhale, P P (1993) Cārvāka Theory of Pramānas: A restatement, Philosophy East and West, Vol 43. No.1, pp.675-682
- Jihannes Quack, "Global Expressions-India," Stephen Bullivant, Michael Ruse (Eds.) The Oxford Handbook of Atheism, Oxford: Oxford University Press, 2013, pp. 651-664
- Jihannes Quack. (2012) Disenchanted India –organized rationalism and criticism of Religion in India, Delhi: Oxford University Press, pp. 3-21
- M.N. Roy, selected excerpts from Materialism, Delhi: Ajanta Publications, 1987

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VII)  
**MJC60PHI416(T)25**

**HISTORY OF WESTERN PHILOSOPHY - II**

**Course Objective:**

This course is designed to expose the students to the development of British empiricism developed by Locke, Berkeley and Hume and the German Idealism with special reference to the contributions of Immanuel Kant and G.W.F. Hegel. The philosophical debates and the different approaches to the study are the main thrust of this course.

**Course Learning Outcome:**

The student will be mastering the empiricist systems of Locke, Berkeley and Hume which is foundational change in philosophical tradition and growth of Kant's *critical philosophy* and Hegel's *dialectical interpretation of being*. This will be based on the creative and critical study of the texts, which is an intellectual training in itself.

- Locke: Criticism of Innate Ideas, Origin of Knowledge, Nature and Validity of Knowledge, The Limits of Knowledge.
- Berkeley: Rejection of Abstract Ideas, Theory of Knowledge, The Doctrine of *esse est percipi*.
- Hume: Origin of Knowledge; Relation of Ideas and Matters of Facts; Relation of Cause and Effect; Knowledge of the External World.
- Kant: The Problem of Knowledge, The Distinction between Analytic and Synthetic Judgements, The Distinction between *a priori* and empirical knowledge; *A priori* synthetic judgements; The Theory of Sense Perception; The Theory of the Understanding; Phenomena and Noumena.
- Hegel: The Problem of Philosophy, The Dialectical Method.

**Text Books:**

- Thilly, Frank, *A History of Philosophy*. SBW Publishers (1 January 2018), New Delhi.
- Masih, Y., *A Critical History of Western Philosophy*. Motilal Banarsidass; Seventh edition (1 January 2017).

**Reference Books:**

- Falckenberg, Richard, *History of Modern Philosophy*. Kessinger Publishing Co (17 June 2004).
- Copleston, Frederick, *A History of Philosophy*. Rowman & Littlefield Publishers (31 March 1980).
- Russell, Bertrand, *History of Western Philosophy*. Routledge Classics; Edition (1 January 2016).

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VII)  
MJC60PHI417(T)25

INDIAN PHILOSOPHY – II

**Course Objective:**

This paper deals with Pramāna-Śāstra (Logic and Epistemological inquiry) within the broader frameworks of Classical Indian Philosophy. This course allows the students to acquaint with the Indian approaches to the epistemological problems.

**Course Learning Outcome:**

The theories of truth, error and testing of validity and invalidity of Indian tradition will give the skill of comparative study and potentialities of theorization. Gadādhara Bhaṭṭācārya's *Theory of Objectivity* (Viśayatā-vāda) and Nyāya's the Theory of Extrinsic validity and invalidity Parataḥ (Pramāṇyavāda) and also its opposite Theory of Intrinsic Validity (Svataḥ Pramāṇya-vāda) is the foundational epistemic theory. Similar is the case when it comes to Pūrva Mīmāṃsā's theory of knowledge its hermeneutics in their possible interpretative values in the light of epistemic oriented western hermeneutics etc.

- Nyāya: Nature of knowledge (Pramā), Sources of valid knowledge (Pramānas) – Perception (Pratyakṣa), Inference (Anumāna), Comparison (Upamāna), and Testimony (Śabda).
- Vaiśeṣika: Categories (Padārthas), Theory of the Creation and Destruction of the World.
- Sāṃkhya-Yoga: The Sāṃkhya Theory of Causation, Evolution, Purusa and Prakṛti; The Yoga Psychology and Eightfold Means of Yoga.
- Mīmāṃsā: Theory of Knowledge and The Philosophy of Ritualistic Actions; The Conception of Duty (Dharma).
- Vedānta: Brahman, Īsvara, Ātman, Jīva, Jagat, Māyā, Avidyā, Adhyāsa and Mokṣa with special reference to the Monism of Śankara (Advaita) and the Qualified Monism of Rāmānuja (Viśistādvaita).

**Text Books:**

Chatterjee, S. C. and Dutta, D. M., *An Introduction to Indian Philosophy*. Rupa & Co (1 December 2012).

**Reference Books:**

- Chatterjee, S. C., *Nyāya Theory of Knowledge*. Rupa Publications India; First edition (29 April 2015).  
Dutta, D. M., *Six Ways of Knowing*. Motilal Banarsidass International (1 January 2021).  
Cowell (English Translation), *Udayana's Kusumāñjali*. Wentworth Press (27 August 2016).  
Dasgupta, S. N., *History of Indian Philosophy*. Rupa Publications India (20 August 2018).  
Keith, A.B., *Karma Mīmāṃsā*. Palala Press (8 May 2016).  
Radhakrishnan, S., *Indian Philosophy, Vol. I & II*. Oxford; 2nd edition (24 September 2008).

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VII)  
**MJC60PHI418(T)25**

**RESEARCH METHODOLOGY**

**Course Objective:**

The essential objective of this course is to introduce and integrate the difficult competency of Research Methodology as a related course content alongside other courses offered so that, their necessary research aptitude will be a part of their entire university level higher and advanced academic studies.

**Course Learning Outcome:**

At the end of this course, the students are expected to know the approaches, skills and techniques etc necessary for undertaking higher level philosophical researches as solutions to their perceived new philosophical problems.

- Descartes' Rules for the Direction of the Mind and Discourse on Method
- Conceptual and linguistic analysis: Method of linguistic analysis in contemporary research in philosophy.
- Dialectical reasoning: Application of dialectical reasoning in contemporary philosophical research.
- Phenomenological approach, Hermeneutical approach, in contemporary research.
- Method in Indian Philosophy: *Samvad: Purvapaksa* (prior view), *Khandana* (criticism) and *Sidhanta* (conclusion).

**Suggested Texts for the Course:**

- Elizabeth S. Haldane and GRT Ross (Tr.) (1997). *Descartes: Key Philosophical Writings*. (UK: Wordsworth Editions Limited).
- Ayer, A. J. (1957). *The Problem of Knowledge*. (New York: Penguin Books).
- Johnson, Ellen (1951). *The Research Report: A Guide for the Beginner*. (New York: Ronald Press Company).
- Northrop, F.S.C. (1972). *Logic of the Sciences and Humanities*. (New York: Oxbow Books).
- Feyerabend, Paul (1993). *Against Method*. (London: Verso Books).
- Feibleman, J. K. (1972). *Scientific Method*, (New Delhi: Springer India Pvt. Ltd.).
- Passmore, John (1978). *A Hundred Years of Philosophy*, (New York: Penguin Books).
- Anderson, Jonathan, et. al. (2011). *Thesis and Assignment Writing*, (New Delhi: Willey India).
- Habermas, Juergen (1985). *The Theory of Communicative Action, Vol. I*. (UK: Beacon Press).
- Popper, Karl (2002). *The Logic of Scientific Discoveries*, (London: Routledge).
- Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. (Chicago: Chicago University Press).
- Ramachandran, T. P. (2017). *The Methodology of Research in Philosophy*, Madras.
- Young, Pauline V. (1977). *Scientific Social Surveys and Research*. (New Delhi: Prentice Hall of India).

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VII)  
**DSE60PHI401(T)25**

**KNOWLEDGE & SCEPTICISM**

**Course Objective:**

This course is designed to facilitate the students to become familiar with the fundamental philosophical challenge posed by scepticism against the concept of knowledge of empiricism.

**Course Learning Outcome:**

The expected learning outcome of the students is in terms of their ability to understand and respond to the essential philosophical conflict between the possibility of the empiricist knowledge established by Locke, Berkley and Hume etc, and sceptic arguments against it.

- Scepticism and Problem of knowledge
- Ayer's argument in defense of possibility of knowledge
- Knowledge: Gettier's Problem and Responses
- Nozick's Conditional Theory of Knowledge
- Foundationalism and Its Problems

**BOOKS FOR STUDY:**

- Dancy, J (1985) *An Introduction to Contemporary Epistemology*, Cambridge, Mass, Harvard University Press
- Chisholm, R.M. (1966) *Theory of Knowledge*, U.S .Prentice Hall
- Hamlyn, D (1970) *Theory of Knowledge*, London, Macmillan
- John Greco and Ernest Sosa(eds.)(1999) *The Blackwell Guide to Epistemology USA*, Blackwell,
- Lehrer, K (1974) *Knowledge*. Oxford, Clarendon Press.
- Pollock, J.L, Rowman and Littlefield,(eds.) (1986) *Contemporary Theories of Knowledge –Totowa, NJ.*
- Ayer, A. J. (1957). *The Problem of Knowledge*. (New York: Penguin Books).

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VIII)  
**MJC60PHI419(T)25**

**INDIAN THEORIES OF CONSCIOUSNESS**

**Course Objective:**

The main objective of this paper is to introduce and inculcate in the learning abilities of the students to digest the basic differences in the theories of consciousness propounded in the schools of Āstika and Nāstika in the Classical Indian Philosophical traditions.

**Course Learning Outcome:**

The assessment of the learning outcome of the students are with reference to their comprehensive awareness of the nuances of the theoretical distinctiveness of the theories of consciousness of the different but leading schools of classical Indian philosophy deemed necessary for developing their own innovative solutions to them.

- Kāthopaniṣad: Chapter. 1 Valli I, II & III; Kāthopaniṣad in "Ekadasepansodan". Ed. by V. S. Sastri, Motilal Banarsidas, Delhi, 1966.

- Bhagavadgītā: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zachner, Oxford University Press, New York, 1973.
- The Questions of King Milinda, Book II Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi 1965, pp 40-99.
- Umāsvāī Tattvārtha Sūtra: Chapter II, The Institute of Jainology, Harper Collins Publishers, USA, 1994, pp 33-63.
- Jayanta Bhaṭṭa, Nyāyamañjarī, Dehātmaṇvāda (Śarīrātmaṇvādī-cārvāka-mata) (Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

#### **BOOKS FOR STUDY:**

Hume, R.E. (1921). Thirteen Principal Upaniṣads, Oxford, Oxford University Press.

Radhakrishnan, S. (1974). The Principal Upaniṣads: Edited with Introduction, Text, Translation and Notes, London: George Allen & Unwin.

Brahmasūtra-śāṅkara-bhāṣya, (tr.) By Gambhirananda, Advaita Ashram, Calcutta.

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VIII)  
**MJC60PHI420(T)25**

### **PHILOSOPHY OF SCIENCE**

#### **Course Objective:**

The purpose of this paper is to prepare the learning aptitude of students required for their developing the skills to have critical knowledge of the philosophical foundations or the philosophical implications of the pursuits of science. Another important aspect of the stated course objective is to teach the points of divergence and convergence between the method of philosophy and science.

#### **Course Learning Outcome:**

The learning outcome of this course consists in the developing the inter-disciplinary oriented personality of learners so that, they may enable in facing the ever-emerging problems and prospects of today's science and technology-controlled world of globalisation.

- Perspectives in Philosophy of Science: Historical (Toulmin and Kuhn) and Logical Empiricist Perspectives. Hempell, Rudolf Carnap.
- Philosophical aspects of Biology: Organismic Biology - Reductionism. The relation of physical science to Biology.
- Space and Time: Idealistic (Kant), Realistic (Samuel Alexander), Relativistic (Einstein) and Anti-intellectualistic (Henri Bergson) theories.
- Methodological Problems of Social Sciences.
- Cosmologies (Steady state and Big Bang Theories).

#### **BOOKS FOR STUDY:**

Peter Caws, *Philosophy of Science: A Systematic Account*. D. Van Nostrand Co.; Second Printing edition (January 1, 1966).

Ernest Nagel, *Structure of Science: Problems in the Logic of Scientific Explanation*. Hackett Publishing Co, Inc; 2nd edition (1 June 1979).

Bernard Baurmrin (ed), *Philosophy of Science*. Wiley-Interscience Publication, Hoboken, NJ, USA (Jan. 1 1963).

R. Harre, *Philosophy of Science: An Introductory Survey*. Oxford University Press; 2nd edition (December 5, 1985).

- R. Harre, *An Introduction to the Logic of the Sciences*. Macmillan and Co.; First Edition (January 1, 1960).
- Stephen Toulmin, *The Philosophy of Science: An Introduction*. Hutchinson London (January 1, 1967).
- Thomas Kuhn, *The Structure of Scientific Revolution*. University of Chicago Press; 4th edition (11 May 2012).
- Feyerabend, Paul (1993). *Against Method*. (London: Verso Books).
- Popper, Karl (2002). *The Logic of Scientific Discoveries*, (London: Routledge).

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VIII)  
**DSE60PHI402(T)25**

**ECO-PHILOSOPHY**

**Course Objective:**

This course is designed with the objective of training the students to expand the scope and depth of their traditional philosophical studies to encompass the relatively new fields of knowledge, understanding and applications required for studying the philosophical foundations of ecological or environmental issues.

**Course Learning Outcome:**

The students are expected to possess the necessary extent and depth of their learning in the light of their constructivist learning abilities to offer Eco-Philosophical approaches of praxis oriented philosophically feasible theoretical solutions.

- The Evolution of Man: Anthropological development of man – Anthropological rationalism.
- Evolutionary Theories: Darwin – Lamarck – Bergson – Aurobindo – Teilhard de Chardin.
- Philosophical study of Man and Environment: Dialectic of Ecology – Epistemology – Towards a philosophical history science – science and philosophy.
- Man – Society in Interaction: Values – Human rights – justice – Technology and environment.
- Sociology and ideology of Rural India: Indian peasantry their development – Changing Society. Progress: Self Defeating perfectionism – Restriction as progress the unimaginable future of man.

**BOOKS FOR STUDY:**

- Chattopadhyaya, D.P., 1982, *Studies in Man, Society and Science*, South Asian Publishers, New Delhi.
- Caran, D.G., 1975, *The Key to the Sciences of Man*, Philosophical Library, New York.
- Carrel, Alexis, 1959, *Man and Unknown*, Wiles Publishing House, Bombay.
- Wendt, Herbert, 1959, *The Road to Man*, Pyramid Publications, New York.

Undergraduate Programme in Philosophy  
FOURTH-YEAR (Semester-VIII)  
**DSE60PHI403(T)25**

**PHILOSOPHY OF LOGIC**

**Course Objective:**

The essential objective of this course is to make the students to become satisfactorily with the time tested fundamental and apriori oriented logico-theoretical based principles that underlie or are anticipated by or presupposed by every type of standard critical logical reasoning. This is deemed as a necessity for honing the learning processes of the learners to develop the abilities for innovative philosophical, thinking, reflections and understanding etc.

**Course Learning Outcome:**

The young learners are expected to possess in depth understanding and out of box thinking abilities of analysing, examining, evaluating, assessing and offering newer solutions to complex but fundamental theoretico-logical issues. The learning outcome also consists in shaping the learners academic thinking with the aptitudes of the abilities to handle paradigmatically difficult higher researches, not only in logic and epistemology per say, but also in the unavoidable creative applications of logical method in every field of philosophical studies.

- Logical Appraisal: Inconsistency; Reasoning; Logician's Second Order Vocabulary
- Formal Logic: Generality; Form; System
- Truth-Function: Truth tables; Truth functional constants and ordinary language; Truth functional constants and logical relations
- Deductive System of Truth Functions

**BOOKS FOR STUDY:**

Strawson, P. F. (1976), *Introduction to Logical Theory*, Bombay B. I. Publications.

Dale Jacquette, (ed) (2002), *Philosophy of Logic: An Anthology*, Wiley-Blackwell.

Haack, Susan. (1978). *Philosophy of Logics*. Cambridge University Press.

Quine, W. V. O. (2004). *Philosophy of Logic*. 2nd ed. Harvard University Press.

Grayling, A. C., (1997). *An Introduction to Philosophical Logic*. 3rd ed. Oxford: Blackwell.

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