

DEPARTMENT OF PHILOSOPHY

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) (FIRST – EIGHT SEMESTER)

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ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

ARYA NAGAR, GUWAHATI – 16

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PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) -the spirit of NEP, 2020. The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also, the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III		CE-3214 CE-3224	MN-3214	SE-3213	ID-3213	AE-3212	-	-
IV		CE-4214 CE-4224 CE-4234	MN-4214	-	-	AE-4212	-	IN-4212
V		CE-5314 CE-5324 CE-5334 CE-5344	MN-5214	-	-	-	-	-
VI		CE-6314 CE-6324 CE-6334 CE-6344	MN-6214	-	-	-	-	-
VII		CE-7414* CE-7424** CE-7434** CE-7444** CE-7454**	MN-7314	-	-	-	-	-
VIII		CE-8414# CE-8424# CE-8434# CE-8444# CE-8454# CE-8464#	MN-8314	-	-	-	-	-

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
THIRD	2x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4x 4	1 x 4	--	--	--	--	--	20
SIXTH	4x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4x 4	1 x 4	--	--	--	--	--	20
EIGHT	4x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE

AEC: ABILITY ENHANCEMENT COURSE

IDC: INTERDISCIPLINARY COURSE

VAC/FC: VALUE ADDED COURSE

IN: INTERNSHIP

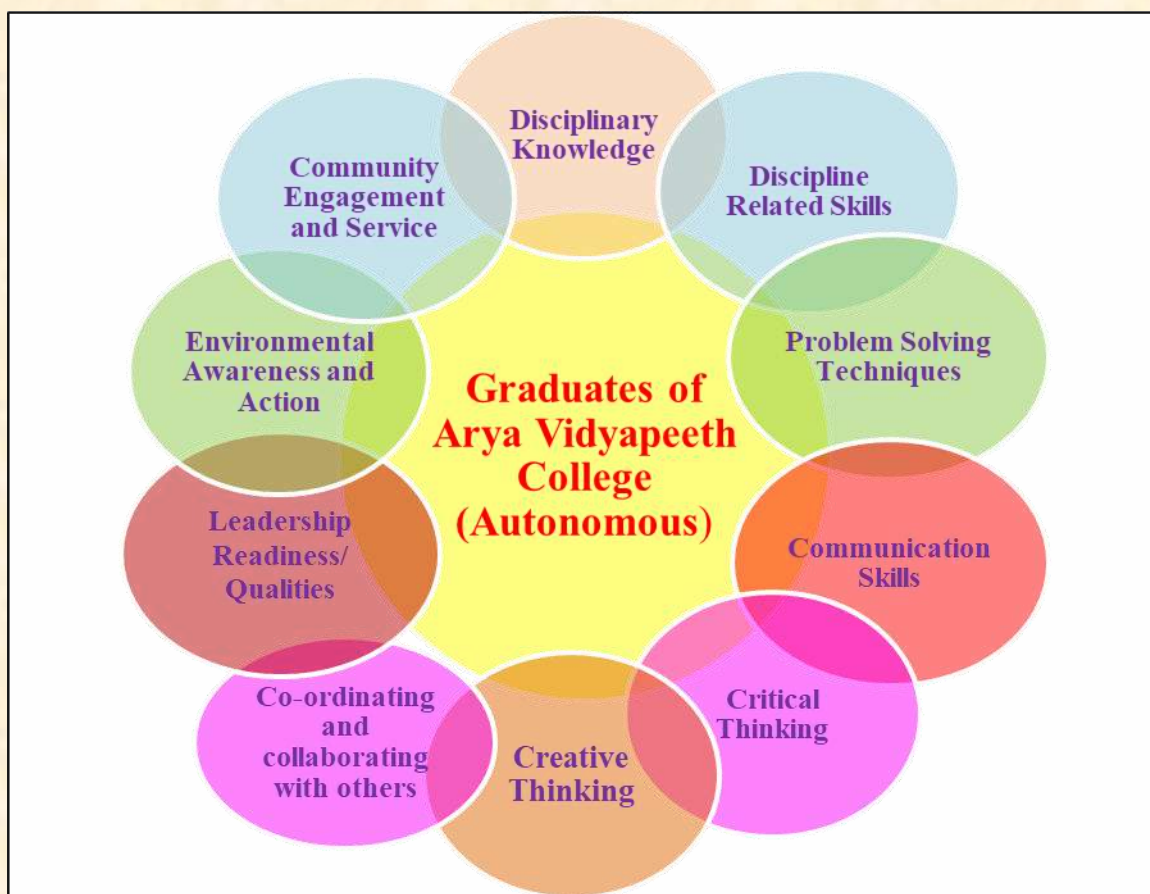
Abbreviation of Course Components:

**CE (Core), MN (Minor), SE (Skill Enhancement Course), AE (Ability Enhancement Course),
VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)**

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes set them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition, create, select, and apply appropriate modern techniques, resources and IT tools.
3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one's learning in real – life situations.

4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS, NCC, adult literacy etc

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A.)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be selfmotivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.
8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.

9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	ANCIENT VEDIC THOUGHTS	PH – CE – 1114
2	PRE-SOCRATICGREEKPHILOSOPHY	PH – CE – 2114
3	INTRODUCTION TO INDIAN PHILOSOPHY	PH – CE – 3214
	SOPHIST, SOCRATIC AND POST-SOCRATIC PHILOSOPHY	PH – CE – 3224
4	INTRODUCTION TO WESTERN PHILOSOPHY	PH – CE – 4214
	PHILOSOPHYOFRELIGION	PH – CE – 4224
	INDIANTHEORYOFREALITY	PH – CE – 4234
5	LOGIC	PH – CE – 5314
	EXISTENTIALISM	PH – CE – 5324
	CONTEMPORARY INDIAN PHILOSOPHY	PH – CE – 5334
	NON-VEDIC TRADITION OF INDIA	PH – CE – 5344
6	ETHICS	PH – CE – 6314
	SOCIO-POLITICALTHOUGHT OF INDIA	PH – CE – 6324
	SYMBOLICLOGIC	PH – CE – 6334
	COMPARATIVESTUDYOFRELIGION	PH – CE – 6344
7	RESEARCH METHODOLOGY	PH-CE-7414
	SOCIO-POLITICAL PHILOSOPHY	PH-CE-7424
	ANALYTIC PHILOSOPHY	PH-CE-7434

	PHILOSOPHY OF UPANISHAD	PH-CE-7444
	WESTERN METAPHYSICS	PH-CE-7454
8	APPLIED ETHICS	PH-CE-8414
	PHILOSOPHY OF MIND	PH-CE-8424
	WESTERN EPISTEMOLOGY	PH-CE-8434
	PHILOSOPHY OF SCIENCE	PH-CE-8444
	PHILOSOPHICO-RELIGIOUS THOUGHT IN INDIA	PH-CE-8454
	DISSERTATION	PH-DT-812

Programme Specific Outcome of Bachelor of Arts – PHILOSOPHY: Core (PSO)

PSO No.	Outcome
PSO-1	Understanding and acquiring the knowledge that is vital to the discipline of philosophy, including knowledge of core concepts, distinctions, theories, argumentative techniques, movements, and influential figures, within the core fields of aesthetics, ethics, epistemology, logic, metaphysics, and social & political philosophy.
PSO-2	Building up the application of philosophical knowledge in other interdisciplinary areas such as Political Science, Sanskrit, Sociology, Language study etc.
PSO-3	Developing the effective skill of explanation with logical reasoning of an action
PSO-4	Developing the capacity to synthesize a different view into one unified whole to give a general view.
PSO-5	Strengthening problem-solving skills and knowledge and applying that knowledge in actual situations to solve social and ethical problems.
PSO-6	Understanding and analysis of different values including different moral dimensions of one's decision so that it can increase the power of responsibility.
PSO-7	Acquiring the knowledge to develop the defensive power and ability to establish their views and challenging problems of philosophy.
PSO-8	Developing the understanding to focus on sustainable development from an ethical perspective.
PSO-9	Cultivating the ability to focus on lifelong learning, demonstrating empathetic social concern and on the causes of social justice on various issues through direct participation.
PSO-10	Becoming aware of major figures and developments in the history of philosophy and learning up- to-date techniques and accepted answers to philosophical questions.
PSO-11	Enabling to select a particular path as a career path in many related areas like Judiciary, education, research, social work, journalism, etc.

Course Learning Outcome (CLO) – Core

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	ANCIENTVEDICTHOUGHTS PH – CE – 1114	CLO - 1	Explore the role of the Vedas in ancient Indian culture and religious practices and the capacity to differentiate between the various components of the Vedas- Brahmanas, Samhitas, Aranyaskas, and Upanishads and will also be able to identify and describe the major Vedic deities and understand their attributes, roles, and symbolism.
		CLO - 2	Explore the purpose and significance of the different types of Vedangas - Siksha (Phonetics), Chhanda (Vedic Meter), Vyakarana (Grammar), Nirukta, Jyotisha Kalpa (Ritual Canon).
		CLO - 3	Explore the nature and purpose of Puranas and understand their role in preserving mythology, history, and cultural narratives.
		CLO - 4	Understand the significance of the two great Indian epics- The Ramayana and the Mahabharata and explore their historical context and cultural impact. Analyze the ethical dilemmas and moral lessons presented in the Mahabharata and develop an understanding of its influence on Indian society and values.
2	PRE-SOCRATIC GREEK PHILOSOPHY PH – CE – 2114	CLO - 1	Understand the foundational principles of Ionian philosophy and its significance in the development of Western thought and evaluate the contributions of Ionian philosophers to early scientific inquiry and their influence on subsequent philosophical traditions and demonstrate the ability to critically assess the diverse interpretations and implications of Ionian philosophical theories.
		CLO - 2	Comprehend the mathematical and metaphysical principles underlying Pythagorean philosophy, including the Pythagorean theorem and the concept of numerical harmony, and also explore the Pythagorean worldview concerning the nature of reality, the soul, and the cosmos, and its connections to mathematical symbolism and delve in critical analysis of primary texts and secondary sources to evaluate different interpretations and critiques of Pythagorean philosophy.

2	PRE-SOCRATIC GREEK PHILOSOPHY PH – CE – 2114	CLO - 3	Examine the metaphysical doctrines of Eleatic philosophy, particularly those articulated by Parmenides and Zeno, regarding the nature of being, change, and motion and evaluate the logical arguments and paradoxes presented by Eleatic thinkers to challenge prevailing views on the nature of reality and perception and develop critical thinking skills through the exploration of Eleatic arguments and their implications for epistemology, ontology, and the philosophy of language.
		CLO - 4	Investigate the atomistic theory of Leucippus and Democritus, including their concepts of atoms, void, and determinism, and their relationship to contemporary scientific understanding and critically evaluate the ethical and epistemological implications of Atomist and Sophist philosophy for contemporary debates on relativism, skepticism, and moral education.
3	INTRODUCTION TO INDIAN PHILOSOPHY PH – CE – 3214	CLO - 1	Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
		CLO - 2	Acquire knowledge about the historical development of Indian philosophy, recognizing key figures, texts, and periods.
		CLO - 3	Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought
		CLO - 4	Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.
	SOPHIST, SOCRATIC AND POST-SOCRATIC PHILOSOPHY PH – CE – 3224	CLO - 1	Students will engage in comparative analyses of the philosophical viewpoints of Socrates, Plato, and Aristotle, recognizing both shared themes and distinctive differences in their approaches to metaphysics, ethics, and epistemology.
		CLO - 2	Students will engage cultivate critical thinking skills through the exploration and evaluation of philosophical arguments, encouraging students to question assumptions, assess evidence, and construct well-reasoned responses.

3	SOPHIST, SOCRATIC AND POST-SOCRATIC PHILOSOPHY PH – CE – 3224	CLO - 3	Students will develop the ability to articulate philosophical ideas clearly and coherently, both in written form and potentially through class discussions or presentations.
		CLO - 4	Students will apply philosophical concepts learned in the course to contemporary issues or personal ethical dilemmas, demonstrating the relevance and applicability of ancient Greek philosophy to modern thought.
4	INTRODUCTION TO WESTERN PHILOSOPHY PH – CE – 4214	CLO - 1	Students will develop strong analytical skills to critically assess and evaluate diverse philosophical perspectives on knowledge, reality, and truth.
		CLO - 2	Students will apply acquired knowledge to analyze and address contemporary issues, illustrating the relevance of philosophical theories in modern contexts.
		CLO - 3	Students will communicate complex philosophical ideas effectively, both in writing and verbally, demonstrating clarity and precision in expressing philosophical arguments. Contextualise theories within the historical development of Western philosophy, recognising how these ideas have shaped and evolved.
		CLO - 4	Students will engage in ethical reflection by considering the ethical implications inherent in theories of knowledge, reality, and truth. These outcomes reflect a comprehensive understanding of Western philosophical thought and its application to various aspects of human experience and inquiry.
	PHILOSOPHY OF RELIGION PH – CE – 4224	CLO - 1	To develop an ability for religious vocations.
		CLO - 2	Show empathy for the goals and missions of key religious figures.
		CLO - 3	To be able to understand concrete ethical issues from different faith perspectives.
		CLO - 4	Engage in respectful dialogue with individuals of different religious beliefs, demonstrating an understanding of the diversity of religious perspectives.
	INDIAN THEORY OF REALITY PH – CE – 4234	CLO - 1	Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
		CLO - 2	Students will improve communication skills through class discussions, presentations, and written assignments on Indian philosophical topics.

4	INDIAN THEORY OF REALITY PH – CE – 4234	CLO - 3	Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
		CLO - 4	Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.
5	LOGIC PH – CE – 5314	CLO - 1	Students will develop a comprehensive understanding of the fundamental concepts of logic, including the nature, scope, and utility of studying logic. Analyse arguments effectively by distinguishing between argument forms, identifying truth and validity, and distinguishing between deductive and inductive inference.
		CLO - 2	Students will be able to apply the principles of terms and propositions to classify terms, understand the structure of propositions, and translate ordinary sentences into categorical form. Interpret and utilise the traditional square of opposition to analyse the relationships between categorical propositions.
		CLO - 3	Students will engage in mediate inference by understanding the characteristics of categorical syllogisms, applying rules of categorical syllogism, and constructing and evaluating arguments using Venn Diagrams. Students will also be able to differentiate between mediate and immediate inference and apply immediate inference techniques, including conversion, obversion, and contraposition, to analyse and construct arguments.
		CLO - 4	Students will be able to utilise Venn Diagrams effectively to test the validity of syllogistic arguments and to represent categorical propositions.
	EXISTENTIALISM PH – CE – 5324	CLO - 1	Students will understand the fundamental principles and characteristic features of existentialism as elucidated by Kierkegaard, including the concepts of subjectivity, truth, and the three stages of human existence.

5	EXISTENTIALISM PH – CE – 5324	CLO - 2	Students will be able to analyze Nietzsche's concept of nihilism, the proclamation of "God is dead," the idea of Superman, and the concept of the Will to Power in the context of existential philosophy. Students will be able to analyze Nietzsche's influence on existentialism and postmodern thought. Students may develop critical thinking skills by engaging with Nietzsche's complex and provocative writings.
		CLO - 3	Students will comprehend existentialism as presented by Sartre, including his ideas on radical freedom, bad faith, and the existentialist view on human existence. Students will develop an understanding of his existentialist ethics, and apply Sartrean concepts to analyze societal structures and personal responsibility. Additionally, students might develop critical thinking skills through engagement with Sartre's complex philosophical arguments.
		CLO - 4	Students will be able to comprehend Heidegger's notion of "Being," explore his analysis of human existence (Dasein), and understand his critique of the concept of care. Students will develop the ability to critically evaluate Heidegger's intricate writings and apply his concepts to contemporary philosophical discussions.
	CONTEMPORARY INDIAN PHILOSOPHY PH – CE – 5334	CLO - 1	Students will have a broader understanding of Tagore's concept of humanism, the nature of man, and the interconnectedness of individuals. Students will also delve into his ideas on the harmonious coexistence of humanity with nature.
		CLO - 2	Students will understand Vivekananda's views on Practical Vedanta, the significance of self-realisation, and the practical application of spirituality in daily life. Students will also explore Vivekananda's emphasis on the harmony of universal religions and the pursuit of knowledge for holistic personal development and comprehend and apply his teachings in various aspects of life.

5

CONTEMPORARY INDIAN
PHILOSOPHY
PH – CE – 5334

CLO - 3

Students will explore K.C. Bhattacharya's philosophical concepts, rooted in Indian philosophy, his exploration of the nature of reality, which will lead to focus on understanding his metaphysical ideas. It will also encourage critical analysis of Bhattacharya's contributions to epistemology and his engagement with Western philosophical ideas.

CLO - 4

Students will have a comprehensive understanding of Aurobindo's concept of the Supermind and grasp the principles of spiritual evolution. Students will also explore Aurobindo's views on the transformation of human nature, the role of individual and collective evolution, and the importance of a harmonious integration of the spiritual and material dimensions of existence.

CLO - 5

Students will have an understanding of Radhakrishnan's views on the nature of reality, the role of intellect and intuition in philosophy, and his reflections on the relationship between them. Students will be able to analyse Radhakrishnan's impact on philosophy and his efforts in promoting a harmonious blend of Eastern and Western philosophical thought.

CLO - 6

Students will have an understanding of Mohammad Iqbal's philosophical concepts, which will involve analysing Iqbal's views on the synthesis of reason and faith and his concept of human destiny. Students will also delve into the socio-political implications of Iqbal's philosophy and its relevance in the contemporary world.

CLO - 7

Jiddu Krishnamurti's teachings focus on self-awareness, understanding the nature of the mind, and transcending conditioning. It will cultivate mindfulness, questioning societal norms, and developing a deeper understanding of one's thoughts and emotions.

CLO - 8

Students will have an understanding of M. N. Roy's ideas on radical humanism, and analyze the impact of his thoughts on socialist ideologies.

5	NON-VEDIC TRADITION OF INDIA PH – CE – 5344	CLO - 1	Students will develop an understanding of the foundational principles of materialism, and explore the implications of empirical reasoning in shaping philosophical perspectives. Students will also gain insights into the historical and cultural context of Carvaka philosophy in Indian philosophical traditions.
		CLO - 2	Students will grasp the core tenets of Jainism, understanding the concepts of Anekantavada, Syadvada, and Nav Tattvas and exploring the historical development of Jaina philosophical thought. Students will also gain insights into the ethical and metaphysical dimensions of Jaina philosophy within the broader context of Indian philosophical traditions.
		CLO - 3	Students will understand the Four Noble Truths and grasp the concept of the theory of impermanence and nirvana. Students will also delve into the historical context of Buddha's teachings and their impact on ethical and philosophical perspectives.
		CLO - 4	Students will develop a comprehensive understanding of major Buddhist traditions, exploring doctrinal differences and similarities, analysing the development of distinct philosophical views within each school, and evaluating the historical and cultural contexts that shaped these traditions. Students will also gain insights into the diverse practices and rituals associated with different Buddhist schools.
6	ETHICS PH – CE – 6314	CLO - 1	Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
		CLO - 2	Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment.

6	ETHICS PH – CE – 6314	CLO - 3	Students will be able to evaluate and compare prominent ethical theories including Utilitarianism (as articulated by Mill and Bentham), Teleological and Deontological Ethics, Duty Ethics (based on Kantian principles), and Virtue Ethics (following Aristotle's approach), and analyse their implications for moral decision-making and ethical dilemmas.
		CLO - 4	Students will be able to analyse and interpret Indian ethical thought, including the ethical teachings of the Bhagavad Gita, Buddhist and Jain ethical principles. Students will also be able to engage with diverse ethical perspectives and traditions critically, recognise their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal moral development.
	SOCIO-POLITICAL THOUGHT OF INDIA PH – CE – 6324	CLO - 1	Students will be able to explain key socio-political ideas and themes in the Mahabharata epic, including dharma, roles and duties, political authority, and governance.
		CLO - 2	Students will be able to explain the core ideas and themes in the Arthashastra related to governance, statecraft, and economic policies, and analyse Kautilya's philosophical perspectives on an ideal state and society.
		CLO - 3	Students will develop an understanding of the key principles and concepts in Gandhi's political ideology, including swaraj, satyagraha, ahimsa, and self-rule. Assess Gandhi's role and contribution to the Indian freedom struggle and his influence on post-independence Indian politics. Evaluate the effectiveness of Gandhian civil disobedience and nonviolent resistance tactics from ethical and political strategy perspectives.
		CLO - 4	Students will be able to explain Ambedkar's key political ideas and his interpretation of democracy. Analyse Ambedkar's critique of untouchability and the caste system in India. Compare and contrast. Engage in intellectual discussion on practical difficulties in actualising Ambedkar's vision of annihilation of caste and building a truly egalitarian democracy.
6	SYMBOLIC LOGIC PH – CE – 6334	CLO - 1	Students will develop an understanding of the development, characteristics, relation, and use of symbols in symbolic logic. They will also learn the modern classification of proposition.

		CLO - 2	Students will understand how to use logical connectives like "and," "or," "not," and others to express complex logical relationships. Students will learn to apply these connectives effectively, analyze compound statements, and develop the ability to construct and evaluate logical arguments using formal symbolic logic.
		CLO - 3	Students will be able to comprehend and apply the principles of truth-functional logic and learn to evaluate truth values for compound statements using logical connectives such as "and," "or," "not," and others. Students are expected to develop skills in constructing truth tables, identifying tautologies or contradictions, and manipulating truth functions to analyse and form valid logical arguments. The course typically enhances students' ability to reason systematically and make precise evaluations based on the truth values of propositions.
		CLO - 4	Students will learn to apply rules of inference and replacement, make logical derivations, and prove the validity of logical arguments systematically. Students will also enhance critical thinking skills, improve the ability to analyze complex statements, and provide a foundation for understanding formal logical systems.
	COMPARATIVE STUDY OF RELIGION PH – CE – 6344	CLO - 1	Define religion explore the nature and scope of religious beliefs, practices, and rituals, and investigate the origins of religion and its historical development.
		CLO - 2	Explore the earliest expressions of religious beliefs in human history and delve into psychological and anthropological theories related to religious experiences, cognition, and belief systems.
		CLO - 3	Students will gain a deep understanding of prophetic traditions and their significance in the broader religious landscape
		CLO - 4	Students will gain insights into the vibrant and dynamic nature of some religions of the East traditions and their significance in today's globalized world.
7	RESEARCH METHODOLOGY PH – CE – 7414	CLO - 1	Develop an understanding of the fundamental concepts, purposes, and psychological aspects underlying research in various disciplines.
		CLO - 2	Familiarise students with different research methods, designs, and models to identify and formulate appropriate research problems.

		CLO - 3	Equip learners with the skills to analyse and interpret data using appropriate statistical tools and techniques.
		CLO - 4	Enable students to prepare, present, and document scientific research reports and proposals while adhering to ethical standards and copyright norms.
	SOCIO-POLITICAL PHILOSOPHY PH – CE – 7424	CLO - 1	To introduce students to the foundational concepts and theories of social and political philosophy, emphasising their scope, functions, and interrelation with the social
		CLO - 2	To enable critical understanding of major theories of justice, including Rawls' distributive justice, Nozick's entitlement theory, and Amartya Sen's perspective on global justice, freedom, and capability.
		CLO - 3	To foster appreciation of pluralist ideals such as humanism, secularism, and multiculturalism, and their significance in promoting democratic and inclusive social order.
		CLO - 4	To examine the core principles of Marxism, focusing on dialectical materialism, alienation, critique of capitalism, and the idea of class struggle leading toward a classless society.
	ANALYTIC PHILOSOPHY PH – CE - 7434	CLO - 1	Explain the foundational ideas of the analytic turn in philosophy, including the linguistic turn and key contributions by Frege and Moore.
		CLO - 2	Explain and critically assess Frege's distinction between sense and reference and its implications for the philosophy of language.
		CLO - 3	Interpret and apply key concepts from Wittgenstein's philosophy, including language games, facts and propositions, and family resemblance.
		CLO - 4	Assess Gilbert Ryle's critique of Cartesian dualism, focusing on category mistakes, the distinction between knowing-that and knowing-how, and the nature of self-knowledge.
	PHILOSOPHY OF UPANISHAD PH – CE – 7444	CLO - 1	To introduce students to the historical and literary context of the Upanishads within Vedic literature and explore their foundational philosophical concepts.
		CLO - 2	To develop a comprehensive understanding of the core metaphysical concepts in the Upanishads, including Brahman, Atman, and the intrinsic relationship between them.
		CLO - 3	To analyse Upanishadic theories of cosmology, focusing on the nature of creation, the status of the world, and the interrelation between the divine (Brahman) and the cosmos.

7		CLO - 4	To critically examine the Upanishadic views on individual destiny, encompassing concepts of karma, samsara, self-realisation, and the attainment of moksha (liberation).
	WESTERN METAPHYSICS PH – CE – 7454	CLO - 1	To introduce students to the foundational concept of metaphysics through key philosophical perspectives, particularly those of Aristotle, Descartes, and Spinoza.
		CLO - 2	To explore and critically evaluate different approaches to metaphysics, including its characterisation as a pseudoscience, its relation to science, and the notion of metaphysics as
		CLO - 3	To analyse and engage with central metaphysical problems such as the distinction between appearance and reality, essence and existence, and the nature of universals and
		CLO - 4	To assess major philosophical critiques and rejections of metaphysics, focusing on the contributions of Kant, Hume, the Logical Positivists, and Postmodern thinkers.
8	APPLIED ETHICS PH – CE - 8414	CLO - 1	Introduce students to the foundational concepts, scope, and methodologies of applied ethics.
		CLO - 2	Enable learners to critically analyse moral issues related to human life, animal life, and the environment.
		CLO - 3	Encourage reflection on ethical responsibilities in professional and technological fields.
		CLO - 4	Develop the ability to apply ethical theories and reasoning to practical moral dilemmas in contemporary society.
	PHILOSOPHY OF MIND PH – CE – 8424	CLO - 1	Differentiate between psychology and the philosophy of mind, and critically examine key issues such as the mind-body problem and varieties of dualism.
		CLO - 2	Analyse and evaluate Behaviourism as a theory of mind, distinguishing between its methodological and philosophical forms, and assess major arguments against it.
		CLO - 3	Understand and explain the Mind-Brain Identity Theory, including distinctions between type-type and token identity theories, and the implications for the relationship
		CLO - 4	Explore the philosophical problem of personal identity, comparing physical and memory-based criteria through the perspectives of A.J. Ayer, Bernard

	WESTERN EPISTEMOLOGY PH – CE – 8434	CLO - 1	To develop a comprehensive understanding of the nature, characteristics, and traditional definitions of knowledge, with a particular focus on the Justified True Belief (JTB) model and its interpretations.
		CLO - 2	To critically analyse the Gettier problem and explore various philosophical responses and counterarguments that challenge or defend the JTB account of knowledge.
		CLO - 3	To examine and compare significant truth criteria, including correspondence, coherence, and semantic theories, and evaluate their role in epistemological inquiry.
		CLO - 4	To explore key theories of justification, such as foundationalism, coherentism, and reliabilism, and assess their significance in addressing the structure and justification of
		CLO - 1	To introduce students to the nature, scope, and foundational concepts of the philosophy of science, and its relationship with philosophy and scientific inquiry.
	PHILOSOPHY OF SCIENCE PH – CE – 8444	CLO - 2	To explore key concepts in the philosophy of science, including realism, anti-realism, instrumentalism, unification, explanation, and prediction.
		CLO - 3	To examine Karl Popper's contributions to the philosophy of science, particularly the demarcation of science, falsifiability, accumulation of knowledge, and
		CLO - 4	To analyse Thomas Kuhn's ideas on paradigms, paradigm shifts, normal and revolutionary science, scientific revolutions, and the concept of incommensurability.
		CLO - 1	To trace the historical evolution of philosophic-religious thought in India, from the Pre-Aryan and Vedic periods to the Pauranic and Modern ages, highlighting major transitions in spiritual and philosophical ideas.
	PHILOSOPHICO-RELIGIOUS THOUGHT IN INDIA PH – CE – 8454	CLO - 2	To examine the origin, development, and philosophical foundations of Saivism, including its key doctrines, cults, metaphysical principles, and the distinctive features of Kashmiri and Virasaiva traditions.
		CLO - 3	To explore the central concepts of Vaishnavism, focusing on its theological development, the idea of bhakti, and the relationship between God, soul, and the doctrine of the four vyuhas.
		CLO - 4	To analyse the Bhagavata religion as a system of devotion, understanding its conception of bhakti, its relation to knowledge and action, and its role in achieving liberation and divine grace.
			.
	DISSERTATION		PH-DT-812

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
PH-CE-1114	CLO-1	3						1			2	
	CLO-2	2						3			1	
	CLO-3	1						2			3	
	CLO - 4	3						2			1	
PH-CE-2114	CLO-1	3		1							2	
	CLO-2	1		2							3	
	CLO-3	1		2							3	
	CLO - 4	2		1							3	
PH-CE-3214	CLO-1	3						2			1	
	CLO-2	3	1					2				
	CLO-3			1				3	2			
		3				2		1				
PH-CE-3224	CLO-1	3						2			1	
	CLO-2	3		2				1				
	CLO-3		1					3	2			
	CLO - 4			2		3		1				
PH-CE-4214	CLO-1	3						2		1		
	CLO-2	2		3						1		
	CLO-3		3	1				2				
	CLO - 4					3		1			2	
PH-CE-4224	CLO-1	3		2		1						
	CLO-2		2	1							3	
	CLO-3			1		3		2				
	CLO - 4	2	1	3								
PH-CE-4234	CLO-1	3	2					1				
	CLO-2		2					3	1			
	CLO-3			3		2		1				
	CLO - 4		1							2	3	
PH-CE-5314	CLO-1	3						3			2	
	CLO-2	3								1	2	
	CLO-3	2						3	1			
	CLO - 4	1						3			2	
PH-CE-5324	CLO-1							2		1	2	
	CLO-2	2								1	3	
	CLO-3			3		1		1				
	CLO - 4	3		1						2		

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
PH-CE-5334	CLO-1					1		2			3	
	CLO-2	1								2	3	
	CLO-3	2				1					3	
	CLO - 4			1				2			3	
	CLO - 5					1		2			3	
	CLO - 6	1								2	3	
	CLO - 7	2				1					3	
	CLO - 8			1				2			3	
PH-CE-5344	CLO-1	1								2	3	
	CLO-2					2		1			3	
	CLO-3			1		2					3	
	CLO - 4		1					3		2		
PH-CE-6314	CLO-1	1				3					2	
	CLO-2			3					2		1	
	CLO-3	2				1				3		
	CLO - 4			1						2	3	
PH-CE-6324	CLO-1					1		2			3	
	CLO-2	3									2	1
	CLO-3	1			3			2				
	CLO - 4		2		3				1			
PH-CE-6334	CLO-1	2									1	3
	CLO-2							2		1	3	
	CLO-3	3						1			2	
	CLO - 4	1								2	3	
PH-CE-6344	CLO-1	2		1							3	
	CLO-2					2		1			3	
	CLO-3								1	2	3	
	CLO - 4			1		2					3	
PH-CE-7414	CLO1	3						2		3		3
	CLO2	2		3						3		
	CLO3		3	1				2				2
	CLO4					3		3			2	
PH-CE-7424	CLO1	3		2		3						3
	CLO2		2	3							3	2
	CLO3			1		3		2				2
	CLO4	2	1	3								2
PH-CE-7434	CLO1	3	2					1			2	2
	CLO2		2					3	3		2	2
	CLO3			3		2		1				3
	CLO4		1							2	3	3
PH-CE-7444	CLO1	3						3			2	2
	CLO2	3								1	2	2
	CLO3	2						3	3			2
	CLO4	1						3			2	3
PH-CE-7454	CLO1							2		3	2	3
	CLO2	2								3	3	2
	CLO3			3		3		3				2
	CLO4	3		1						2		2

PH-CE-8414	CLO1					2		2			3	2
	CLO2	1								2	3	3
	CLO3	2				3					3	2
	CLO4			1				2			3	3
PH-CE-8424	CLO1	3						2		3		3
	CLO2	2		3						3		
	CLO3		3	1				2				2
	CLO4					3		3			2	
PH-CE-8434	CLO1	1								2	3	3
	CLO2					2		3			3	3
	CLO3			1		2					3	3
	CLO4		1					3		2		2
PH-CE-8444	CLO1	1				3					2	3
	CLO2			3					2		1	3
	CLO3	2				3				3		2
	CLO4			1						2	3	3
PH-CE-8454	CLO1					3		2			3	3
	CLO2	3									2	3
	CLO3	1			3			2				2
	CLO4		2		3				3			2

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME										
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
PH-CE-1114	CLO-1	3			2			1			2	
	CLO-2	2	1					3			1	
	CLO-3	1		1				2			3	
	CLO - 4	3				1		2			1	
PH-CE-2114	CLO-1	3		1			1				2	
	CLO-2	1		2					2		3	
	CLO-3	1		2				2			3	
	CLO - 4	2		1		1			1		3	
PH-CE-3214	CLO-1	3			1		1	2			1	
	CLO-2	3	1			1		2		1		
	CLO-3			1				3	2	1		
	CLO - 4	3				2		1				
PH-CE-3224	CLO-1	3			1			2		1	1	
	CLO-2	3		2		1		1				
	CLO-3		1					3	2			
	CLO - 4			2		3		1	1			
PH-CE-4214	CLO-1	3		1				2		1		
	CLO-2	2		3		1				1		
	CLO-3		3	1		1		2				
	CLO - 4					3		1			2	
PH-CE-4224	CLO-1	3		2		1						
	CLO-2		2	1		1					3	
	CLO-3			1		3		2				
	CLO - 4	2	1	3				1				
PH-CE-4234	CLO-1	3	2			1		1				
	CLO-2		2			1		3	1			
	CLO-3			3		2		1				
	CLO - 4		1			1				2	3	
PH-CE-5314	CLO-1	3		1	1			3			2	
	CLO-2	3								1	2	
	CLO-3	2				1		3	1			
	CLO - 4	1		1	1			3			2	
PH-CE-5324	CLO-1	1				1		2		1	2	
	CLO-2	2		1						1	3	
	CLO-3	1		3		1		1				
	CLO - 4	3		1						2		

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME										
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
PH-CE-5334	CLO-1					1		2			3	
	CLO-2	1			1					2	3	
	CLO-3	2				1					3	
	CLO-4			1		1		2			3	
	CLO-5	1								2	3	
	CLO-6					2		1			3	
	CLO-7			1		2					3	
	CLO-8		1					3		2		
PH-CE-5344	CLO-1	1				3					2	1
	CLO-2			3					2		1	1
	CLO-3	2				1				3		2
	CLO-4			1						2	3	1
PH-CE-6314	CLO-1					1		2			3	1
	CLO-2	3								1	2	1
	CLO-3	1			3			2				1
	CLO-4		2		3				1	1		1
PH-CE-6324	CLO-1	2		1							1	3
	CLO-2					1		2		1	3	2
	CLO-3	3						1			2	1
	CLO-4	1				1				2	3	1
PH-CE-6334	CLO-1	2		1							3	1
	CLO-2	1				2		1			3	2
	CLO-3								1	2	3	1
	CLO-4	1		1		2					3	1
PH-CE-6344	CLO-1					1		2			3	
	CLO-2	1			1					2	3	
	CLO-3	2				1					3	
	CLO-4			1		1		2			3	
PH-CE-7414	CLO1	3						2		3		3
	CLO2	2		3						3		
	CLO3		3	1				2				2
	CLO4					3		3			2	
PH-CE-7424	CLO1	3		2		3						3
	CLO2		2	3							3	2
	CLO3			1		3		2				2
	CLO4	2	1	3								2
PH-CE-7434	CLO1	3	2					1			2	2
	CLO2		2					3	3		2	2
	CLO3			3		2		1				3
	CLO4		1							2	3	3
PH-CE-7444	CLO1	3						3			2	2
	CLO2	3								1	2	2
	CLO3	2						3	3			2
	CLO4	1						3			2	3
PH-CE-7454	CLO1							2		3	2	3
	CLO2	2								3	3	2
	CLO3			3		3		3				2
	CLO4	3		1						2		2

PH-CE-8414	CLO1					2		2			3	2
	CLO2	1								2	3	3
	CLO3	2				3					3	2
	CLO4			1				2			3	3
PH-CE-8424	CLO1	3						2		3		3
	CLO2	2		3						3		
	CLO3		3	1				2				2
	CLO4					3		3			2	
PH-CE-8434	CLO1	1								2	3	3
	CLO2					2		3			3	3
	CLO3			1		2					3	3
	CLO4		1					3		2		2
PH-CE-8444	CLO1	1				3					2	3
	CLO2			3					2		1	3
	CLO3	2				3				3		2
	CLO4			1						2	3	3
PH-CE-8454	CLO1					3		2			3	3
	CLO2	3									2	3
	CLO3	1			3			2				2
	CLO4		2		3				3			2

COURSE NAME: Ancient Vedic Thoughts

COURSE CODE: PH – CE – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- The course aims to introduce students to the ancient Indian scriptures that encompass profound philosophical, spiritual, and ritualistic knowledge, gain insights into the origins of Hinduism, explore metaphysical concepts, and deepen their understanding of religious rituals and practices.
- Introduce students to the ancient scripture Vedangas and develop insight into the Vedangas, including their purpose, and enhance their ability to comprehend and analyse the profound teachings embedded in the Vedas.
- Explore the rich mythological and historical narratives of ancient India and understand the cultural, social, and religious significance of the Puranas, which provide insights into the cosmology, genealogy of gods and sages, legends, and moral teachings.
- Delve into the timeless narratives that embody moral, ethical, and philosophical teachings. And analyse the complex characters, their virtues, dilemmas, and actions, and extract valuable life lessons applicable to contemporary society. Through the study of Epics, individuals seek to appreciate the cultural heritage, moral values, and spiritual wisdom embedded in these literary masterpieces

COURSE LEARNING OUTCOMES:

- **CLO 1:** Explore the role of the Vedas in ancient Indian culture and religious practices and the capacity to differentiate between the various components of the Vedas- Brahmanas, Samhitas, Aranyakas, and Upanishads and will also be able to identify and describe the major Vedic deities and understand their attributes, roles, and symbolism.
- **CLO 2:** Explore the purpose and significance of the different types of Vedangas - Siksha (Phonetics), Chhanda (Vedic Meter), Vyakarana (Grammar), Nirukta, Jyotisha, Kalpa (Ritual Canon)
- **CLO 3:** Explore the nature and purpose of Puranas and understand their role in preserving mythology, history, and cultural narratives.
- **CLO 4:** Understand the significance of the two great Indian epics- the Ramayana and the Mahabharata and explore their historical context and cultural impact. Analyse the ethical dilemmas and moral lessons presented in the Mahabharata and develop an understanding of its influence on Indian society and values.

Unit I: Vedas (Lectures: 10)

- Introduction to Vedas
- Parts of the Vedas: Samhitas, Aranyakas, Brahmanas, and Upanisads
- Vedic gods

Unit II: Vedangas (Lectures: 10)

- Introduction to Vedangas
- Siksha, Chhanda, Vyakarana
- Nirukta, Jyotisha, Kalpa

Unit III: Puranas (Lectures: 10)

- Introduction to Puranas
- Classification of Puranas, Six Sattvika Puranas
- Six Rajasa Puranas and Six Tamasa Puranas.

Unit IV: Epics (Lectures: 15)

- Introduction to Ramayana and Mahabharata
- Mahabharata: Ethics of the Mahabharata
- Ramayana: Social Significance of Ramayana

Recommended Books:

1. Cultural Heritage of India, Volumes 1 to 6, published by Ramakrishna Mission Institute of Culture.
2. Radhakrishnan, S.: Indian Philosophy
3. Dasgupta, S.N.: A History of Indian Philosophy, Volume I
4. Sinha, J.N: Indian Philosophy, Volume 1 to III
5. Maurice, Winternitz: History of Indian Literature Volume I and Volume II
6. Sharma, C.D: A Critical Survey of Indian Philosophy

COURSE NAME: Pre-Socratic Greek Philosophy

COURSE CODE: PH – CE – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVES:

- Explore the foundational inquiries into the nature of the cosmos and the origins of the universe, and aim to examine the early Greek thinkers' speculations on natural phenomena, such as Thales, Anaximander, and Anaximenes, and understand the beginnings of rational inquiry and the development of scientific thought in ancient Greece.
- Investigate the profound insights into mathematics, cosmology, and metaphysics attributed to Pythagoras and his followers and appreciate the interplay between mathematical principles and philosophical speculation in ancient Greek thought.
- Examine the metaphysical inquiries into the nature of reality and the concept of being, analyse the arguments put forth by the Eleatics and understand the philosophical implications of their doctrines on perception, truth, and the nature of knowledge.
- Explore contrasting approaches to understanding the natural world, human knowledge, and ethics and analyse the sceptical and relativistic viewpoints espoused by the Sophists, who emphasised rhetoric, persuasion, and pragmatic ethics, and gain insights into the diversity of thought in ancient Greece and its impact on subsequent philosophical discourse.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Understand the foundational principles of Ionian philosophy and its significance in the development of Western thought and evaluate the contributions of Ionian philosophers to early scientific inquiry and their influence on subsequent philosophical traditions and demonstrate the ability to critically assess the diverse interpretations and implications of Ionian philosophical theories.
- **CLO 2:** Comprehend the mathematical and metaphysical principles underlying Pythagorean philosophy, including the Pythagorean theorem and the concept of numerical harmony, and also explore the Pythagorean worldview concerning the nature of reality, the soul, and the cosmos, and its connections to mathematical symbolism and delve in critical analysis of primary texts and secondary sources to evaluate different interpretations and critiques of Pythagorean philosophy.
- **CLO3:** Examine the metaphysical doctrines of Eleatic philosophy, particularly those articulated by Parmenides and Zeno, regarding the nature of being, change, and motion and evaluate the logical arguments and paradoxes presented by Eleatic thinkers to challenge prevailing views on the nature of reality and perception and develop critical thinking skills through the exploration of Eleatic arguments and their implications for epistemology, ontology, and the philosophy of language.
- **CLO 4:** Investigate the atomistic theory of Leucippus and Democritus, including their concepts of atoms, void, and determinism, and their relationship to contemporary scientific understanding and critically evaluate the ethical and epistemological implications of Atomist and Sophist

philosophy for contemporary debates on relativism, skepticism, and moral education.

Unit I: Ionians (Lectures: 10)

- Thales
- Anaximander
- Anaximenes

Unit II: Pythagoreans (Lectures:10)

- Pythagoras: Religion and Ethics
- Pythagoras: Theory of Number
- Philolaus

Unit III: Eleatics (Lectures: 10)

- Parmenides
- Zeno
- Millesus of Samos

Unit IV: Atomists And Sophists (Lectures: 15)

- Leucippus and Democritus
- Protagoras
- Gorgias

Recommended Books:

1. Stace, W.T.: A Critical History of Greek Philosophy
2. Barnet, J: Early Greek Philosophy
3. Fuller, B.A.G: History of Greek Philosophy
4. Zeller: Outlines of Greek Philosophy
5. Masih, Y: Critical History of Western Philosophy
6. Gomperz: The Greek Thinkers
7. Copleston, F: History of Philosophy Volume-1

COURSE NAME: Introduction to Indian Philosophy

COURSE CODE: PH- CE - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

Total Lectures: 45

Course Objectives:

- Aim to provide students with a comprehensive understanding of the subject.
- Develop a familiarity with fundamental concepts in Indian philosophy, including but not limited to Dharma, Karma, Atman, Brahman, and the various philosophical schools.
- Understand the historical context and evolution of Indian philosophy, tracing its development from ancient to contemporary times.
- Cultivate the ability to critically analyse and evaluate philosophical arguments within the context of Indian philosophical traditions.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
- **CLO 2:** Acquire knowledge about the historical development of Indian philosophy, recognizing key figures, texts, and periods.
- **CLO 3:** Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
- **CLO 4:** Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.

Unit I: Exploring Foundations (Lectures: 15)

- Meaning, nature, and scope of Indian Philosophy, Schools of Indian Philosophy
- Development of Indian system
- Common characteristics of the Indian system.

Unit II: Literature, Thinkers, History (Lectures: 10)

- Carvaka
- Jainism
- Buddhism

Unit III: Literature, Thinkers, History (Lectures: 10)

- Nyaya
- Vaisesikha
- Mimamsa

Unit IV: Literature, Thinkers, History (Lectures: 10)

- Samkhya
- Yoga
- Vedanta

Recommended Books:

1. Chatterjee, S.C. & Dutta, D.M.: An Introduction to Indian Philosophy
2. Dasgupta, S.N.: A History of Indian Philosophy
3. Hiriyana, M.: Outlines of Indian Philosophy
4. Radhakrishnan, S.: Indian Philosophy (VOL I and II)
5. Sharma, C.D.: A Critical Survey of Indian Philosophy

COURSE NAME: Sophist, Socratic and Post-Socratic Philosophy

COURSE CODE: PH- CE - 3224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

Total Lectures: 45

Course Objectives:

- "Sophist, Socratic and Post-Socratic Philosophy " aim to provide students with a comprehensive understanding of the subject, Socratic.
- Demonstrate a comprehensive understanding of Socratic philosophy, including the Socratic method, dialectics, and the pursuit of virtue through critical self-examination.
- Analytical Proficiency in Plato's Dialogues: exhibit a high level of analytical proficiency in interpreting and dissecting Plato's dialogues, showcasing an understanding of key philosophical concepts such as the theory of forms and the allegory of the cave.
- Comprehensive Understanding of Aristotelian Philosophy: a thorough comprehension of Aristotle's philosophical contributions, including his ethics, metaphysics, and epistemology, emphasising the teleological nature of his thought.

COURSE LEARNING OUTCOMES:

- **CLO1:** Students will engage in comparative analyses of the philosophical viewpoints of Socrates, Plato, and Aristotle, recognising both shared themes and distinctive differences in their approaches to metaphysics, ethics, and epistemology.
- **CLO 2:** Students will cultivate critical thinking skills through the exploration and evaluation of philosophical arguments, encouraging students to question assumptions, assess evidence, and construct well-reasoned responses.
- **CLO 3:** Students will develop the ability to articulate philosophical ideas clearly and coherently, both in written form and potentially through class discussions or presentations.
- **CLO 4:** Students will apply philosophical concepts learned in the course to contemporary issues or personal ethical dilemmas, demonstrating the relevance and applicability of ancient Greek philosophy to modern thought.

Unit I: Introduction to Sophists (Lectures: 10)

- Brief introduction to Sophist
- Truth as subjectivity
- Morality

Unit II: Socrates (Lectures: 10)

- Socratic Knowledge
- Virtue
- Different Socratic Schools

Unit III: Plato (Lectures: 10)

- Knowledge and Opinion
- Theory of Forms
- Good and Justice

Unit IV: Aristotle (Lectures: 15)

- Form and Matter
- Causation and actuality and potentiality
- Justice

Recommended Books

1. Stace W.T.: A Critical History of Greek Philosophy
2. Barnet J.: Early Greek Philosophy
3. Fuller B.A.G.: History of Greek Philosophy
4. Zeller: Outlines of Greek Philosophy
5. Gomperz: The Greek Thinkers
6. Guthrie W.K.C.: History of Greek Philosophy
7. Michael Pakaluk: Aristotle's Nicomachean Ethics-An Introduction
8. J.N Sinha: Introduction to Philosophy

COURSE NAME: Introduction to Western Philosophy

COURSE CODE: PH– CE – 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

Total Lectures: 45

Course Objective:

- ‘An Introduction to Western Philosophy’ involves demonstrating an understanding of key theories.
- Theories of knowledge, such as epistemological perspectives; theories of reality, exploring metaphysical concepts; and theories of truth, delving into different philosophical accounts of truth and correspondence.
- This showcases critical thinking and analysis of these philosophical theories within the context of Western philosophy.
- This course reflects knowledge of fundamental concepts in Western philosophy related to theories of knowledge, reality, and truth.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will develop strong analytical skills to critically assess and evaluate diverse philosophical perspectives on knowledge, reality, and truth.
- **CLO 2:** Students will apply acquired knowledge to analyse and address contemporary issues, illustrating the relevance of philosophical theories in modern contexts.
- **CLO 3:** Students will communicate complex philosophical ideas effectively, both in writing and verbally, demonstrating clarity and precision in expressing philosophical arguments. Contextualise theories within the historical development of Western philosophy, recognising how these ideas have shaped and evolved.
- **CLO 4:** Students will engage in ethical reflection by considering the ethical implications inherent in theories of knowledge, reality, and truth. These outcomes reflect a comprehensive understanding of Western philosophical thought and its application to various aspects of human experience and inquiry.

Unit I. Introduction to Western Philosophy (Lectures: 10)

- The nature and Scope of Philosophy
- Realism
- Idealism

Unit II. Theories of Knowledge (Lectures: 10)

- Empiricism,
- Rationalism

- Criticism and Skepticism

Unit III. Theories of Reality (Lectures: 10)

- Substance
- Causality
- Space and Time

Unit IV. Theories of Truth (Lectures: 15)

- Correspondence
- Coherence
- Pragmatic

Recommended Books:

1. F. Thilly: A History of Philosophy
2. Barlingay and Kulkarni: Critical History of Western Philosophy
3. Y. Masih: A Critical History of Modern Philosophy
4. Anthony Kenny: A New History of Philosophy
5. F. Copleston: History of Philosophy
6. D.W. Hamlyn: A History of Western Philosophy
7. Routledge History of Philosophy

COURSE NAME: Philosophy of Religion

COURSE CODE: PH- CE - 4224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

Course Objective:

- Understand and critically analyse the major philosophical arguments for and against the existence of God.
- Demonstrate an understanding of the relationship between faith and reason in religious belief.
- Evaluate the role of religion in shaping ethical and moral beliefs.
- Develop the ability to engage in respectful dialogue with individuals of different religious beliefs.

COURSE LEARNING OUTCOMES:

- **CLO 1:** To develop an ability for religious vocations.
- **CLO 2:** Show empathy for the goals and missions of key religious figures.
- **CLO 3:** To be able to understand concrete ethical issues from different faith perspectives.
- **CLO 4:** Engage in respectful dialogue with individuals of different religious beliefs, demonstrating an understanding of the diversity of religious perspectives.

Unit I: Introduction (Lectures: 10)

- Nature and scope of Philosophy of Religion
- Reason, Revelation and Faith, Mystic Experience
- Soul and Immortality

Unit II: Metaphysical Theories of Religion (Lectures: 10)

- Deism and Theism
- Pantheism

Unit III: Arguments For Existence of God (Lectures: 10)

- Ontological Argument
- Cosmological argument
- Teleological Argument and Moral Argument

Unit IV: Problems of Philosophy of Religion (Lectures: 15)

- Evil
- Freewill
- Miracle

Recommended Books:

1. D. Miall Edwards. The Philosophy of Religion (Progressive Publishers, 1963).
2. Steven Katz. Mysticism and Religious Tradition (Oxford University Press, 1983).
3. George Galloway. Philosophy of Religion (T & T Clark Edinburgh, 1960).
4. John Hick. Philosophy of Religion 4th Edition (Prentice Hall of India, New Delhi).
5. Geddes McGregor. Introduction to Religious Philosophy (MacMillan & Co. Ltd.)
6. Masih. Y: Introduction to Religious Philosophy

COURSE NAME: Indian Theory of Reality

COURSE CODE: PH- CE - 4234

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- "Indian Theory of Reality "aims to provide students with a comprehensive understanding of the subject. Develop a familiarity with fundamental concepts in Indian philosophy.
- Understand the historical context and evolution of Indian philosophy, tracing its development from ancient to contemporary times.
- Cultivate the ability to critically analyze and evaluate philosophical arguments within the context of Indian philosophical traditions.
- This course is to provide students with a well-rounded and foundational understanding of Indian philosophy, fostering critical thinking, cultural awareness, and the ability to apply philosophical concepts to various aspects of life.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
- **CLO 2:** Students will improve communication skills through class discussions, presentations, and written assignments on Indian philosophical topics.
- **CLO 3:** Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
- **CLO 4:** Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.

Unit I: Samkhya Philosophy (Lectures: 10)

- Prakrti
- Theory of Evolution and Satkaryavada,
- Puruṣa

Unit II: Vaisheshika Philosophy (Lectures: 10)

- Padārtha
- Panchabhutas
- Atomism

Unit III: Advaita Vedanta (Lectures: 10)

- Brahmanand Atman
- Avidya

- Moksha

Unit IV. Vishistadvaita (Lectures: 15)

- Brahma, Jiva, Acit
- Moksha
- Refutation of Maya

Recommended Books:

1. Sinha J.N.: A History of Indian Philosophy (Vol II)
2. Chatterjee, S.C. & Dutta, D.M.: An Introduction to Indian Philosophy
3. Dasgupta, S.N.: A History of Indian Philosophy
4. Hiriyana, M.: Outlines of Indian Philosophy
5. Radhakrishnan, S.: Indian Philosophy (Vol I)
6. Sharma, C.D.: A Critical Survey of Indian Philosophy

COURSE NAME: Logic

COURSE CODE: PH- CE - 5314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

Course Objective:

- The course intends to develop a strong foundation in logic, enabling them to analyze and construct sound arguments.
- Understand the structure of propositions, and apply logical principles to various forms of inference.
- Develop an understanding of various key concepts of Logic, identify correct logical arguments, and find errors in incorrect arguments.
- Develop the ability to analyze and construct valid arguments, understand different logical systems, and apply techniques to assess the validity of reasoning. Enhance problem-solving skills, recognize fallacies, and cultivate precision in expressing ideas.

COURSE LEARNING OUTCOMES:

- **CLO1:** Students will develop a comprehensive understanding of the fundamental concepts of logic, including the nature, scope, and utility of studying logic. Analyze arguments effectively by distinguishing between argument forms, identifying truth and validity, and distinguishing between deductive and inductive inference.
- **CLO2:** Students will be able to apply the principles of terms and propositions to classify terms, understand the structure of propositions, and translate ordinary sentences into categorical form. Interpret and utilize the traditional square of opposition to analyze the relationships between categorical propositions.
- **CLO3:** Students will engage in mediate inference by understanding the characteristics of categorical syllogisms, applying rules of categorical syllogism, and constructing and evaluating arguments using Venn Diagrams. Students will also be able to differentiate between mediate and immediate inference and apply immediate inference techniques including conversion, obversion, and contraposition to analyze and construct arguments.
- **CLO4:** Students will be able to utilize Venn Diagrams effectively to test the validity of syllogistic arguments and to represent categorical propositions.

Unit I: Fundamental Concepts of Logic (Lectures: 10)

- Meaning, nature, and scope of Logic, Utility of studying Logic
- Argument and Argument form, Truth, and Validity
- Inference: Deductive and Inductive

Unit II: Term & Proposition (Lectures: 10)

- Terms and distribution, Structure of proposition
- Traditional classification of Proposition, Four Categorical Propositions- AEIO, the traditional square of opposition

- Translating ordinary sentences into categorical form.

Unit III: Immediate Inference (Lectures: 10)

- Definition, characteristics of immediate inference
- Similarities and differences between mediate and immediate inference
- Kinds of immediate inference: Conversion, Observation, and Contraposition.

Unit IV: Mediate Inference (Lectures: 15)

- Definition, and characteristics of Mediate inference
- Structure, Rules of categorical syllogism, Figure and Mood
- Venn Diagram for Categorical Propositions, Testing the validity of a syllogistic argument using Venn Diagram

Recommended Books:

1. Chakraborti, Chhanda, Logic: Informal, Symbolic and Inductive
2. Copi, I.M. Introduction to Logic (5th Edition)
3. Hurley, Patrick. Introduction to Logic
4. Roy, B.N. Textbook of Inductive Logic
5. M. Copi, & Carl Cohen: Introduction to Logic (14th Edition)

COURSE NAME: Existentialism

COURSE CODE: PH- CE - 5324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- The course aims to introduce students to the views of various existentialist thinkers like Kierkegaard, Nietzsche, Heidegger, and Sartre.
- Develop an understanding of several philosophical themes in the existentialist tradition, such as the foundation of moral values, the ideals of authentic existence, freedom, and the like.
- Students will develop an awareness of the main views of some representative existentialist philosophers.
- Develop an understanding of various existential issues such as freedom and choice, stages of human existence, authentic existence, concept of being, and death.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will understand the fundamental principles and characteristic features of existentialism as elucidated by Kierkegaard, including the concepts of subjectivity, truth, and the three stages of human existence.
- **CLO 2:** Students will be able to analyze Nietzsche's concept of nihilism, the proclamation of "God is dead," the idea of Superman, and the concept of the Will to Power in the context of existential philosophy. Students will be able to analyze Nietzsche's influence on existentialism and postmodern thought. Students may develop critical thinking skills by engaging with Nietzsche's complex and provocative writings.
- **CLO3:** Students will comprehend existentialism as presented by Sartre, including his ideas on radical freedom, bad faith, and the existentialist view on human existence. Students will develop an understanding of his existentialist ethics, and apply Sartrean concepts to analyze societal structures and personal responsibility. Additionally, students might develop critical thinking skills through engagement with Sartre's complex philosophical arguments.
- **CLO4:** Students will be able to comprehend Heidegger's notion of "Being," explore his analysis of human existence (Dasein), and understand his critique of the concept of care. Students will develop the ability to critically evaluate Heidegger's intricate writings and apply his concepts to contemporary philosophical discussions

Unit I: Kierkegaard (Lectures: 11)

- Existentialism and its characteristic features.
- Kierkegaard's three stages of human existence.
- Subjectivity and truth.

Unit II: Nietzsche (Lectures: 11)

- Nihilism, God is dead
- The Superman
- The Will to Power

Unit III: Heidegger (Lectures: 11)

- Dasein, Being-in-the- world
- Authentic Existence
- Care

Unit IV: Sartre (Lectures: 12)

- Existence and essence
- Being-in-itself, Being-for- itself
- Freedom and choice

Recommended Books:

1. Sartre: Basic Writings; Existentialism and Humanism
2. H. J. Blackham: Six Existentialist Thinkers
3. Margaret Chatterjee: Existentialist Outlook
4. M.K. Bhadra: Phenomenology and Existentialism
5. Mary Warnock: Existentialism

COURSE NAME: Contemporary Indian Philosophy

COURSE CODE: PH- CE - 5334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- Students will acquire knowledge of contemporary Indian thinkers and their diverse philosophical concepts. Understand Rabindranath Tagore's humanistic approach and its implications for understanding the nature of humanity.
- Analyze Swami Vivekananda's practical Vedanta and its relevance to universal religious principles and engage with Krishnachandra Bhattacharyya's concepts of philosophy and the absolute.
- Explore Sri Aurobindo's ideas on super mind and evolutionary consciousness and evaluate Sarvepalli Radhakrishnan's perspectives on the interplay between intellect and intuition. Reflect on the implications of these faculties for individual and collective human destiny.
- Study Mohammad Iqbal's views on intuition and its role in human destiny and analyse J. Krishnamurti's call for freedom from the known and the exploration of self and investigate M.N. Roy's radical humanism and its critique of traditional ideologies and understand materialist viewpoints and their implications for understanding reality.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will have a broader understanding of Tagore's concept of humanism, the nature of man, and the interconnectedness of individuals. Students will also delve into his ideas on the harmonious coexistence of humanity with nature.
- **CLO2:** Students will have an understanding of Vivekananda's views on Practical Vedanta, the significance of self-realization, and the practical application of spirituality in daily existence. Students will also explore Vivekananda's emphasis on the harmony of universal religions and the pursuit of knowledge for holistic personal development and comprehend, and apply his teachings in various aspects of life.
- **CLO3:** Students will explore K.C. Bhattacharya's philosophical concepts, rooted in Indian philosophy, his exploration of the nature of reality, which will lead to focus on understanding his metaphysical ideas. It will also encourage critical analysis of Bhattacharya's contributions to epistemology and his engagement with Western philosophical ideas.
- **CLO 4:** Students will have a comprehensive understanding of Aurobindo's concept of the Super mind and grasp the principles of spiritual evolution. Students will also explore Aurobindo's views on the transformation of human nature, the role of individual and collective evolution, and the importance of a harmonious integration of the spiritual and material dimensions of existence.
- **CLO 5:** Students will have an understanding of Radhakrishnan's interpretation of his views on the nature of reality, the role of intellect and intuition in philosophy and his reflections on the relationship between them. Students will be able to analyze Radhakrishnan's impact on philosophy and his efforts in promoting a harmonious blend of Eastern and Western

philosophical thought.

- **CLO 6:** Students will have an understanding of Mohammad Iqbal's philosophical concepts which will involve analysing Iqbal's views on the synthesis of reason and faith and his concept of human destiny. Students will also delve into the socio-political implications of Iqbal's philosophy and its relevance in the contemporary world.
- **CLO 7:** Jiddu Krishnamurti's teachings focus on self-awareness, understanding the nature of the mind, and transcending conditioning. It will cultivate mindfulness, question societal norms, and developing a deeper understanding of one's thoughts and emotions.
- **CLO 8:** Students will have an understanding of M.N. Roy's ideas on radical humanism, and analyse the impact of his thoughts on socialist ideologies.

Unit I: Rabindranath Tagore (Lectures: 05)

- Humanism
- the Nature of Man

Unit II: Swami Vivekananda (Lectures: 05)

- Practical Vedanta
- Universal Religion

Unit III: Krishnachandra Bhattacharyya (Lectures: 06)

- Concept of Philosophy
- Concept of the Absolute

Unit IV: Sri Aurobindo (Lectures: 06)

- Supermind
- Evolution

Unit V: Sarvepalli Radhakrishnan (Lectures: 06)

- Intellect and Intuition
- Human destiny

Unit VI: Mohammad Iqbal (Lectures: 05)

- Nature of Intuition
- Human Destiny

Unit VII: J. Krishnamurti (Lectures: 06)

- Freedom from the known
- Analysis of self.

Unit VIII: M. N. Roy (Lectures: 06)

- Radical Humanism
- Materialism

Recommended Books:

1. S. Radhakrishnan: An Idealist View of Life
2. B.K Lal: Contemporary Indian Philosophy
3. Kalidas Bhattacharyya: Fundamentals of K.C. Bhattacharyya's Philosophy
4. K. Bagchi: The Philosophy of K.C. Bhattacharya
5. S.K. Maitra: An Introduction to the Philosophy of Sri Aurobindo
6. R.N. Tagore: Religion of Man
7. M. Iqbal: The Secrets of Self; The Mysteries of Selflessness
8. J. Krishnamurti: Freedom from the known
9. M. N, Roy: Radical Humanist: Selected Writings
10. Nilima Sharma: Twentieth Century Indian Philosophy

COURSE NAME: Non-Vedic Tradition of India

COURSE CODE: PH- CE - 5344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- Introduce the historical development of different Buddhist schools exploring divergent perspectives on key teachings and practices. Develop an understanding of the foundational principles of non-Vedic schools- Carvaka, Jainism, and Buddhism.
- Explore their unique perspectives on metaphysics and epistemology, critically analyzing the rejection or modification of Vedic authority.
- Examine the historical development of these traditions.
- Students will gain insights into the cultural and social contexts that influenced the emergence and evolution of non-Vedic philosophical systems in India.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will develop an understanding of the foundational principles of materialism, and explore the implications of empirical reasoning in shaping philosophical perspectives. Students will also gain insights into the historical and cultural context of Carvaka philosophy in Indian philosophical traditions.
- **CLO 2:** Students will grasp the core tenets of Jainism, understanding the concepts of Anekantavada, Syadvada, and Nav Tattvas and exploring the historical development of Jain philosophical thought. Students will also gain insights into the ethical and metaphysical dimensions of Jain philosophy within the broader context of Indian philosophical traditions.
- **CLO 3:** Students will understand the Four Noble Truths, and grasp the concept of the theory of impermanence, and nirvana. Students will also delve into the historical context of Buddha's teachings and their impact on ethical and philosophical perspectives.
- **CLO 4:** Students will develop a comprehensive understanding of major Buddhist traditions exploring doctrinal differences and similarities, analyzing the development of distinct philosophical views within each school, and evaluating the historical and cultural contexts that shaped these traditions. Students will also gain insights into the diverse practices and rituals associated with different Buddhist schools.

Unit I: Carvaka (Lectures: 11)

- Epistemology
- Metaphysics
- Ethics

Unit II: Jainism (Lectures: 11)

- Anekantavada
- Syadvada

- Nav Tattvas

Unit III: Early Buddhism (Lectures: 11)

- Four Noble Truths
- Vaibhāṣika
- Sautrāntika

Unit IV: Mahayana Buddhism (Lectures: 12)

- Introduction: Characteristics, Literature, Thinkers
- Madhyamika
- Yogacāra

Recommended Books:

1. S.C Chatterjee & D.M Dutta: An Introduction to Indian Philosophy
2. S.N. Dasgupta: A History of Indian Philosophy Vol I
3. S. Radhakrishnan: Indian Philosophy Vol I
4. C.D. Sharma: A Critical Survey of Indian Philosophy
5. J.N. Sinha: Indian Philosophy Vol II

COURSE NAME: Ethics

COURSE CODE: PH- CE - 6314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- This course introduces students to a solid foundation in ethical theory and practice to gain insights into the development of ethical thought and how different philosophers have contributed to ethical discourse.
- Introduce key ethical thinkers such as Kant, Aristotle, Mill, and Bentham, and their key ethical works encourage critical thinking about the relevance and application of ethical values in contemporary contexts.
- Introduce the key ethical concepts in Indian tradition such as the law of karma, types of karma, purusarthas, ethics of the Gita, Buddhist' Pancasila, Brahmvihara, Jaina Triratna and explore how these ethical principles manifest in various Indian philosophical schools, religions, and cultural practices.
- Develop a heightened awareness of ethical issues in personal, professional, and societal contexts and cultivate a sense of ethical responsibility and understanding of the implications of ethical choices on individuals and society.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
- **CLO 2:** Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment.
- **CLO 3:** Students will be able to evaluate and compare prominent ethical theories including Utilitarianism (as articulated by Mill and Bentham), Teleological and Deontological Ethics, Duty Ethics (based on Kantian principles), and Virtue Ethics (following Aristotle's approach), and analyze their implications for moral decision-making and ethical dilemmas.
- **CLO 4:** Students will be able to analyze and interpret Indian ethical thought, including the ethical teachings of the Bhagavad Gita, Buddhist and Jain ethical principles. Students will also be able to engage with diverse ethical perspectives and traditions critically, recognize their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal moral development.

Unit I: Introduction (Lectures: 11)

- Meaning, nature, scope, and Utility of studying Ethics
- Relation between Ethics and other sciences
- Kinds of ethics-Normative,

- Meta and Applied Ethics

Unit II: Moral Concepts (Lectures: 11)

- Right and Wrong, Moral and Non-moral actions
- Moral consciousness
- Moral judgment

Unit III: Ethical Theories (Lectures: 11)

- Teleological: Utilitarianism (Mill and Bentham)
- Deontological (Kant)
- Virtue Ethics (Aristotle)

Unit IV: Indian Ethical Thought (Lectures: 12)

- Law of Karma, Types of Karma, Varṇa-Aśrama Dharma, Puruṣārtha
- Buddhist Pañcāśīla, Brahmavihāra
- Jaina Triratna, Aṇuvrata and
- Mahāvratā

Recommended Books:

1. S.N Dasgupta.: A History of Indian Philosophy Vol I Williams Frankenna: Ethics
2. W.D. Hudson: Modern Moral Philosophy Lillie, William.: An Introduction to Ethics
3. J.N. Mackenzie: Manual of Ethics Vol I and Vol II
4. G.E Moore: Ethics
5. S. Radhakrishnan: Indian Philosophy Vol I
6. Kedar Nath: Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals

COURSE NAME: Socio-Political Thought of India

COURSE CODE: PH- CE - 6324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

COURSE OBJECTIVE:

- The course attempts to introduce the evolution of socio-political ideas and theories found in Mahabharata and Kautilya's Arthashastra and attempts to demonstrate conceptual knowledge of key texts and theories of socio-political thought in India.
- Analyse key texts, movements, and contributions of influential thinkers like Ambedkar and Gandhi that shaped India's socio-political philosophies and exhibit critical analysis skills in assessing significant Indian thinkers and ideas.
- Introduce the fundamental concepts of B. R. Ambedkar's caste and democracy, Gandhi's satyagraha, and Sarvodaya, which frame India's social and political thought of Indian democracy and political discourse.
- Display competence in research, writing, and reasoned debate around Indian socio-political philosophy. And develop an appreciation for India's rich yet complex traditions shaping contemporary identity politics and policy formulations.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Students will be able to explain key socio-political ideas and themes in the Mahabharata epic including dharma, roles and duties, political authority, and governance.
- **CLO 2:** Students will be able to explain the core ideas and themes in the Arthashastra related to governance, statecraft, and economic policies, and analyse Kautilya's philosophical perspectives on an ideal state, and society.
- **CLO 3:** Students will develop an understanding of the key principles and concepts in Gandhi's political ideology including swaraj, satyagraha, ahimsa, and self-rule. Assess Gandhi's role and contribution to the Indian freedom struggle and his influence on post-independence Indian politics. Evaluate the effectiveness of Gandhian civil disobedience and nonviolence resistance tactics from ethical and political strategy perspectives.
- **CLO 4:** Students will be able to explain Ambedkar's key political ideas and his interpretation of democracy. Analyse Ambedkar's critique of untouchability and the caste system in India. Compare and contrast. Engage in intellectual discussion on practical difficulties in actualizing Ambedkar's vision of annihilation of caste and building a truly egalitarian democracy.

Unit I: Mahabharata (Lectures: 12)

- Origin of the State
- Rajdharma/Danda-Niti
- Elements of State

Unit II: Kautilya (Lectures: 11)

- Sovereignty
- Seven Pillars of State-craft
- Society, law and justice, external affairs.

Unit III: Gandhi (Lectures: 11)

- Truth, Non-violence
- Satyagraha, Swaraj
- Sarvodaya, Critique of Modern Civilization

Unit IV: Ambedkar (Lectures: 11)

- Annihilation of Caste
- Democracy
- Ideal Society

Recommended Books:

1. Priyanka Pandey: Rajdharma in Mahabharata
2. Sitansu S. Chakravarty: Ethics in the Mahabharata
3. J Sinha: Outlines of Indian Philosophy
4. Kavita A. Sharma & Indu Ramchandani: Teachings from the Mahabharata
5. Kautilya- Chanakya Arthashastra: A Treatise on the Art of Government
6. R. Shmasastry: Kautilya's Arthashastra
7. D.M. Datta-Mahatma Gandhi
8. B.R. Ambedkar: Annihilation of Caste
9. B.R. Ambedkar: The Essential Writings of B.R. Ambedkar
10. Sitansu S. Chakravarty: Ethics in the Mahabharata

COURSE NAME: Symbolic Logic

COURSE CODE: PH- CE - 6334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- The course aims to introduce students to symbolic logic – its development and characteristics, use of symbols, formal logical concepts, methods, and tools for analysis of argument structure.
- Develop skills in constructing valid arguments, and gaining proficiency in symbolic language to express logical relationships accurately.
- Examine techniques like proof procedures, truth tables- both direct and indirect and models to assess the validity of propositions.
- Introduce the students to the modern classification of propositions and the method of deduction which typically focuses on enhancing logical reasoning skills and fostering precision in expressing ideas through the use of connectives enhancing critical thinking and problem-solving abilities.

COURSE LEARNING OUTCOME:

- **CLO 1:** Students will develop an understanding of the development, characteristics, relation, and use of symbols in symbolic logic. They will also learn the modern classification of proposition.
- **CLO 2:** Students will understand how to use logical connectives like "and," "or," "not," and others to express complex logical relationships. Students will learn to apply these connectives effectively, analyse compound statements, and develop the ability to construct and evaluate logical arguments using formal symbolic logic.
- **CLO 3:** Students will be able to comprehend and apply the principles of truth-functional logic and learn to evaluate truth values for compound statements using logical connectives such as "and," "or," "not," and others. Students are expected to develop skills in constructing truth tables, identifying tautologies or contradictions, and manipulating truth functions to analyze and form valid logical arguments. The course typically enhances students' ability to reason systematically and make precise evaluations based on the truth values of propositions.
- **CLO4:** Students will learn to apply rules of inference and replacement, make logical derivations, and prove the validity of logical arguments systematically. Students will also enhance critical thinking skills, improve the ability to analyse complex statements, and provide a foundation for understanding formal logical systems.

Unit I: Introduction (Lectures: 11)

- Nature, Characteristics, and development of symbolic logic, the relation between traditional and symbolic logic
- Use of symbols in logic
- Modern classification of proposition

Unit II: Logical Connectives (Lectures: 11)

- Simple and compound statements, Constants and variables
- Basic logical constants
- Symbolization in everyday language

Unit III: Truth Function (Lectures: 11)

- Basic Truth functions
- Truth table methods-direct and indirect
- Construction of truth table, determining tautology, contingent and contradictory statement

Unit IV: Method Of Deduction (Lectures: 12)

- Use of Rules of inference
- Use of Rules of replacement
- Constructing formal proof with rules of inference and replacement

Recommended Books:

1. Chakraborti, Chhanda.: Logic: Informal, Symbolic & Inductive
2. Copi, I. M.: Symbolic Logic Fifth Edition
3. Copi, I.M. & Cohen, Carl.: Introduction to Logic Fourteenth Edition
4. Hurley, Patrick.: Introduction to Logic
5. Basson and O'Connor: Introduction to Symbolic Logic
6. Roy, B.N.: Textbook of Inductive Logic
7. Suppes, P.: Introduction to Logic

COURSE NAME: Comparative Study of Religion

COURSE CODE: PH- CE - 6344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVE:

- This course aims to introduce students to a comprehensive understanding of religious diversity, historical contexts, and contemporary relevance.
- By exploring various religious traditions, students will develop critical thinking skills and a nuanced perspective on the role of religion in human societies.
- Evaluate the core beliefs, rituals, and practices of religion and gain a comprehensive understanding of religion, its multifaceted dimensions, and its relevance in various academic disciplines
- Compare religious texts, scriptures, and mythologies across different traditions and understand the historical context and evolution of religious thought.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Define religion explore the nature and scope of religious beliefs, practices, and rituals, and investigate the origins of religion and its historical development.
- **CLO 2:** Explore the earliest expressions of religious beliefs in human history and delve into psychological and anthropological theories related to religious experiences, cognition, and belief systems.
- **CLO 3:** Students will gain a deep understanding of prophetic traditions and their significance in the broader religious landscape.
- **CLO 4:** Students will gain insights into the vibrant and dynamic nature of some religions of the East traditions and their significance in today's globalized world.

Unit I: Study of Religion (Lectures: 11)

- Meaning, Definition, Nature, and Scope of Religion
- Aims and Objectives of the Study of Religion.
- Relationship of religion with other Disciplines: Theology, Ethics, Philosophy, Sociology.

Unit II: Primitive Religion (Lectures: 11)

- Animism, Fetishism
- Ancestor worship, Totemism
- Mana, Taboo, Magic and Religion

Unit III: RELIGIONS OF THE EAST (Lectures: 11)

- Hinduism
- Taoism

- Shintoism

Unit IV: The Prophetic Tradition (Lectures: 12)

- Judaism
- Christianity
- Islam

Recommended Books:

1. P. Chatterjee: Studies in Comparative Religion
2. Y. Masih: A Comparative Study of Religions.
3. K.N. Tiwari: Comparative Religion.
4. John Hick: Philosophy of Religion
5. Johannes P. Schade: Encyclopedia of World Religions.
6. Huston Smith (2009): The World's Religions (ed.2) Harper Collins
7. Jacob Neusner Bard, Alan J. Avery-Peck – The Blackwell Companion to Judaism
8. Frank Byron Jevons: An Introduction to the History of Religion
9. Jody Ondich, Worlds Religion: Spirit Searching
10. W.G. Aston: "Shinto, the Ancient Religion of Japan," in Religions Ancient and Modern.
11. J.N.D. Anderson (James Norman Dalrymple): The world's religions

COURSE NAME: RESEARCH METHODOLOGY

COURSE CODE: PH-CE-7414

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- Develop an understanding of the fundamental concepts, purposes, and psychological aspects underlying research in various disciplines.
- Familiarize students with different research methods, designs, and models to identify and formulate appropriate research problems.
- Equip learners with the skills to analyse and interpret data using appropriate statistical tools and techniques.
- Enable students to prepare, present, and document scientific research reports and proposals while adhering to ethical standards and copyright norms.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Understand the psychology and philosophy of research, recognising its perspectives, significance, and necessity in academic inquiry.
- **CLO 2:** Apply research knowledge to identify, design, and formulate suitable research problems using appropriate methods and models.
- **CLO 3:** Analyse research data effectively through the application of suitable statistical tools and interpret the outcomes critically.
- **CLO 4:** Create and communicate scientific research reports and proposals with academic integrity, ethical consideration, and respect for intellectual property rights.

COURSE CONTENT

Unit 1: Research and Research Problem (Lecture: 11)

- Formulating the research problem, Literature review, and Selection of the Research problem.

Unit 2: Methods of Research (Lecture: 11)

- Traditional Methods, Modern Methods, Ethnographic methods, Survey of Literature, Documentation methods

Unit 3: Research Design (Lecture: 11)

- Formulation of Research design, Features of a good design, Basic Principles of Experimental Designs, Methods of Data Collection.

Unit 4: Analysis, Interpretation and Report Writing (Lecture: 12)

- Elements of Analysis, Technique of interpretation, and writing a report.

Recommended Books:

1. Chawla, D., & Sondhi, N. (2009). *Research Methodology: Concepts And Cases*. Vikas Publishing House Pvt. Ltd.
2. Garg, B. L., Karadia, R., Agarwal, F., & Agarwal, U. K. (2002). *An Introduction To Research Methodology*. RBSA Publishers.
3. Kothari, C. R. (1990). *Research Methodology: Methods and Techniques* (2nd ed.). New Age International.
4. Kothari, C. R. (2008). *Research Methodology: Methods & Techniques* (Reprint ed.). New Age International Publishers.
5. Montgomery, D. C. (2017). *Design and Analysis of Experiments*. John Wiley & Sons.
6. Panneerselvam, R. (2009). *Research Methodology*. PHI Learning Pvt. Ltd.
7. Rajammall, P., Devadoss, K., & Kulandaivel, K. (1976). *A Handbook of Methodology of Research*. RMM Vidyalaya Press.
8. Sinha, S. C., & Dhiman, A. K. (2002). *Research Methodology* (Vols. 1–2). Ess Publications.
9. Trochim, W. M. K. (2005). *Research Methods: The Concise Knowledge Base*. Atomic Dog Publishing.
10. Anderson, J. (1997). *Thesis and Assignment Writing*. Wiley Eastern Ltd.
11. Gupta, M., & Gupta, D. (2011). *Research Methodology*. PHI Learning Private Ltd.
12. Gupta, S. C., & Kapoor, V. K. (1999). *Fundamentals of Mathematical Statistics*. Sultan Chand & Sons.
13. McBurney, D. H. (2006). *Research Methods* (5th ed.). Thomson Learning. ISBN 81-315-0047-0.

COURSE NAME: SOCIO-POLITICAL PHILOSOPHY

COURSE CODE: PH-CE-7424

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To introduce students to the foundational concepts and theories of social and political philosophy, emphasising their scope, functions, and interrelation with the social sciences.
- To enable critical understanding of major theories of justice, including Rawls' distributive justice, Nozick's entitlement theory, and Amartya Sen's perspective on global justice, freedom, and capability.
- To foster appreciation of pluralist ideals such as humanism, secularism, and multiculturalism, and their significance in promoting democratic and inclusive social order.
- To examine the core principles of Marxism, focusing on dialectical materialism, alienation, critique of capitalism, and the idea of class struggle leading toward a classless society.

Course Learning Outcomes:

- **CLO 1:** Understand and explain the key concepts, scope, and functions of social and political philosophy and their relation to the social sciences.
- **CLO 2:** Critically analyse significant justice theories proposed by thinkers like John Rawls, Robert Nozick, and Amartya Sen, and apply them to contemporary social and political contexts.
- **CLO 3:** Evaluate and interpret the central tenets of Marxist philosophy, including dialectical materialism, alienation, and the critique of capitalism, in understanding social change and class relations.
- **CLO 4:** Demonstrate an informed appreciation of pluralist ideals such as humanism, secularism, and multiculturalism as guiding principles for a harmonious and inclusive society.

COURSE CONTENT

Unit 1: Socio-Political Ideals (Lecture: 13)

- Introduction to socio-political philosophy, scope, function, and its relation to other social sciences.
- Justice, Equality, Freedom
- Liberalism, Conservatism, Anarchism, Socialism

Unit 2: Theory of Justice (Lecture: 12)

- John Rawls: Distributive Justice
- Nozick: Justice of Entitlement
- Amartya Sen: Global Justice, Freedom and Capability.

Unit 3: Marxism (Lecture: 10)

- Dialectical Materialism
- Alienation, Critique of Capitalism
- Doctrine of Class Struggle and Classless Society

Unit 4: Pluralist Ideals (Lecture: 10)

- Humanism
- Multiculturalism
- Secularism

Recommended Books:

1. Acharya, A., & Bhargava, R. (n.d.). *Political Theory: An Introduction*.
2. Gauba, O. P. (n.d.). *Social and Political Philosophy*.
3. Nozick, R. (1974). *Anarchy, State, and Utopia*. Basil Blackwell.
4. Heywood, A. (2012). *Political Ideologies: An Introduction* (5th ed.). Palgrave Macmillan.
5. Mackenzie, J. S. (n.d.). *Outlines of Social and Political Philosophy*.
6. Raphael, D. D. (1970). *Problems of Political Philosophy*. Macmillan.
7. Knowles, D. (2001). *Political Philosophy*. Routledge.
8. Rout, B. C. (n.d.). *Political Theory and Ideology*.
9. Hobbes, T. (1994). *Leviathan* (E. Curley, Ed.). Hackett Publishing Company.
10. Rawls, J. (2005). *A Theory of Justice* (Illustrated ed.). Harvard University Press.
11. McMurtry, J. (2016). *The Structure of Marx's World-View*. Princeton University Press.
12. Sen, A. (2010). *The Idea of Justice*. Penguin Books.

COURSE NAME: ANALYTIC PHILOSOPHY

COURSE CODE: PH-CE-7434

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- Explain the foundational ideas of the analytic turn in philosophy, including the linguistic turn and key contributions by Frege and Moore.
- Explain and critically assess Frege's distinction between sense and reference and its implications for the philosophy of language.
- Interpret and apply key concepts from Wittgenstein's philosophy, including language games, facts and propositions, and family resemblance.
- Assess Gilbert Ryle's critique of Cartesian dualism, focusing on category mistakes, the distinction between knowing-that and knowing-how, and the nature of self-knowledge.

COURSE LEARNING OUTCOMES:

- CLO1: Demonstrate a clear understanding of the analytic turn in philosophy and its emphasis on language and logical analysis.
- CLO2: Critically examine the philosophical contributions of Russell and Wittgenstein, particularly their theories of language, logic, and meaning.
- CLO3: Apply key philosophical concepts such as sense and reference, language games, and category mistakes to analyse contemporary issues in language and mind.
- CLO4: Develop the ability to articulate and defend philosophical arguments both orally and in writing, drawing on the perspectives of Frege, Moore, Russell, Wittgenstein, and Ryle.

COURSE CONTENT

Unit 1: Analytic Turn (Lecture: 10)

- Grounds for linguistic turn
- Frege- sense and reference
- Moore- defence of common sense

Unit 2: Russell (Lecture: 10)

- Critique of ordinary language
- Russell's theory of Descriptions

- Logical atomism

Unit 3: Wittgenstein (Lecture: 10)

- Fact and proposition
- Language games
- Family resemblance

Unit 4: Gilbert Ryle (Lecture: 15)

- Category Mistake
- Knowing that- Knowing How
- Self-Knowledge

Recommended Books

1. Gross, B. R. (n.d.). *Analytic Philosophy*.
2. Wittgenstein, L. (1922). *Tractatus Logico-Philosophicus*. Kegan Paul, Trench, Trubner & Co.
3. Wittgenstein, L. (1953). *Philosophical Investigations*. Blackwell.
4. Ryle, G. (1949). *The Concept Of Mind*. Hutchinson.
5. Stroll, A. (2000). *Analytic Philosophy: An Introduction*. Routledge.
6. Dummett, M. (1993). *Origins of Analytic Philosophy*. Harvard University Press.
7. Rorty, R. (Ed.). (1967). *The Linguistic Turn: Essays In Philosophical Method*. University of Chicago Press.

COURSE NAME: PHILOSOPHY OF UPANISHAD

COURSE CODE: PH-CE-7444

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To introduce students to the historical and literary context of the Upanishads within Vedic literature and explore their foundational philosophical concepts.
- To develop a comprehensive understanding of the core metaphysical concepts in the Upanishads, including Brahman, Atman, and the intrinsic relationship between them.
- To analyse Upanishadic theories of cosmology, focusing on the nature of creation, the status of the world, and the interrelation between the divine (Brahman) and the cosmos.
- To critically examine the Upanishadic views on individual destiny, encompassing concepts of karma, samsara, self-realisation, and the attainment of moksha (liberation).

Course Learning Outcomes:

- **CLO1:** Students will be able to explain the position of the Upanishads within the broader spectrum of Vedic literature and articulate their key philosophical contributions.
- **CLO2:** Students will be able to interpret and critically analyse the Upanishadic concepts of Brahman, Atman, and the metaphysical relationship between the two.
- **CLO3:** Students will be able to evaluate Upanishadic cosmology, including the theories of creation, the nature of the world, and the relation of the world to Brahman.
- **CLO4:** Students will be able to discuss the Upanishadic doctrines of karma, samsara, self-realisation, and moksha, and relate these teachings to the broader context of Indian philosophical thought.

COURSE CONTENT

Unit 1: Introduction (Lecture: 10)

- The place of the Upanishads in the Vedic literature
- The history of the Upanishads
- The fundamental concepts in the Upanishads

Unit 2: Upanishadic Reality (Lecture: 10)

- Brahman
- Atman
- Relation between Brahman and Atman

Unit 3: Creation (Lecture: 12)

- Creation (world)
- Status of the world
- Relation of Brahma and the world

Unit 4: Individual destiny (Lecture: 13)

- Karma and samsara
- Knowledge and self-realisation
- Moksha (Liberation)

Recommended Books

1. Radhakrishnan, S. (1953). *The Principal Upanishads*. George Allen & Unwin.
2. Deussen, P. (1906). *The Philosophy of The Upanishads*. (A. S. Geden, Trans.). T&T Clark.
3. Hume, R. E. (1921). *The Thirteen Principal Upanishads*. Oxford University Press.
4. Mahadevan, T. M. P. (1960). *The Upanishads*. Arnold-Heinemann.
5. Dasgupta, S. N. (1922–1955). *A History of Indian Philosophy* (Vols. 1–5). Cambridge University Press.
6. Radhakrishnan, S. (1923). *Indian Philosophy* (Vol. 1). Oxford University Press.
7. Ranade, R. D. (1926). *A Constructive Survey of Upanishadic Philosophy*. Bharatiya Vidya Bhavan.
8. Sharma, C. D. (1960). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
9. Winternitz, M. (1927). *A History of Indian Literature* (Vols. 1–2). University of Calcutta.

COURSE NAME: WESTERN METAPHYSICS

COURSE CODE: PH-CE- 7454

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To introduce students to the foundational concept of metaphysics through key philosophical perspectives, particularly those of Aristotle, Descartes, and Spinoza.
- To explore and critically evaluate different approaches to metaphysics, including its characterisation as a pseudoscience, its relation to science, and the notion of metaphysics as presuppositionless inquiry.
- To analyse and engage with central metaphysical problems such as the distinction between appearance and reality, essence and existence, and the nature of universals and particulars.
- To assess major philosophical critiques and rejections of metaphysics, focusing on the contributions of Kant, Hume, the Logical Positivists, and Postmodern thinkers.

COURSE LEARNING OUTCOMES:

- CLO1: Students will be able to explain and compare the foundational views of metaphysics as presented by Aristotle, Descartes, and Spinoza.
- CLO2: Students will be able to critically assess various approaches to metaphysics, including its critique as pseudoscience and its defence as a necessary presupposition-free inquiry beyond empirical science.
- CLO3: Students will be able to analyse major metaphysical problems, such as the distinctions between appearance and reality, essence and existence, and universals and particulars, through the works of key philosophers.
- CLO4: Students will be able to evaluate significant historical and contemporary critiques of metaphysics, with particular reference to the perspectives of Kant, Hume, Logical Positivism, and Postmodernism.

COURSE CONTENT

Unit 1: The Concept of Metaphysics (Lecture: 10)

- Aristotle's view of metaphysics as the science of Being
- Descartes' view
- Spinoza's view

Unit 2: Approaches to metaphysics (Lecture: 10)

- Metaphysics as a pseudoscience
- Metaphysics as going beyond science
- Metaphysics as presuppositionless

Unit 3: Problems of Metaphysics (Lecture: 12)

- Appearance and Reality- Plato and Bradley
- Essence and existence- Plato and Sartre
- Universal and Particular

Unit 4: Rejection of metaphysics (Lecture: 13)

- Kant and Hume
- Logical Positivism
- Post Modernism

Recommended Books

1. Ewing, A. C. (1951). *The Fundamental Questions of Philosophy*. Routledge & Kegan Paul.
2. Cunningham, G. W. (1910). *Problems of Philosophy*. Edward Arnold.
3. Copleston, F. (1958). *A History of Philosophy* (Vols. 4–5). Continuum.
4. Hospers, J. (1967). *An Introduction to Philosophical Analysis*. Routledge & Kegan Paul.
5. Thilly, F. (1914). *A History of Philosophy*. Henry Holt and Company.
6. Wright, W. K. (1924). *A History of Modern Philosophy*. Macmillan.
7. O'Connor, D. J. (1964). *A Critical History of Western Philosophy*. Free Press.
8. Morris, C. R. (1911). *Locke, Berkeley, Hume*. Charles Scribner's Sons.
9. Chakraborty, S. (2011). *An Introduction to Philosophy*. Progressive Publishers.
10. Kenny, A. (1998). *A Brief History of Western Philosophy*. Blackwell.
11. Grayling, A. C. (2019). *The History of Philosophy*. Penguin Books.
12. Locke, J. (1689). *An Essay Concerning Human Understanding*. Thomas Bassett.
13. Hume, D. (1748). *An Enquiry Concerning Human Understanding*. A. Millar.
14. Descartes, R. (1637/1641). *Discourse on Method & Meditations on First Philosophy*. Cambridge University Press.
15. Spinoza, B. (1677). *Ethics*. Penguin Classics.

COURSE NAME: APPLIED ETHICS

COURSE CODE: PH-CE-8414

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

Theory: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- Introduce students to the foundational concepts, scope, and methodologies of applied ethics.
- Enable learners to critically analyse moral issues related to human life, animal life, and the environment.
- Encourage reflection on ethical responsibilities in professional and technological fields.
- Develop the ability to apply ethical theories and reasoning to practical moral dilemmas in contemporary society.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Understand the fundamental distinctions between ethics, normative ethics, and meta-ethics, and their relevance to applied ethics.
- **CLO 2:** Identify and evaluate major ethical issues concerning human and animal life, such as suicide, euthanasia, abortion, feminism, and animal rights.
- **CLO 3:** Analyse ecological concerns through ethical perspectives like deep ecology, shallow ecology, and eco-feminism.
- **CLO 4:** Apply ethical reasoning to professional and technological contexts, recognising rights, obligations, and legal dimensions in fields such as healthcare and digital environments. Develop a critical moral awareness to address real-world ethical problems through informed judgment and reflective thinking

COURSE CONTENT

Unit 1: Foundation of Applied Ethics (Lecture: 10)

- Ethics, Normative Ethics, and Meta-Ethics
- Nature and scope of Applied Ethics
- Problems of Applied Ethics

Unit 2: Moral Values and Life (Lecture: 10)

- Suicide and Euthanasia
- Abortion and Feminism
- Animal Rights

Unit 3: Environmental Ethics (Lecture: 13)

- Nature, scope, and development of environmental ethics
- Anthropocentrism, Ecocentrism
- Biocentrism, Eco-Feminism

Unit 4: Professional and Cyber Ethics (Lecture: 12)

- Medical Ethics- autonomy and beneficence
- Business ethics
- Cyber ethics- Use of AI

Reommended Books

1. Beauchamp, T. L. (2003). *The Nature of Applied Ethics*. In R. G. Frey & C. H. Wellman (Eds.), *A Companion to Applied Ethics* (pp. 1–16). Wiley-Blackwell.
2. Elliot, R. (Ed.). *Environmental Ethics*. Oxford University Press.
3. Oderberg, D. S. *Applied Ethics: A Non-Consequential Approach*. Blackwell.
4. Singer, P. *Practical Ethics*. Cambridge University Press.
5. Pal, S. K. (2021). *Folita Nitisastra*. Levant Books.
6. Hizza, J. M. *Computer Network Security and Cyber Ethics*.
7. Holmes, R. L. *Introduction to Applied Ethics*.
8. Lucas, G. *Ethics and Cyber Warfare*.
9. Singer, P. *Applied Ethics*.
10. Yogi, M. M. *Euthanasia: Its Moral Implication*.

COURSE NAME: PHILOSOPHY OF MIND

COURSE CODE: PH-CE-8424

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- Differentiate between psychology and the philosophy of mind, and critically examine key issues such as the mind-body problem and varieties of dualism.
- Analyse and evaluate Behaviourism as a theory of mind, distinguishing between its methodological and philosophical forms, and assess major arguments against it.
- Understand and explain the Mind-Brain Identity Theory, including distinctions between type-type and token identity theories, and the implications for the relationship between mind and brain.
- Explore the philosophical problem of personal identity, comparing physical and memory-based criteria through the perspectives of A.J. Ayer, Bernard Williams, John Locke, and David Hume.

COURSE LEARNING OUTCOME:

- **CLO 1:** Demonstrate a clear understanding of the philosophical foundations of the mind-body problem by distinguishing psychology from the philosophy of mind and evaluating various dualist theories.
- **CLO 2:** Critically assess Behaviourism as a theory of mind, identifying its methodological and philosophical forms, and articulating the main criticisms against it.
- **CLO 3:** Explain and compare different versions of the Mind-Brain Identity Theory, including type-type and token identity theories, and evaluate their implications for the relationship between mind and brain.
- **CLO 4:** Analyse the philosophical concept of personal identity, applying and critiquing physical and memory-based criteria through the viewpoints of thinkers such as A.J. Ayer, Bernard Williams, John Locke, and David Hume.

COURSE CONTENT

Unit 1: General Introduction (Lecture: 10)

- Distinction between psychology and philosophy of mind
- Mind-body problem (Descartes' defense of dualism)
- Varieties of dualism (Property dualism, emergent property dualism, pan psychism, neutral monism)

Unit 2: Behaviourism (Lecture: 10)

- Methodological Behaviourism
- Philosophical Behaviourism
- Arguments Against Behaviourism

Unit 3: Identity Theory (Lecture: 12)

- Mind-brain identity theory
- Relation between mind and brain
- Type-type identity theory, Token-identity theory

Unit 4: Problem Of Personal Identity (Lecture: 13)

- Meaning of personal identity
- Physical criterion: A.J.Ayer, Bernard Williams
- Memory criterion: Locke, Hume, Shoemaker, Derek Parfit

Recommended Books

1. Bora, Sakuntala. Enquiry into Self
2. Ravenscroft, I. (2005). Philosophy of Mind: A Beginner's Guide. Oxford University Press.
3. Lowe, E. J. (2000). An Introduction to The Philosophy of Mind. Cambridge University Press.
4. Feser, E. (2005). Philosophy of Mind: A Short Introduction. One World Publications.
5. Heil, J. (2004). Philosophy of Mind: A contemporary introduction. Routledge.
6. Kim, J. (1996). Philosophy of Mind (3rd ed.). Westview Press.
7. Cooney, B. (1999). The place of Mind. Cengage Learning.
8. Watson, J. B. (n.d.). Behaviourism.
9. Ryle, G. (2002). Descartes' Myth. In D.
10. Descartes, R. (2002). Meditations II and VI.
11. In D. Chalmers (Ed.), Philosophy of Mind: Classical and Contemporary Readings. Oxford University Press.

COURSE NAME: WESTERN EPISTEMOLOGY

COURSE CODE: PH-CE- 8434

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To develop a comprehensive understanding of the nature, characteristics, and traditional definitions of knowledge, with a particular focus on the Justified True Belief (JTB) model and its interpretations.
- To critically analyse the Gettier problem and explore various philosophical responses and counterarguments that challenge or defend the JTB account of knowledge.
- To examine and compare significant truth criteria, including correspondence, coherence, and semantic theories, and evaluate their role in epistemological inquiry.
- To explore key theories of justification, such as foundationalism, coherentism, and reliabilism, and assess their significance in addressing the structure and justification of knowledge claims.

Course Learning Outcome:

- **CLO 1:** Students will be able to explain the nature and traditional conception of knowledge, including the Justified True Belief (JTB) model and its key components.
- **CLO 2:** Students will be able to critically evaluate the Gettier problem and articulate the philosophical implications of critiques and responses to the JTB definition of knowledge.
- **CLO 3:** Students will be able to distinguish and assess different criteria of truth—correspondence, coherence, and semantic—and defend their relevance in evaluating knowledge claims.
- **CLO 4:** Students will be able to compare foundationalism, coherentism, and reliabilism as significant justification theories and apply them to contemporary epistemological debates.

COURSE CONTENT

Unit 1: Introduction to knowledge (Lecture: 11)

- Nature, characteristics and properties of knowledge.
- JTB definition of knowledge
- Interpretations of JTB

Unit 2: The Critique of JTB and Responses (Lecture: 11)

- Critique of JTB

- Responses to Gettier's critique
- Replies to the responses.

Unit 3: Criteria of Truth (Lecture: 11)

- Correspondence
- Coherence
- Semantic

Unit 4: Theories of Justification (Lecture: 12)

- Foundationalism
- Coherentism
- Reliabilism

Recommended Books

1. Dancy, J. (1985). *Introduction To Contemporary Epistemology*. Blackwell.
2. Chisholm, R. M. (1989). *Theory of Knowledge* (3rd ed.). Prentice Hall.
3. Ayer, A. J. (1956). *The Problem of Knowledge*. Penguin Books.
4. Pollock, J. L. (1986). *Contemporary Theories of Knowledge*. Rowman & Littlefield.
5. Stroll, A. (Ed.). (1967). *Epistemology: New Essays in Theory of Knowledge*. Harper & Row.
6. Lehrer, K. (1990). *Knowledge*. Clarendon Press.
7. Basu, S. (2002). *Justification: Concepts And Theories*. Progressive Publishers.
8. Saha, S. (1997). *Evidence And Truth*. Allied Publishers (in association with Jadavpur University).
9. Greco, J., & Turri, J. (Eds.). (2012). *Virtue epistemology: Contemporary readings*. MIT Press.
10. Dancy, J., & Sosa, E. (Eds.). (1992). *A companion to epistemology*. Blackwell.

COURSE NAME: PHILOSOPHY OF SCIENCE

COURSE CODE: PH-CE-8444

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To introduce students to the nature, scope, and foundational concepts of the philosophy of science, and its relationship with philosophy and scientific inquiry.
- To explore key concepts in the philosophy of science, including realism, anti-realism, instrumentalism, unification, explanation, and prediction.
- To examine Karl Popper's contributions to the philosophy of science, particularly the demarcation of science, falsifiability, accumulation of knowledge, and verisimilitude.
- To analyse Thomas Kuhn's ideas on paradigms, paradigm shifts, normal and revolutionary science, scientific revolutions, and the concept of incommensurability.

COURSE LEARNING OUTCOME:

- CLO1: Students will be able to explain the relationship between philosophy and science, and critically evaluate the nature and scope of the philosophy of science.
- CLO2: Students will be able to distinguish and analyse key concepts in the philosophy of science, including realism, anti-realism, instrumentalism, unification, explanation, and prediction.
- CLO3: Students will be able to describe and critically assess Karl Popper's ideas on the demarcation of science, falsifiability, accumulation of knowledge, and the concept of verisimilitude.
- CLO4: Students will be able to interpret and evaluate Thomas Kuhn's theory of paradigms, paradigm shifts, scientific revolutions, and the notion of incommensurability.

COURSE CONTENT

Unit 1: Introduction (Lecture: 10)

- Philosophy, science and the relation between philosophy and science
- Nature and scope of philosophy of science
- Induction and Its Problems

Unit 2: Concepts of Philosophy of Science (Lecture: 10)

- Realism and Anti-realism
- Instrumentalism and Unification
- Explanation and Prediction

Unit 3: Karl Popper (Lecture: 13)

- Concept of science: Demarcation of science and pseudoscience
- Falsifiability, Accumulation of human knowledge
- Probability, the concept of verisimilitude

Unit 4: Thomas Kuhn (Lecture: 12)

- Paradigm and Paradigm shift, normal and revolutionary science
- The idea of the Scientific Revolution
- Incommensurability

Recommended Books

1. Kuhn, T. (1970). *The Structure of Scientific Revolutions*. University of Chicago Press.
2. Popper, K. (1959). *The Logic of Scientific Discovery*. London: Routledge.
3. O'Hear, A. (1989). *An Introduction to Philosophy of Science*. Oxford: Clarendon Press.
4. Armstrong, D. (1983). *What Is a Law of Nature?* Cambridge University Press.
5. Van Fraassen, B. (1980). *The Scientific Image*. New York: Oxford University Press.
6. Hintikka, J., & Suppes, P. (Eds.). (1966). *Aspects of Inductive Logic*. Amsterdam: North-Holland Publishing Company.
7. Churchland, P., & Hooker, C. (Eds.). (1985). *Images of Science*. Chicago: University of Chicago Press.
8. Horwich, P. (1982). *Probability and Evidence*. Cambridge University Press.
9. Frank, P. (1957). *Philosophy of Science*. London: Prentice-Hall.
10. Kitcher, P. (1993). *The Advancement of Science*. New York: Oxford University Press.
11. Earman, J. (1992). *Bays or Bust? A Critical Examination of Bayesian Confirmation Theory*. MIT Press.
12. Hempel, C. G. (1950). *Studies in the Logic of Confirmation*.
13. Lakatos, I. (1970). *Falsification and the Methodology of Scientific Research Programmes*.
14. Feyerabend, P. (1975). *Against Method* (Ch. 1).
15. Galison, P. (1997). *Image and Logic* (Ch. 9).
16. Chalmers, A. (2013). *What Is This Thing Called Science?* (Ch. 2).
17. Norton, J. D. (2005). *A Material Theory of Induction*.
18. Van Fraassen, B. (2013). *The Scientific Image*.

19. Kincaid, H., Dupre, J., & Wylie, A. (2007). *Value-Free Science?* (Introduction).
20. Longino, H. (1990). *Science as Social Knowledge* (Ch. 4).
21. Kitcher, P. (2001). *Science, Truth, and Democracy* (Ch. 7 & 10).

COURSE NAME: PHILOSOPHICO-RELIGIOUS THOUGHT IN INDIA

COURSE CODE: PH-CE-8454

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To trace the historical evolution of philosophic-religious thought in India, from the Pre-Aryan and Vedic periods to the Pauranic and Modern ages, highlighting major transitions in spiritual and philosophical ideas.
- To examine the origin, development, and philosophical foundations of Saivism, including its key doctrines, cults, metaphysical principles, and the distinctive features of Kashmiri and Virasaiva traditions.
- To explore the central concepts of Vaishnavism, focusing on its theological development, the idea of bhakti, and the relationship between God, soul, and the doctrine of the four vyuhas.
- To analyze the Bhagavata religion as a system of devotion, understanding its conception of bhakti, its relation to knowledge and action, and its role in achieving liberation and divine grace.

COURSE LEARNING OUTCOMES:

- **CLO 1:** Explain the historical development of Indian philosophic-religious thought, identifying key stages from the Pre-Aryan to the Modern Age and their influence on spiritual and cultural evolution.
- **CLO 2:** Analyse the significant philosophical and theological aspects of Saivism, including its metaphysical background, key doctrines, and the distinctive contributions of Kashmiri and Virasaiva traditions.
- **CLO 3:** Interpret the core principles of Vaishnavism, particularly the concepts of bhakti, the nature of God and soul, and the philosophical significance of Vasudeva Krsna and the four vyuhas.
- **CLO 4:** Evaluate the philosophy of the Bhagavata religion, understanding the nature and forms of devotion, its relationship with knowledge and action, and its implications for spiritual liberation.

COURSE CONTENT

Unit 1: Evolution of Philosophic-Religious Thought (Lecture: 11)

- Origin and development
- Chief Cult
- Characteristics

Unit 2: Bhagavata Religion (Lecture: 11)

- Origin and development, literature
- Chief Deity, Bhakti
- Bondage and liberation

Unit 3: Vaishnavism (Lecture: 11)

- Origin and development, literature
- Principle doctrines
- Practices

Unit 4: Saivism (Lecture: 12)

- Origin and development, division
- Kashmiri Saivism: different names, literature, ultimate reality, Sakti
- Virasaivism: Origin and development, literature, principal doctrines, practices

Recommended Books

1. Bhattacharyya, H. (Ed.). (2007). The Cultural Heritage of India, Volume IV: The Religions. Kolkata, India: Ramakrishna Mission Institute of Culture.
2. Kamalakar Mishra: Kashmir Saivism: The Central Philosophy of Tantrism
3. Sanderson, A. (2007). The Śaiva Exegesis of Kashmir.
4. Bhandarkar, R. G. (1913). Vaishnavism, Saivism, and Other Minor Cults.
5. Harper, R., & Brown, J. (Eds.). (2002). Shaktis: Essays and Studies on the Shakta Traditions.
6. Pandit, B. N. (1989). History of Kashmir Saivism. Srinagar: Utpal Publications.

MINOR

Programme Specific Outcome of Bachelor of Arts – PHILOSOPHY (Minor)

PSO No.	Outcome
PSO-1	Understanding and acquiring the knowledge that is vital to the discipline of philosophy, including knowledge of core concepts, distinctions, theories, argumentative techniques, movements, and influential figures, within the core fields of aesthetics, ethics, epistemology, logic, metaphysics, and social & political philosophy.
PSO-2	Building up the application of philosophical knowledge in other interdisciplinary areas such as Political Science, Sanskrit, Sociology, Language study etc.
PSO-3	Developing the effective skill of explanation with logical reasoning of an action
PSO-4	Developing the capacity to synthesize a different view into one unified whole to give a general view.
PSO-5	Strengthening problem-solving skills and knowledge and applying that knowledge in actual situations to solve social and ethical problems.
PSO-6	Understanding and analysis of different values including different moral dimensions of one's decision so that it can increase the power of responsibility.
PSO-7	Acquiring the knowledge to develop the defensive power and ability to establish their views and challenging problems of philosophy.
PSO-8	Developing the understanding to focus on sustainable development from an ethical perspective.

LIST OF COURSES:

Semester	Course Name	Course Code
1	ANCIENT VEDIC THOUGHTS	PH – MN – 1114
2	PRE-SOCRATIC GREEK PHILOSOPHY	PH – MN – 2114
3	INTRODUCTION TO INDIAN PHILOSOPHY	PH – MN – 3214
4	INTRODUCTION TO WESTERN PHILOSOPHY	PH – MN – 4214
5	LOGIC	PH – MN – 5214
6	ETHICS	PH – MN – 6214
7	SOCIO-POLITICAL PHILOSOPHY	PH-MN-7314
8	APPLIED ETHICS	PH-MN-8314

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	ANCIENT VEDIC THOUGHTS PH – MN – 1114	CLO - 01	Explore the role of the Vedas in ancient Indian culture and religious practices and the capacity to differentiate between the various components of the Vedas- Brahmanas, Samhitas, Aranyaskas, and Upanishads and will also be able to identify and describe the major Vedic deities and understand their attributes, roles, and symbolism.
		CLO - 02	Explore the purpose and significance of the different types of Vedangas - Siksha (Phonetics), Chhanda (Vedic Meter), Vyakarana (Grammar), Nirukta, Jyotisha Kalpa (Ritual Canon).
		CLO - 03	Explore the nature and purpose of Puranas and understand their role in preserving mythology, history, and cultural narratives.
		CLO - 04	Understand the significance of the two great Indian epics- The Ramayana and the Mahabharata and explore their historical context and cultural impact. Analyze the ethical dilemmas and moral lessons presented in the Mahabharata and develop an understanding of its influence on Indian society and values.
2	PRE-SOCRATIC GREEK PHILOSOPHY PH – MN – 2114	CLO - 01	Understand the foundational principles of Ionian philosophy and its significance in the development of Western thought and evaluate the contributions of Ionian philosophers to early scientific inquiry and their influence on subsequent philosophical traditions and demonstrate the ability to critically assess the diverse interpretations and implications of Ionian philosophical theories.
		CLO - 02	Comprehend the mathematical and metaphysical principles underlying Pythagorean philosophy, including the Pythagorean theorem and the concept of numerical harmony, and also explore the Pythagorean worldview concerning the nature of reality, the soul, and the cosmos, and its connections to mathematical symbolism and delve in critical analysis of primary texts and secondary sources to evaluate different interpretations and critiques of Pythagorean philosophy.

		CLO - 03	Examine the metaphysical doctrines of Eleatic philosophy, particularly those articulated by Parmenides and Zeno, regarding the nature of being, change, and motion and evaluate the logical arguments and paradoxes presented by Eleatic thinkers to challenge prevailing views on the nature of reality and perception and develop critical thinking skills through the exploration of Eleatic arguments and their implications for epistemology, ontology, and the philosophy of language.
		CLO - 04	Investigate the atomistic theory of Leucippus and Democritus, including their concepts of atoms, void, and determinism, and their relationship to contemporary scientific understanding and critically evaluate the ethical and epistemological implications of Atomist and Sophist philosophy for contemporary debates on relativism, skepticism, and moral education.
3	INTRODUCTION TO INDIAN PHILOSOPHY PH – MN – 3214	CLO-01	Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
		CLO-02	Acquire knowledge about the historical development of Indian philosophy, recognizing key figures, texts, and periods.
		CLO-03	Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
		CLO - 04	Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.
4	INTRODUCTION TO WESTERN PHILOSOPHY PH – MN – 4214	CLO-01	Students will develop strong analytical skills to critically assess and evaluate diverse philosophical perspectives on knowledge, reality, and truth.
		CLO-02	Students will apply acquired knowledge to analyze and address contemporary issues, illustrating the relevance of philosophical theories in modern contexts.
		CLO-03	Students will communicate complex philosophical ideas effectively, both in writing and verbally, demonstrating clarity and precision in expressing philosophical arguments. Contextualize theories within the historical development of Western philosophy, recognizing how these ideas have shaped and evolved.

		CLO - 04	Students will engage in ethical reflection by considering the ethical implications inherent in theories of knowledge, reality, and truth. These outcomes reflect a comprehensive understanding of Western philosophical thought and its application to various aspects of human experience and inquiry.
5	LOGIC PH – MN – 5214	CLO-01	Students will develop a comprehensive understanding of the fundamental concepts of logic, including the nature, scope, and utility of studying logic. Analyze arguments effectively by distinguishing between argument forms, identifying truth and validity, and distinguishing between deductive and inductive inference
		CLO-02	Students will be able to apply the principles of terms and propositions to classify terms, understand the structure of propositions, and translate ordinary sentences into categorical form. Interpret and utilize the traditional square of opposition to analyze the relationships between categorical propositions.
		CLO-03	Students will engage in mediate inference by understanding the characteristics of categorical syllogisms, applying rules of categorical syllogism, and constructing and evaluating arguments using Venn Diagrams. Students will also be able to differentiate between mediate and immediate inference and apply immediate inference techniques including conversion, obversion, and contraposition to analyze and construct arguments.
		CLO - 04	Students will be able to utilize Venn Diagrams effectively to test the validity of syllogistic arguments and to represent categorical propositions.
6	ETHICS PH – MN – 6214	CLO-01	Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
		CLO-02	Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment.

		CLO - 03	Students will be able to evaluate and compare prominent ethical theories including Utilitarianism (as articulated by Mill and Bentham), Teleological and Deontological Ethics, Duty Ethics (based on Kantian principles), and Virtue Ethics (following Aristotle's approach), and analyze their implications for moral decision-making and ethical dilemmas.
		CLO - 04	Students will be able to analyze and interpret Indian ethical thought, including the ethical teachings of the Bhagavad Gita, Buddhist and Jain ethical principles. Students will also be able to engage with diverse ethical perspectives and traditions critically, recognize their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal moral development.
7	SOCIO-POLITICAL PHILOSOPHY PH – MN – 7314	CLO - 1	To introduce students to the foundational concepts and theories of social and political philosophy, emphasising their scope, functions, and interrelation with the social sciences.
		CLO - 2	To enable critical understanding of major theories of justice, including Rawls' distributive justice, Nozick's entitlement theory, and Amartya Sen's perspective on global justice, freedom, and capability.
		CLO - 3	To foster appreciation of pluralist ideals such as humanism, secularism, and multiculturalism, and their significance in promoting democratic and inclusive social order.
		CLO - 4	To examine the core principles of Marxism, focusing on dialectical materialism, alienation, critique of capitalism, and the idea of class struggle leading toward a classless society.
8	APPLIED ETHICS PH – MN - 8314	CLO - 1	Introduce students to the foundational concepts, scope, and methodologies of applied ethics.
		CLO - 2	Enable learners to critically analyse moral issues related to human life, animal life, and the environment.
		CLO - 3	Encourage reflection on ethical responsibilities in professional and technological fields.
		CLO - 4	Develop the ability to apply ethical theories and reasoning to practical moral dilemmas in contemporary society.

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (APO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
PH-MN-1114	CLO-1	3						1			2	
	CLO-2	2		1				3		1	1	
	CLO-3	1						2			3	
	CLO-4	3				1		2		1	1	
PH-MN-2114	CLO-1	3		1							2	
	CLO-2	1		2				1			3	
	CLO-3	1		2						1	3	
	CLO-4	2		1							3	
PH-MN-3214	CLO-1	3						2			1	
	CLO-2	3	1					2				
	CLO-3			1				3	2			
	CLO-4	3				2		1				
PH-MN-4214	CLO-1	3						2		1		
	CLO-2	2		3						1		
	CLO-3		3	1				2				
	CLO-4					3		1			2	
PH-MN-5214	CLO-1	3						3			2	
	CLO-2	3								1	2	
	CLO-3	2						3	1			
	CLO-4	1						3			2	
PH-MN-6214	CLO-1	1				3					2	
	CLO-2			3					2		1	
	CLO-3	2				1				3		
	CLO-4			1						2	3	
PH-MN-7314	CLO1	3		3				3			2	3
	CLO2	3			3					1	2	3
	CLO3	2				2		3	1			3
	CLO4	1	3					3			2	3
PH-MN-8314	CLO1	1				3					2	3
	CLO2		2	3					2		1	3
	CLO3	2				1				3		3
	CLO4		3	1						2	3	3

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)							
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7	PSO - 8
PH-MN-1114	CLO-1	3			2			1	
	CLO-2	2	1					3	
	CLO - 3	1		1				2	
	CLO - 4	3				1		2	
PH-MN-2114	CLO-1	3		1			1		
	CLO-2	1		2					2
	CLO - 3	1		2				2	
	CLO - 4	2		1		1			1
PH-MN-3214	CLO-1	3			1		1	2	
	CLO-2	3	1			1		2	
	CLO - 3			1				3	2
	CLO - 4	3				2		1	
PH -MN-4214	CLO-1	3			1			2	
	CLO-2	3		2		1		1	
	CLO - 3		1					3	2
	CLO - 4			2		3		1	1
PH-MN-5214	CLO-1	3		1				2	
	CLO-2	2		3		1			
	CLO - 3		3	1		1		2	
	CLO - 4					3		1	
PH-MN-6214	CLO-1	3		2		1			
	CLO-2		2	1		1			
	CLO - 3			1		3		2	
	CLO - 4	2	1	3				1	
PH-MN-7314	CLO1	3		1				3	
	CLO2	3	2						
	CLO3	2		1			1	3	1
	CLO4	1			1			3	
PH-MN-8314	CLO1	1	1			3			
	CLO2			3					2
	CLO3	2				1			
	CLO4		1	1				1	

COURSE NAME: Ancient Vedic Thoughts

COURSE CODE: PH – MN – 1114

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSEOBJECTIVE:

- The course aims to introduce students to the ancient Indian scriptures that encompass profound philosophical, spiritual, and ritualistic knowledge and gain insights into the origins of Hinduism, explore metaphysical concepts, and deepen their understanding of religious rituals and practices.
- Introduce students to the ancient scripture Vedangas and develop an insight into the Vedangas, including their purpose, and enhance their ability to comprehend and analyze the profound teachings embedded in the Vedas.
- Explore the rich mythological and historical narratives of ancient India and understand the cultural, social, and religious significance of Puranas, which provide insights into the cosmology, genealogy of gods and sages, legends, and moral teachings.
- Delve into the timeless narratives that embody moral, ethical, and philosophical teachings. And analyze the complex characters, their virtues, dilemmas, and actions, and extract valuable life lessons applicable to contemporary society. Through the study of Epics, individuals seek to appreciate the cultural heritage, moral values, and spiritual wisdom embedded in these literary masterpieces

COURSE LEARNING OUTCOMES:

- CLO 1: Explore the role of the Vedas in ancient Indian culture and religious practices and the capacity to differentiate between the various components of the Vedas- Brahmanas, Samhitas, Aranyas, and Upanishads and will also be able to identify and describe the major Vedic deities and understand their attributes, roles, and symbolism.
- CLO 2: Explore the purpose and significance of the different types of Vedangas - Siksha (Phonetics), Chhanda (Vedic Meter), Vyakarana (Grammar), Nirukta, JyotishaKalpa (Ritual Canon)
- CLO 3: Explore the nature and purpose of Puranas and understand their role in preserving mythology, history, and cultural narratives.
- CLO 4: Understand the significance of the two great Indian epics- The Ramayana and the Mahabharata and explore their historical context and cultural impact. Analyze the ethical dilemmas and moral lessons presented in the Mahabharata and develop an understanding of its influence on Indian society and values.

Unit I: Vedas (Lectures: 10)

- Introduction to Vedas
- Parts of the Vedas: Samhitas, Aranyas, Brahmanas, and Upanishads
- Vedic gods

Unit II: Vedangas (Lectures: 10)

- Introduction to Vedangas
- Siksha, Chhanda, Vyakarana
- Nirukta, Jyotisha, Kalpa

Unit III: Puranas (Lectures: 10)

- Introduction to Puranas
- Classification of Puranas, Six Sattvika Puranas
- Six Rajasa Puranas and Six Tamasa Puranas.

Unit IV: Epics (Lectures: 15)

- Introduction to Ramayana and Mahabharata
- Mahabharata: Ethics of the Mahabharata
- Ramayana: Social Significance of Ramayana

Recommended Books:

1. Cultural Heritage of India Volume 1 to Volume 6 Published by Ramakrishna Mission Institute of Culture.
2. Radhakrishnan, S.: Indian Philosophy
3. Dasgupta, S.N.: A History of Indian Philosophy Volume I
4. Sinha, J.N: Indian Philosophy Volume 1 to Volume III
5. Maurice, Winternitz: History of Indian Literature Volume I and Volume II
6. Sharma, C.D: A Critical Survey of Indian Philosophy

COURSE NAME: Pre-Socratic Greek Philosophy

COURSE CODE: PH – MN – 2114

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 Credits

Total Lectures: 45

COURSE OBJECTIVE:

- Explore the foundational inquiries into the nature of the cosmos and the origins of the universe and aim to examine the early Greek thinkers' speculations on natural phenomena, such as Thales, Anaximander, and Anaximenes, and understand the beginnings of rational inquiry and the development of scientific thought in ancient Greece.
- Investigate the profound insights into mathematics, cosmology, and metaphysics attributed to Pythagoras and his followers and appreciate the interplay between mathematical principles and philosophical speculation in ancient Greek thought.
- Examine the metaphysical inquiries into the nature of reality and the concept of being analyze the arguments put forth by the Eleatics and understand the philosophical implications of their doctrines on perception, truth, and the nature of knowledge.
- Explore contrasting approaches to understanding the natural world, human knowledge, and ethics and analyze the skeptical and relativistic viewpoints espoused by the Sophists, who emphasized rhetoric, persuasion, and pragmatic ethics, and gain insights into the diversity of thought in ancient Greece and its impact on subsequent philosophical discourse.

COURSE LEARNING OUTCOMES:

- CLO 1: Understand the foundational principles of Ionian philosophy and its significance in the development of Western thought and evaluate the contributions of Ionian philosophers to early scientific inquiry and their influence on subsequent philosophical traditions and demonstrate the ability to critically assess the diverse interpretations and implications of Ionian philosophical theories.
- CLO 2: Comprehend the mathematical and metaphysical principles underlying Pythagorean philosophy, including the Pythagorean theorem and the concept of numerical harmony, and also explore the Pythagorean worldview concerning the nature of reality, the soul, and the cosmos, and its connections to mathematical symbolism and delve in critical analysis of primary texts and secondary sources to evaluate different interpretations and critiques of Pythagorean philosophy.
- CLO3: Examine the metaphysical doctrines of Eleatic philosophy, particularly those articulated by Parmenides and Zeno, regarding the nature of being, change, and motion and evaluate the logical arguments and paradoxes presented by Eleatic thinkers to challenge prevailing views on the nature of reality and perception and develop critical thinking skills through the exploration of Eleatic arguments and their implications for epistemology, ontology, and the philosophy of language.
- CLO 4: Investigate the atomistic theory of Leucippus and Democritus, including their concepts of atoms, void, and determinism, and their relationship to contemporary scientific understanding and critically evaluate the ethical and epistemological implications of Atomist and Sophist

philosophy for contemporary debates on relativism, skepticism, and moral education.

Unit I: Ionians (Lectures: 10)

- Thales
- Anaximander
- Anaximenes

Unit II: Pythagoreans (Lectures:10)

- Pythagoras: Religion and Ethics
- Pythagoras: Theory of Number
- Philolaus

Unit III: Eleatics (Lectures: 10)

- Parmenides
- Zeno
- Millesus of Samos

Unit IV: Atomists And Sophists (Lectures: 15)

- Leucippus and Democritus
- Protagoras
- Gorgias

Recommended Books:

1. Stace, W.T.: A Critical History of Greek Philosophy
2. Barnet, J: Early Greek Philosophy
3. Fuller, B.A.G: History of Greek Philosophy
4. Zeller: Outlines of Greek Philosophy
5. Masih, Y: Critical History of Western Philosophy
6. Gomperz: The Greek Thinkers
7. Copleston, F: History of Philosophy Volume-1

COURSE NAME: Introduction to Indian Philosophy

COURSE CODE: PH- MN - 3214

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

Course Objectives:

- Aim to provide students with a comprehensive understanding of the subject.
- Develop a familiarity with fundamental concepts in Indian philosophy, including but not limited to Dharma, Karma, Atman, Brahman, and the various philosophical schools.
- Understand the historical context and evolution of Indian philosophy, tracing its development from ancient to contemporary times.
- Cultivate the ability to critically analyze and evaluate philosophical arguments within the context of Indian philosophical traditions.

COURSE LEARNING OUTCOMES:

- CLO1: Students will engage in comparative studies, contrasting Indian philosophical concepts with those of other philosophical traditions.
- CLO2: Acquire knowledge about the historical development of Indian philosophy, recognizing key figures, texts, and periods.
- CLO 3: Students will develop cultural sensitivity by understanding the cultural context influencing Indian philosophical thought.
- CLO4: Students will enhance research skills that enabling to delve deeper into specific aspects of Indian philosophy and contribute to scholarly discussions.

Unit I: Exploring Foundations (Lectures: 15)

- Meaning, nature, and scope of Indian Philosophy, Schools of Indian Philosophy
- Development of Indian system
- Common characteristics of the Indian system.

Unit II: Literature, Thinkers, History (Lectures: 10)

- Carvaka
- Jainism
- Buddhism

Unit III: Literature, Thinkers, History (Lectures: 10)

- Nyaya
- Vaisheshika
- Mimamsa

Unit IV: Literature, Thinkers, History (Lectures: 10)

- Samkhya
- Yoga
- Vedanta

Recommended Books:

1. Chatterjee, S.C. & Dutta, D.M.: An Introduction to Indian Philosophy
2. Dasgupta, S.N.: A History of Indian Philosophy
3. Hiriyana, M.: Outlines of Indian Philosophy
4. Radhakrishnan, S.: Indian Philosophy (VOL I and II)
5. Sharma, C.D.: A Critical Survey of Indian Philosophy

COURSE NAME: Introduction to Western Philosophy

COURSE CODE: PH – MN – 4214

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

Course Objective:

- ‘An Introduction to Western Philosophy’ involves demonstrating an understanding of key theories.
- Theories of knowledge, such as epistemological perspectives; theories of reality, exploring metaphysical concepts; and theories of truth, delving into different philosophical accounts of truth and correspondence.
- This showcases critical thinking and analysis of these philosophical theories within the context of Western philosophy.
- This course reflects knowledge of fundamental concepts in Western philosophy related to theories of knowledge, reality, and truth.

COURSE LEARNING OUTCOMES:

- CLO 1: Students will develop strong analytical skills to critically assess and evaluate diverse philosophical perspectives on knowledge, reality, and truth.
- CLO 2: Students will apply acquired knowledge to analyze and address contemporary issues, illustrating the relevance of philosophical theories in modern contexts.
- CLO 3: Students will communicate complex philosophical ideas effectively, both in writing and verbally, demonstrating clarity and precision in expressing philosophical arguments. Contextualize theories within the historical development of Western philosophy, recognizing how these ideas have shaped and evolved.
- CLO 4: Students will engage in ethical reflection by considering the ethical implications inherent in theories of knowledge, reality, and truth. These outcomes reflect a comprehensive understanding of Western philosophical thought and its application to various aspects of human experience and inquiry.

Unit I. Introduction to Western Philosophy (Lectures: 10)

- The nature and Scope of Philosophy
- Realism
- Idealism

Unit II. Theories of Knowledge (Lectures: 10)

- Empiricism,
- Rationalism
- Criticism and Skepticism

Unit III. Theories of Reality (Lectures: 10)

- Substance
- Causality
- Space and Time

Unit IV. Theories of Truth (Lectures: 15)

- Correspondence
- Coherence
- Pragmatic

Recommended Books:

1. F. Thilly: A History of Philosophy
2. Barlingay and Kulkarni: Critical History of Western Philosophy
3. Y. Masih: A Critical History of Modern Philosophy Anthony Kenny: A New History of Philosophy
4. F. Copleston: History of Philosophy
5. D.W. Hamlyn: A History of Western Philosophy Routledge History of Philosophy

COURSE NAME: Logic

COURSE CODE: PH - MN - 5214

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

Course Objective:

- The course intends to develop a strong foundation in logic, enabling them to analyze and construct sound arguments.
- Understand the structure of propositions, and apply logical principles to various forms of inference.
- Develop an understanding of various key concepts of Logic, identify correct logical arguments, and find errors in incorrect arguments.
- Develop the ability to analyze and construct valid arguments, understand different logical systems, and apply techniques to assess the validity of reasoning. Enhance problem-solving skills, recognize fallacies, and cultivate precision in expressing ideas.

COURSE LEARNING OUTCOMES:

- CLO1: Students will develop a comprehensive understanding of the fundamental concepts of logic, including the nature, scope, and utility of studying logic. Analyze arguments effectively by distinguishing between argument forms, identifying truth and validity, and distinguishing between deductive and inductive inference.
- CLO2: Students will be able to apply the principles of terms and propositions to classify terms, understand the structure of propositions, and translate ordinary sentences into categorical form. Interpret and utilize the traditional square of opposition to analyze the relationships between categorical propositions.
- CLO3: Students will engage in mediate inference by understanding the characteristics of categorical syllogisms, applying rules of categorical syllogism, and constructing and evaluating arguments using Venn Diagrams. Students will also be able to differentiate between mediate and immediate inference and apply immediate inference techniques including conversion, obversion, and contraposition to analyze and construct arguments.
- CLO4: Students will be able to utilize Venn Diagrams effectively to test the validity of syllogistic arguments and to represent categorical propositions.

Unit I: Fundamental Concepts of Logic (Lectures: 10)

- Meaning, nature, and scope of Logic, Utility of studying Logic
- Argument and Argument form, Truth, and Validity
- Inference: Deductive and Inductive

Unit II: Term & Proposition (Lectures: 10)

- Terms and distribution, Structure of proposition

- Traditional classification of Proposition, Four Categorical Propositions- AEIO, the traditional square of opposition
- Translating ordinary sentences into categorical form.

Unit III: Immediate Inference (Lectures: 10)

- Definition, characteristics of immediate inference
- Similarities and differences between mediate and immediate inference
- Kinds of immediate inference: Conversion, Observation, and Contraposition.

Unit IV: Mediate Inference (Lectures: 15)

- Definition, and characteristics of Mediate inference
- Structure, Rules of categorical syllogism, Figure and Mood
- Venn Diagram for Categorical Propositions, Testing the validity of a syllogistic argument using Venn Diagram

Recommended Books

1. Chakraborti, Chhanda, Logic: Informal, Symbolic and Inductive
2. Copi, I.M. Introduction to Logic (5th Edition)
3. Hurley, Patrick. Introduction to Logic
4. Roy, B.N. Textbook of Inductive Logic
5. M. Copi, & Carl Cohen: Introduction to Logic (14th Edition)

COURSE NAME: Ethics

COURSE CODE: PH - MN - 6214

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

Course Objective:

- This course introduces students to a solid foundation in ethical theory and practice to gain insights into the development of ethical thought and how different philosophers have contributed to ethical discourse.
- Introduce key ethical thinkers such as Kant, Aristotle, Mill, and Bentham, and their key ethical works encourage critical thinking about the relevance and application of ethical values in contemporary contexts.
- Introduce the key ethical concepts in Indian tradition such as the law of karma, types of karma, purusarthas, ethics of the Gita, Buddhist' Pancasila, Brahmvihara, Jaina Triratna and explore how these ethical principles manifest in various Indian philosophical schools, religions, and cultural practices.
- Develop a heightened awareness of ethical issues in personal, professional, and societal contexts and cultivate a sense of ethical responsibility and understanding of the implications of ethical choices on individuals and society.

COURSE LEARNING OUTCOMES:

- CLO 1: Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
- CLO2: Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment.
- CLO 3: Students will be able to evaluate and compare prominent ethical theories including Utilitarianism (as articulated by Mill and Bentham), Teleological and Deontological Ethics, Duty Ethics (based on Kantian principles), and Virtue Ethics (following Aristotle's approach), and analyze their implications for moral decision-making and ethical dilemmas.
- CLO 4: Students will be able to analyze and interpret Indian ethical thought, including the ethical teachings of the Bhagavad Gita, Buddhist and Jain ethical principles. Students will also be able to engage with diverse ethical perspectives and traditions critically, recognize their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal moral development.

Unit I: Introduction (Lectures: 11)

- Meaning, nature, scope, and Utility of studying Ethics
- Relation between Ethics and other sciences
- Kinds of ethics-Normative,
- Meta and Applied Ethics

Unit II: Moral Concepts (Lectures: 11)

- Right and Wrong, Moral and Non-moral actions
- Moral consciousness
- Moral judgment

Unit III: Ethical Theories (Lectures: 11)

- Teleological: Utilitarianism (Mill and Bentham)
- Deontological (Kant)
- Virtue Ethics (Aristotle)

Unit IV: Indian Ethical Thought (Lectures: 12)

- Law of Karma, Types of Karma, Varṇa-Aśrama Dharma, Puruṣārtha
- Buddhist Pañcāśīla, Brahmavihāra
- Jaina Triratna, Aṇuvrata and
- Mahāvratā

Recommended Books

1. S.N Dasgupta.: A History of Indian Philosophy Vol I Williams Frankenna: Ethics
2. W.D. Hudson: Modern Moral Philosophy Lillie, William.: An Introduction to Ethics
3. J.N. Mackenzie: Manual of Ethics Vol I and Vol II
4. G.E Moore: Ethics
5. S. Radhakrishnan: Indian Philosophy Vol I
6. Kedar Nath: Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Buddhist Morals

COURSE NAME: SOCIO-POLITICAL PHILOSOPHY

COURSE CODE: PH-MN-7314

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- To introduce students to the foundational concepts and theories of social and political philosophy, emphasising their scope, functions, and interrelation with the social sciences.
- To enable critical understanding of major theories of justice, including Rawls' distributive justice, Nozick's entitlement theory, and Amartya Sen's perspective on global justice, freedom, and capability.
- To foster appreciation of pluralist ideals such as humanism, secularism, and multiculturalism, and their significance in promoting democratic and inclusive social order.
- To examine the core principles of Marxism, focusing on dialectical materialism, alienation, critique of capitalism, and the idea of class struggle leading toward a classless society.

COURSE LEARNING OUTCOMES:

- CLO1: Understand and explain the key concepts, scope, and functions of social and political philosophy and their relation to the social sciences.
- CLO2: Critically analyse significant justice theories proposed by thinkers like John Rawls, Robert Nozick, and Amartya Sen, and apply them to contemporary social and political contexts.
- CLO3: Evaluate and interpret the central tenets of Marxist philosophy, including dialectical materialism, alienation, and the critique of capitalism, in understanding social change and class relations.
- CLO4: Demonstrate an informed appreciation of pluralist ideals such as humanism, secularism, and multiculturalism as guiding principles for a harmonious and inclusive society.

COURSE CONTENT

Unit 1: Socio-Political Ideals (Lecture: 12)

- Introduction to socio-political philosophy, scope, function, and its relation to other social sciences.
- Justice, Equality, Freedom
- Liberalism, Conservatism, Anarchism, Socialism

Unit 2: Theory of Justice (Lecture: 11)

- John Rawls: Distributive Justice

- Nozick: Justice of Entitlement
- Amartya Sen: Global Justice, Freedom and Capability.

Unit 3: Marxism (Lecture: 11)

- Dialectical Materialism
- Alienation, Critique of Capitalism
- Doctrine of Class Struggle and Classless Society

Unit 4: Pluralist Ideals (Lecture: 11)

- Humanism
- Multiculturalism
- Secularism

References:

1. Acharya, A., & Bhargava, R. (n.d.). *Political Theory: An Introduction*.
2. Gauba, O. P. (n.d.). *Social and Political Philosophy*.
3. Nozick, R. (1974). *Anarchy, State, and Utopia*. Basil Blackwell.
4. Heywood, A. (2012). *Political Ideologies: An Introduction* (5th ed.). Palgrave Macmillan.
5. Mackenzie, J. S. (n.d.). *Outlines of Social and Political Philosophy*.
6. Raphael, D. D. (1970). *Problems of Political Philosophy*. Macmillan.
7. Knowles, D. (2001). *Political Philosophy*. Routledge.
8. Rout, B. C. (n.d.). *Political Theory and Ideology*.
9. Hobbes, T. (1994). *Leviathan* (E. Curley, Ed.). Hackett Publishing Company.
10. Rawls, J. (2005). *A Theory of Justice* (Illustrated ed.). Harvard University Press.
11. McMurtry, J. (2016). *The Structure of Marx's World-View*. Princeton University Press.
12. Sen, A. (2010). *The Idea of Justice*. Penguin Books.

COURSE NAME: APPLIED ETHICS

COURSE CODE: PH-MN-8314

Total Credit: 4 (Theory-3+ Practical/Tutorial-1)

THEORY: 3 credits

Total Lectures: 45

COURSE OBJECTIVES:

- Introduce students to the foundational concepts, scope, and methodologies of applied ethics.
- Enable learners to critically analyse moral issues related to human life, animal life, and the environment.
- Encourage reflection on ethical responsibilities in professional and technological fields.
- Develop the ability to apply ethical theories and reasoning to practical moral dilemmas in contemporary society.

Course Learning Outcomes:

- CLO 1: Understand the fundamental distinctions between ethics, normative ethics, and meta-ethics, and their relevance to applied ethics.
- CLO 2: Identify and evaluate major ethical issues concerning human and animal life, such as suicide, euthanasia, abortion, feminism, and animal rights.
- CLO 3: Analyse ecological concerns through ethical perspectives like deep ecology, shallow ecology, and eco-feminism.
- CLO 4: Apply ethical reasoning to professional and technological contexts, recognising rights, obligations, and legal dimensions in fields such as healthcare and digital environments. Develop a critical moral awareness to address real-world ethical problems through informed judgment and reflective thinking.

COURSE CONTENT

Unit 1: Foundation of Applied Ethics (Lecture: 11)

- Ethics, Normative Ethics, and Meta-Ethics
- Nature and scope of Applied Ethics
- Problems of Applied Ethics

Unit 2: Moral Values and Life (Lecture: 11)

- Suicide and Euthanasia
- Abortion and Feminism
- Animal Rights

Unit 3: Environmental Ethics (Lecture: 12)

- Nature, scope, and development of environmental ethics
- Anthropocentrism, Ecocentrism
- Biocentrism, Eco-Feminism

Unit 4: Professional and Cyber Ethics (Lecture: 11)

- Medical Ethics- autonomy and beneficence
- Business ethics-
- Cyber ethics- Use of AI

Recommended Books

1. Beauchamp, T. L. (2003). *The Nature of Applied Ethics*. In R. G. Frey & C. H. Wellman (Eds.), *A Companion to Applied Ethics* (pp. 1–16). Wiley-Blackwell.
2. Elliot, R. (Ed.). *Environmental Ethics*. Oxford University Press.
3. Oderberg, D. S. *Applied Ethics: A Non-Consequential Approach*. Blackwell.
4. Singer, P. *Practical Ethics*. Cambridge University Press.
5. Pal, S. K. (2021). *Folita Nitisastra*. Levant Books.
6. Hizza, J. M. *Computer Network Security and Cyber Ethics*.
7. Holmes, R. L. *Introduction to Applied Ethics*.
8. Lucas, G. *Ethics and Cyber Warfare*.
9. Singer, P. *Applied Ethics*.
10. Yogi, M. M. *Euthanasia: Its Moral Implication*.

SKILL ENHANCEMENT COURSE (SEC)

Programme Specific Outcome of Bachelor of Arts –PHILOSOPHY (Skill Enhancement Course)

After completion of B.A. with SEC in Philosophy, students will be able to–

PSO No.	Outcome
PSO-1	Understanding and acquiring the knowledge that is vital to the discipline of philosophy, including knowledge of core concepts, distinctions, theories, argumentative techniques, movements, and influential figures, within the core fields of aesthetics, ethics, epistemology, logic, metaphysics, and social & political philosophy.
PSO-2	Building up the application of philosophical knowledge in other interdisciplinary areas such as Political Science, Sanskrit, Sociology, Language study etc.
PSO-3	Developing the effective skill of explanation with logical reasoning of an action
PSO-4	Developing the capacity to synthesize a different view into one unified whole to give a general view.
PSO-5	Strengthening problem-solving skills and knowledge and applying that knowledge in actual situations to solve social and ethical problems.
PSO-6	Developing the understanding to focus on sustainable development from an ethical perspective

Basic Syllabus Structure of SEC

Semester	Course Name	Course code
1	Personality Development	PH – SE – 1113
2	Philosophical Counselling	PH – SE – 2113
3	Environmental Ethics	PH – SE – 3213

Course Learning Outcome – Skill Enhancement Course (SEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Personality Development PH-SE-1113	CLO-01	Demonstrate Self-Awareness by identify their personality traits, strengths, weaknesses, and areas for personal growth.
		CLO-02	Communicate Effectively by utilizing active listening, assertiveness, and nonverbal communication skills to convey ideas and connect with others.
		CLO - 03	Manage Emotions by recognizing and regulate their emotions appropriately, demonstrating emotional intelligence in various interpersonal situations.
		CLO - 04	Build Positive Relationships by developing and maintaining healthy, supportive relationships with colleagues, friends, family, and other social contacts.
2	Philosophical Counselling PH-SE-2113	CLO-01	Identify and explain the philosophical underpinnings of counselling practice, including key concepts and theories in existential philosophy, phenomenology, ethics, and epistemology.
		CLO-02	Apply philosophical principles and methods to address clients' existential concerns, emotional struggles, ethical dilemmas, and life transitions in counselling sessions.
		CLO - 03	Demonstrate proficiency in facilitating philosophical dialogue with clients, including active listening, empathetic responding, and skillful questioning.
		CLO - 04	Analyze case studies and real-life scenarios to identify philosophical dimensions of clients' issues and develop appropriate intervention strategies.
3	Environmental Ethics PH-SE-3213	CLO-01	Apply ethical principles and theories to analyze moral dilemmas in various contexts.
		CLO-02	Students will also be able to recognize the ethical considerations inherent in human-environment interactions and environmental decision-making processes.
		CLO - 03	Develop ethical reasoning skills to address complex environmental challenges responsibly and sustainably.
		CLO - 04	Cultivate a sense of ethical awareness and responsibility towards the environment among participants

Mapping of Course Learning Outcome and Programme Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
PH-SE-1113	CLO1		1	3					2			
	CLO 2		3	2					1			
	CLO 3	1	2	3								
	CLO 4			3				2	1			
PH-SE-2113	CLO1	3				1		2				
	CLO 2							2			3	1
	CLO 3							2			3	1
	CLO 4							2			3	1
PH-SE-3213	CLO1				1	2	3					
	CLO 2	2	1				3			1		
	CLO 3				2	3			1			
	CLO 4				2	3		1				

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME					
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6
PH-SE-1113	CLO1		1	3		1	
	CLO 2		3	2			
	CLO 3	1	2	3		1	
	CLO 4			3			
PH-SE-2113	CLO1	3		1		1	
	CLO 2		1				
	CLO 3			1			
	CLO 4		1				
PH-SE-3213	CLO1			1	1	2	3
	CLO 2	2	1				3
	CLO 3				2	3	
	CLO 4			1	2	3	

COURSE NAME: Personality Development
Course CODE: PH-SE-1113
Total Credit: 3 (Theory-2+ Practical/Tutorial-1)

THEORY: 2 credits

Total Lectures: 30

Course Objective:

- Self-awareness which will help learners gain a deeper understanding of themselves, including their strengths, weaknesses, values, beliefs, and personality traits.
- Self-confidence esteem by empowering individuals to recognize and appreciate their unique qualities and potential.
- Interpersonal Skills help to develop effective communication, interpersonal, and relationship-building skills to foster positive interactions with others in personal and professional settings.
- Emotional Intelligence by enhancing emotional awareness, regulation, and empathy to navigate social interactions, manage emotions effectively, and build healthier relationships.

COURSE LEARNING OUTCOMES:

- CLO 1: Demonstrate Self-Awareness by identify their personality traits, strengths, weaknesses, and areas for personal growth.
- CLO2: Communicate Effectively by utilizing active listening, assertiveness, and nonverbal communication skills to convey ideas and connect with others.
- CLO3: Manage Emotions by recognizing and regulate their emotions appropriately, demonstrating emotional intelligence in various interpersonal situations.
- CLO4: Build Positive Relationships by developing and maintaining healthy, supportive relationships with colleagues, friends, family, and other social contacts.

Unit I: Introduction to Personality Development (Lectures: 15)

- Development of an attractive personality through habits and behavioral change.
- Importance of personal philosophy in the development of personality

Unit II: Philosophical Approach in Personality Development (Lectures: 15)

- Analytical thinking, Communication skills, Critical thinking
- Argumentative skills and Research skills

PRACTICAL

Practical will be conducted in the form of a project which is to be typed or neatly handwritten (3000-5000 words). The project will be based on practical sessions. Written and oral communication OR Presentation.

Recommended Books

1. Personality Development by Vivekananda Swami
2. Theories of Personality, Eleventh Edition by Schultz, Duane P and Schultz, Sydney Ellen
3. Critical Thinking, Academic Writing and Presentation Skills, Pearson Education by Anderson, Marilyn, Pramod K. Nayar, & Madhucchanda Sen
4. Critical Thinking Skills-Developing Effective Analysis and Argument by Cottrell, Stella
5. How We Think by Dewey, J.
6. An Introduction to Critical Thinking, Pearson India by Madhucchanda Sen

COURSE NAME: Philosophical Counselling

COURSE CODE: PH-SE-2113

Total Credit: 3 (Theory-2+ Practical/Tutorial-1)

THEORY: 2 credits

Total Lectures: 30

Course Objectives:

- Understanding of Philosophical Counselling will help the learners to gain a comprehensive understanding of the principles, theories, and methods of philosophical counselling, including its historical development, philosophical foundations, and practical applications.
- Develop critical thinking skills necessary for analyzing and evaluating philosophical arguments, concepts, and theories, as well as for assessing the relevance of philosophical ideas to counselling practice.
- Understand the ethical principles and standards governing philosophical counselling practice, including confidentiality, boundaries, autonomy, and informed consent.
- Acquire the skills to engage in philosophical inquiry with clients, including asking probing questions, exploring underlying assumptions, and facilitating reflection on fundamental existential concerns.

COURSE LEARNING OUTCOMES:

- CLO 1: Identify and explain the philosophical underpinnings of counseling practice, including key concepts and theories in existential philosophy, phenomenology, ethics, and epistemology.
- CLO 2: Apply philosophical principles and methods to address clients' existential concerns, emotional struggles, ethical dilemmas, and life transitions in counselling sessions.
- CLO3: Demonstrate proficiency in facilitating philosophical dialogue with clients, including active listening, empathetic responding, and skilful questioning.
- CLO4: Analyse case studies and real-life scenarios to identify philosophical dimensions of clients' issues and develop appropriate intervention strategies.

UNIT I: Introduction to Philosophical Counselling (Lectures: 15)

- What is Philosophical Counselling? Its meaning and scope
- Philosophical counselling versus psychological counselling

UNIT II: Approaches of Philosophical Counselling (Lectures: 15)

- Logic-Based Therapy (LBT)-its meaning, different stages, fallacies, antidotes
- Relation between rational emotive behavior therapy (REBT) and logic based therapy (LBT)

Practical/Project:

Practical will be conducted in the form of project which is to be typed or neatly handwritten (3000-5000 words). The project will be based on practical session or Presentation-

- Peer Pressure
- Academic related issues

- Technology-related issues.

Recommended Books

1. Cohen, Elliot D.: Logic-Based Therapy and Everyday Emotions: A Case-Based Approach.
2. Cohen, Elliot D.: Philosophical Principles of Logic-Based Therapy.
3. Lacovou, S. & Karen Weisel-Dixon: Existential Therapy: 100 Key Points and Techniques, Routledge.
4. Lahav, Ran: What is Philosophical in Philosophical Counselling? Journal of Applied Philosophy.
5. Dutta, Deepanwita: Counselling: Philosophical Awakening Socrates in You

COURSE NAME: ENVIRONMENTAL ETHICS

COURSE CODE: PH-SE-3213

Total Credit: 3 (Theory-2+ Practical/Tutorial-1)

THEORY: 2 credits

Total Lectures: 30

COURSE OBJECTIVES:

- Environmental ethics explores the moral principles and values that govern human interactions with the environment.
- This course examines philosophical, ethical, and practical considerations related to environmental issues and sustainability.
- Through critical analysis and discussion, students will explore various ethical theories and frameworks to address environmental challenges.
- Develop the knowledge, skills, and ethical perspectives necessary to navigate complex environmental issues and contribute to the promotion of environmental sustainability and stewardship of the natural world.

COURSE LEARNING OUTCOMES:

- CLO1: Apply ethical principles and theories to analyse moral dilemmas in various contexts.
- CLO2: Students will also be able to recognise the ethical considerations inherent in human-environment interactions and environmental decision-making processes.
- CLO3: Develop ethical reasoning skills to address complex environmental challenges responsibly and sustainably.
- CLO4: Cultivate a sense of ethical awareness and responsibility towards the environment among participants

Unit I. Introduction to Environmental Ethics (Lectures: 15)

- Understanding Ethics: Normative Ethics, Meta- Ethics, and Applied Ethics
- Nature and Scope of Environmental Ethics
- Relation between Ethics, Applied Ethics, and Environmental Ethics.

Unit II. Theories of Environmental Ethics (Lectures: 15)

- Anthropocentrism: Weak and Strong
- Ecocentrism: Land Ethics, Deep Ecology
- Biocentrism: Biodiversity and Animal Rights.

Practical/Project:

Students will submit a report (word limit: 3,000-5,000) based on the following guidelines:

- Visit local areas to study and document ecosystems like ponds, rivers, hills, forests, grassland, etc.
- Visit local polluted sites like urban, rural, industrial and agricultural areas to document the environmental crises.

- Prepare a report on the environmental assets of local plants, insects, birds, and animals.

Recommended Books:

1. Croall, Stephen & William Rankin. (1994). *Ecology for Beginners*. Icon Books Ltd, London.
2. Gadgil, M. & G. Ramachandra (1993). *This fissured land: an ecological history of India*. Univ of California Press
3. Leopold, Aldo. (1949). *The Land Ethic*.
4. Passmore, John A. *Man's Responsibility for Nature*,
5. Gerald Duckworth & Co. Limited, London, 1980 development." OUP Catalogue
6. Naess, Arne. (1973). "The Shallow and the Deep Ecology Movement". *Enquiry* 16, no. 1, 95- 100
7. Naess, Arne. (1986). "The Deep Ecological Movement: Some Philosophical Aspects" *Philosophical*
8. *Enquiry*, 8, 10-31. Norton, B. G. (1984). *Environmental ethics and weak anthropocentrism*. *Environmental Ethics*.
9. Pojman, Louis P. (2016). *Environmental Ethics: Readings in Theory and Application*. Wadsworth Publishing Company, California.
10. Reaka-Kudla, Marjorie L., Don E. Wilson, and Edward O. Wilson, eds. (1996). *Biodiversity II: understanding and protecting our biological resources*. Joseph Henry Press.
11. Sengupta, R. (2003). *Ecology and economics (OUP): An approach to sustainable*
12. Singer, Peter. (1975). *Animal Liberation: A New Ethics for Our Treatment of Animals*. Harper Collin.

INTER-DISCIPLINARY COURSE (IDC)

Programme Specific Outcome of Bachelor of Arts – PHILOSOPHY (IDC)

PSO No.	Outcome
PSO-1	Understanding and acquiring the knowledge that is vital to the discipline of philosophy, including knowledge of core concepts, distinctions, theories, argumentative techniques, movements, and influential figures, within the core fields of aesthetics, ethics, epistemology, logic, metaphysics, and social & political philosophy.
PSO-2	Building up the application of philosophical knowledge in other interdisciplinary areas such as Political Science, Sanskrit, Sociology, Language study etc.
PSO-3	Acquiring the knowledge to develop the defensive power and ability to establish their views and challenging problems of philosophy.
PSO-4	Developing the understanding to focus on sustainable development from an ethical perspective.
PSO-5	Cultivating the ability to focus on lifelong learning, demonstrating empathetic social concern and on the causes of social justice on various issues through direct participation.

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	Introduction to Philosophy	PH-ID-1113
2	Epistemology, Metaphysics and Religion	PH-ID-2113
3	Ethics	PH-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Introduction to Philosophy PH-ID-1113	CLO-01	Familiarization with philosophical traditions
		CLO-02	Develop critical thinking skills by engaging students in the analysis and evaluation of philosophical arguments, concepts, and theories.
		CLO - 03	Historical and Cultural Context by provide students with an understanding of the historical and cultural context in which philosophical ideas emerged and developed.
		CLO - 04	Preparation for Further Study in Philosophy by lay the groundwork for further study in philosophy by providing students with a solid foundation in key philosophical concepts.
2	Epistemology, Metaphysics and Religion PH-ID-2113	CLO-01	Demonstrate a thorough understanding of key concepts and theories in epistemology, metaphysics, and philosophy of religion.
		CLO-02	Critically evaluate philosophical arguments related to knowledge, reality, and religious belief.
		CLO -03	Analyze and interpret primary texts in epistemology, metaphysics, and religion, demonstrating comprehension and insight.
		CLO - 04	Articulate and defend their own philosophical positions on epistemological, metaphysical, and religious issues, using reasoned argumentation and evidence.
3	Ethics PH-ID-3213	CLO-01	Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
		CLO-02	Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment
		CLO - 03	Students will be able to evaluate and compare prominent ethical theories and analyze their implications form oral decision-making and ethical dilemmas.
		CLO - 04	Students will be able to engage with diverse ethical perspectives and traditions critically, recognize their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal

MAPPING OF COURSE LEARNING OUTCOME (CLO) AND PROGRAMME OUTCOME (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
PH-ID-1113	CLO - 1	3		2				1				
	CLO - 2	1		3		2						
	CLO - 3	1						3			2	
	CLO - 4	1		2				3				
PH-ID-2113	CLO - 1	2		3				1				
	CLO - 2	1		2				3				
	CLO - 3			1		3		2				
	CLO - 4	1		2				3				
PH-ID-3213	CLO - 1							3	2		3	
	CLO - 2	2				1					3	
	CLO - 3	2				3		1				
	CLO - 4							1	2		3	

MAPPING OF COURSE LEARNING OUTCOME (CLO) AND PROGRAMME SPECIFIC OUTCOME (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)				
		PSO-1	PSO-2	PSO-3	PSO-4	PSO - 5
PH-ID-1113	CLO-1	3	1	1		
	CLO - 2	1				
	CLO - 3	1		3		
	CLO - 4	1		3		1
PH-ID-2113	CLO-1	2		1		
	CLO - 2	1		3		1
	CLO - 3			2		
	CLO - 4	1		3		
PH-ID-3213	CLO-1			3	2	
	CLO - 2	2				1
	CLO - 3	2		1		
	CLO - 4			1	2	1

COURSE NAME: INTRODUCTION TO PHILOSOPHY

COURSE CODE: PH – ID – 1113

Total Credit: 3 (Theory : 3)

Total Lectures: 45

Course Objective:

- To explain philosophically important theories and concepts that have historically been used to organize.
- To understand and employ the principles of logic to think clearly.
- To introduce the major philosophical traditions, such as Western philosophy and Indian philosophy.
- To introduce the fundamental philosophical concepts such as statement, term, proposition, etc.

COURSE LEARNING OUTCOME:

- CLO 1: Familiarization with philosophical traditions
- CLO 2: Develop critical thinking skills by engaging students in the analysis and evaluation of philosophical arguments, concepts, and theories.
- CLO 3: Historical and Cultural Context by provide students with an understanding of the historical and cultural context in which philosophical ideas emerged and developed.
- CLO 4: Preparation for Further Study in Philosophy by lay the ground work for further study in philosophy by providing students with a solid foundation in key philosophical concepts

Unit 1: Introduction to Western Philosophy (Lectures: 15)

- Nature and scope of Western Philosophy,
- Brief History of Western Philosophy
- Main Branches of Western Philosophy- Metaphysics, Epistemology, Ethics, Aesthetics

Unit II: Introduction to Indian Philosophy (Lectures: 15)

- Meaning of Indian Philosophy
- Nature and scope of Indian Philosophy
- Classification of Indian Philosophy

Unit III: Logic (Lectures: 15)

- Meaning and nature of Logic
- Scope of Logic
- Term and Proposition

Recommended Books:

1. A Critical History of Western Philosophy-Y. Masih
2. Introduction to Philosophy- J.N. Sinha
3. An Introduction to Indian Philosophy – Satish Chandra Chatterjee & Dhirendra Mohan Datta
4. A Critical Survey of Indian Philosophy- C.D. Sharma
5. Introduction to Logic- I.M. Copi (5thedition)
6. A Textbook of Logic - Dr. Banajit Sarma and Dr. Jahnabi Deka

COURSE NAME: Epistemology, Metaphysics and Religion

COURSE CODE: PH – ID – 2113

Total Credit: 3 (Theory : 3)

Total Lectures: 45

Course Objective:

- Integration of Multiple Perspectives by encourage students to consider diverse philosophical perspectives on epistemological, metaphysical, and religious issues, including both historical and contemporary viewpoints.
- Understanding of Epistemological Concepts by Introduce students to the central questions and theories in epistemology, such as the nature of knowledge, justification, skepticism, and the sources of belief.
- Exploration of Metaphysical Issues by familiarize students with key metaphysical concepts and debates, including the nature of reality, existence, causality, time, space, and identity.
- Development of Communication Skills by enhance students' ability to articulate complex philosophical ideas clearly and persuasively through oral presentations, written essays, and class discussions.

COURSE LEARNING OUTCOME:

- CLO 1: Demonstrate a thorough understanding of key concepts and theories in epistemology, metaphysics, and philosophy of religion.
- CLO2: Critically evaluate philosophical arguments related to knowledge, reality, and religious belief.
- CLO 3: Analyse and interpret primary texts in epistemology, metaphysics, and religion, demonstrating comprehension and insight.
- CLO 4: Articulate and defend their own philosophical positions on epistemological, metaphysical, and religious issues, using reasoned argumentation and evidence.

Unit I: Knowledge And Sources of Knowledge (Indian & Western) (Lectures: 15)

- Rationalism and Empiricism
- Realism and Idealism
- Introduction to Indian Epistemology (Pramana)

Unit II: Metaphysics & Reality (Lectures: 15)

- Monism
- Pluralism,
- Dualism

Unit III: Religion (Lectures: 15)

- Meaning of Religion,
- Nature of Religion
- Relation between Religion and other subject

Recommended Books

1. A Critical History of Western Philosophy- Y. Masih
2. A Critical History of Greek Philosophy- W.T. Stace
3. Introduction to Philosophy- J.N. Sinha
4. An Introduction to Indian Philosophy- Datta and Chatterjee
5. A Critical Survey of Indian Philosophy- C.D. Sharma
6. An Introduction to Philosophy of Religion- M. Edward
7. Philosophy of Religion- John Hick

COURSE NAME: Ethics
COURSE CODE: PH – ID – 3213
Total Credit: 3 (Theory: 3)

Total Lectures: 45

Course Objective:

- Students will get a solid foundation in ethical theory and practice, enabling them to navigate complex moral issues, engage in thoughtful ethical reflection, and make informed
- Help to make ethical choices in students' personal and professional lives.
- To introduce key ethical thinkers such as Kant, Aristotle, Mill, and Bentham, and their key ethical works,
- To Introduce the key ethical concepts in Indian tradition such as the law of karma, types of karma, purusarthas, ethics of the Gita, Buddhist' Pancasila, Brahmvihara, Jaina Triratna.

COURSE LEARNING OUTCOME:

- CLO1: Students will develop a comprehensive understanding of the meaning, nature, scope, and significance of studying Ethics, including its relevance to other disciplines and its practical applications in various contexts.
- CLO 2: Students will be able to demonstrate a clear understanding of fundamental moral concepts such as right and wrong, moral and non-moral actions, and the development of moral consciousness and judgment.
- CLO3: Students will be able to evaluate and compare prominent ethical theories and analyze their implications form oral decision-making and ethical dilemmas.
- CLO4: Students will be able to engage with diverse ethical perspectives and traditions critically, recognize their cultural and historical contexts, and apply insights from Indian ethical thought to contemporary ethical challenges and personal moral development.

Unit I: Introduction to Ethics (Lectures: 15)

- Meaning, nature, scope and Utility of Studying Ethics
- Kinds of Ethics
- Relation between Ethics and other sciences.

Unit II: Western Ethics(Lectures: 15)

- Utilitarianism (JS Mill and Bentham)
- Deontological Ethics (Kant)
- Virtue Ethics (Aristotle)

Unit III: Indian Ethics (Lectures: 15)

- Law of Karma, Varṇa-Aśrama Dharma, Puruṣārtha
- Buddhist Pañcaśīla,
- Brahmvihāra
- Jaina Triratna, Aṇuvrata and Mahāvratā

Recommended Books:

1. Williams Frankenna: Ethics
2. Lillie, William.: An Introduction to Ethics
3. J.N. Mackenzie: Manual of Ethics
4. Kedar Nath: Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jains and Buddhist Morals
5. J.N Sinha: A Manuel of Ethics
6. J.N Sinha: Indian Philosophy (VOL I)
