

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

**Learning Outcome-based Curriculum Frame Work (LOCF)
for**

Master of Arts (M.A.)

Subject: Philosophy

Choice Based Credit System (CBCS)



Syllabus

M.A. SEM.- I & II (2024-25)

M.A. SEM.- III & IV (2025-26)

Disclaimer:

The CBCS syllabus has been approved by the Academic Council and Board of Management. Any query may kindly be addressed to the concerned Faculty.

Background

Maharaja Ganga Singh University, Bikaner undertook a comprehensive revision of its undergraduate and postgraduate curricula to align with the National Education Policy-2020 (NEP-2020) and the UGC Quality Mandate for Higher Education Institutions-2021. Recognizing curricular reforms as essential for achieving desired learning outcomes, the University developed a "Comprehensive Roadmap for Implementation of NEP-2020" that outlined key features of the policy and a detailed action plan with clear responsibilities and timelines. The revision process began with a series of webinars and discussions aimed at familiarizing faculty members with the key provisions of NEP-2020. This orientation helped faculty understand and integrate the policy's focus on creating holistic, thoughtful, and well-rounded individuals equipped with 21st-century skills. The revised curricula emphasize a multidisciplinary approach, innovative pedagogies, creative and critical thinking, ethical values, and life skills to support the development of socially conscious, knowledgeable, and skilled citizens.

Key highlights of the revised curriculum include the integration of modern and traditional pedagogies, flexible course structures, and student-centric learning models. The curricula promote multidisciplinary education, combining disciplines imaginatively and allowing multiple entry and exit points in undergraduate programs. Additionally, courses now include elements of the Indian knowledge system, cultural traditions, and exposure to classical literature through "Knowledge of India" courses, enhancing students' understanding of India's rich heritage. The University emphasized the inclusion of vocational courses aligned with the International Standard Classification of Occupations by the International Labour Organization, bridging gaps between education and industry needs. This approach is particularly relevant for engineering and vocational studies programs, where compliance with AICTE, NBA, NSQF, and other relevant agencies is essential. The revision also promotes blended learning, with 10% online and 90% face-to-face teaching, enhancing flexibility and accessibility for students.

The curriculum development involved a collaborative effort among faculty members, Heads of Departments, and Deans, with drafts being reviewed in multiple discussion sessions at the department, faculty, and university levels. The Vice Chancellor played a pivotal role, leading meetings with Heads and Deans to establish a uniform template for the revised curriculum. This template includes detailed sections such as Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Learning Outcome Index, Course-level Learning Outcomes, and Teaching-Learning Processes. The University's Internal Quality Assurance Cell (IQAC) further refined the curricula through a series of stimulated sessions, ensuring that the revised courses met high academic standards. Experts from various Boards of Studies also contributed significantly to shaping the final curriculum, incorporating feedback and recommendations to align with NEP-2020.

Programme Specific Outcomes (PSO) for M.A. in Philosophy

On completing the M.A. in Philosophy program, students will be able to achieve the following outcomes:

- PSO-1: Analyze the key philosophical traditions, including Ancient, Medieval, Modern, and Contemporary Western and Indian philosophy.
- PSO-2: Develop an understanding of the cultural, ethical, and spiritual heritage of various philosophical systems and their impact on society.
- PSO-3: Understand the philosophical aspects of human nature, mind, reality, and existence from regional, national, and international perspectives.
- PSO-4: Gain comprehensive knowledge of major philosophical theories in epistemology, metaphysics, ethics, political philosophy, and logic.
- PSO-5: Develop insight into the origins, evolution, and transformations of philosophical thought across different civilizations.
- PSO-6: Become critically aware of the relationship between philosophical ideas, thinkers, texts, and their historical and cultural contexts.
- PSO-7: Understand the basic themes, concepts, chronology, and scope of Indian and Western philosophical traditions.
- PSO-8: Engage with a broad range of philosophical issues related to ethics, social philosophy, aesthetics, and the philosophy of religion.
- PSO-9: Compare philosophical traditions of India with those of other cultures, fostering a global and comparative understanding.
- PSO-10: Develop the ability to think, argue, and critique philosophical ideas critically in both writing and discussion.
- PSO-11: Prepare for various competitive examinations, including those requiring analytical, logical, and ethical reasoning.
- PSO-12: Critically recognize and analyze the social, political, economic, and cultural dimensions of philosophical ideas and theories.

Post Graduate Attributes (PGA) for M.A. in Philosophy

On completion of the course, students are expected to have acquired the skills of critical thinking, rational inquiry, effective communication, and the ability to connect philosophical ideas with contemporary issues while being sensitive to the larger philosophical debates that shape human thought and society. The attributes expected from the post-graduates of the M.A. Philosophy Programme are:

- PGA1: In-depth knowledge of major philosophical traditions, including Indian and Western philosophies, and their impact on shaping human thought and society.
- PGA2: Familiarity with philosophical developments and key thinkers from various cultures across different eras, fostering a global perspective on philosophy.
- PGA3: Ability to critically read and analyze complex philosophical texts, evaluate arguments, and construct reasoned critiques of philosophical ideas.
- PGA4: Ability to identify and analyze patterns of thought, continuity, and change in philosophical traditions, and relate them to contemporary social, ethical, and existential issues.
- PGA5: Sensitivity to diverse socio-cultural, ethical, and spiritual issues, and an understanding of their philosophical underpinnings.

- PGA6: Respect for human values, ethical principles, and constitutional ideals, promoting philosophical thinking that aligns with a just and humane society.
- PGA7: Capability to assume leadership roles, apply philosophical reasoning in various contexts, and engage thoughtfully with complex moral, social, and existential challenges.
- PGA8: Appreciation of philosophical diversity and respect for the rich intellectual heritage and cultural plurality of human societies.

Programme Outcomes (PO) for M.A. in Philosophy

Vision: To nurture responsive, responsible, sensitive, creative, and thoughtful individuals with a deep philosophical understanding of regional, national, and international perspectives.

Mission: To contribute to the educational, cultural, ethical, and social advancement of the region and the nation by providing a multidisciplinary liberal education in philosophy. The program aims to foster creative and innovative insights, enhance critical thinking, and equip students with philosophical, analytical, and ethical skills, preparing them for professional, vocational, and academic pursuits.

On completing a Master's in Philosophy, students will be able to achieve the following outcomes:

- PO-1: Develop the capacity to explain key philosophical problems, arguments, and ideas, and understand their impact on human thought and society.
- PO-2: Cultivate skills to evaluate philosophical texts, arguments, and methods, and assess their validity and soundness critically.
- PO-3: Compare, contrast, and explain differences between various philosophical theories, traditions, and perspectives.
- PO-4: Gain an understanding of philosophical methodologies and learn to formulate appropriate philosophical research questions, engaging with primary texts and contemporary debates.
- PO-5: Recognize the complexity and nuances of philosophical arguments, reflecting on the limitations of philosophical theories and the gaps in existing knowledge.
- PO-6: Develop a clear understanding of philosophical evidence, including logical reasoning, empirical support, and critical debates within various fields of philosophy.
- PO-7: Acquire knowledge of major philosophical traditions, including Indian, Western, and global perspectives, emphasizing diversity, ethics, and cultural significance.
- PO-8: Understand the skills that philosophers use in analytical thinking, argumentation, and ethical reasoning, preparing them for research, teaching, and applied philosophical work.

STRUCTURE OF M. A. PHILOSOPHY PROGRAMME

1. The duration of this study programme will be of four semesters (two years).
2. There will be total eighteen courses (five each in semester I & II and four in semesters III and IV).
3. The students are required to take up all four papers (Courses) in Semester I and II.
4. In Semester III and IV, the students shall be required to take up 2 core compulsory papers, 1 core elective and 1 elective open course.
5. If a student opts for taking up case study in fourth semester, in such case he/she will not be required to appear for internal examination in that paper.

Assessment and Evaluation

Core Compulsory Course/Paper (CC), Kaur Elective Course/Paper (CE) and Open Elective Course/Paper (OE) each semester of Philosophy as a subject will carry a total of 100 marks each course/paper. The distribution of these 100 marks to regular students will be as follows:-

Total Marks- 100 = Theory (Question Paper)- 75 Marks + Internal Assessment (Overall)- 25 Marks

(A) Theory (Question Paper) Pattern (75 Marks):-

The syllabus of Philosophy subject is divided into 5 units. The question paper will have three sections (a), (b) and (c).

- Section (a) will be of total 20 marks. It will ask 2 questions from each unit. Each question will carry 2 marks. It is compulsory for the student to solve all the questions. Answers to questions should not exceed 50 words. Each question will carry 2 marks.
- Section (B) will be of total-25 marks. It will ask 5 internal choice questions (from each unit). Student will answer 5 questions doing internal selection. Answers to questions should not exceed 200 words. Each question will carry 5 marks.
- Section (C) will be of total-30 marks. 4 questions (one from the unit) will be asked in section (c). The student will answer any two of these 4 questions. The answer limit for the questions will be 500 words. Each question will carry 15 marks.

(B) Pattern of Internal Assessment (25 Marks):-

Internal evaluation of regular students will be conducted by the concerned college, which will be of 25 marks.

A continuous evaluation process will be adopted to assess the achievement of the set objectives and the results of the learning process of the students. The college will award marks out of 30 marks to the students by conducting various activities for internal assessment. A sample distribution of internal assessment is given below:-

Midterm Exam - 10 Marks

Case study/project/presentation/assignment and overall performance 15 marks

Special Note: A student must secure a minimum of 36% marks in the question paper and internal assessment separately to pass.

SEMESTER-I

	CourseTitle	CourseCode	L	T	P	Credits
Core Foundation Course						
(i)	Introduction to philosophy	FA-PHIL-CF-100	4	1		5
Core Compulsory Courses						
(i)	Indian Philosophy (Epistemology)	FA-PHIL-CC-101	4	1		5
(ii)	Western Philosophy (Epistemology)	FA-PHIL-CC-102	4	1		5
(iii)	Western Logic	FA-PHIL-CC-103	4	1		5
(iv)	Indian Ethics	FA-PHIL-CC-104	4	1		5

SEMESTER-II

	CourseTitle	CourseCode	L	T	P	Credits
Core Foundation Course						
(ii)	Applied ethics	FA-PHIL-CF-200	4	1		5
Core Compulsory Courses						
(v)	Indian Philosophy (Metaphysics)	FA-PHIL-CC-201	4	1		5
(vi)	Western Philosophy (Metaphysics)	FA-PHIL-CC-202	4	1		5
(vii)	Indian Logic	FA-PHIL-CC-203	4	1		5
(viii)	Western ethics	FA-PHIL-CC-204	4	1		5

SEMESTER- III

	Course Title	Course Code	L	T	P	Credits
Core Compulsory Courses						
(ix)	Contemporary Western Philosophy	FA-PHIL-CC-301	4	1		5
(x)	Meta Ethics	FA-PHIL-CC-302	4	1		5
Core Elective Courses (choose anyone)						
(xi)	Janism	FA-PHIL-CE-303(A)	4	1		5
	or					
	Indian Aesthetics	FA-PHIL- CE-303(B)	4	1		5
	or					
	Philosophy of Kant	FA-PHIL- CE-303(C)	4	1		5
(xii)	Bhagwat Geeta	FA-PHIL-CE-304(A)	4	1		5
	or					
	Philosophy of Upanishada	FA-PHIL-CE-304(B)	4	1		5
	or					
	Women In Vedic And Philosophical Traditions	FA-PHIL-CE-304(C)	4	1		5
Open Elective Courses (choose anyone)						
(xiii)	Philosophy of Yoga	FA-PHIL-OE305(A)	4	1		5
	or					
	Philosophy of Culture	FA-PHIL-OE-305(B)	4	1		5
	or					
	Philosophy of Economics	FA-PHIL- OE-305(C)	4	1		5
	or					
	Philosophy of Science	FA-PHIL-OE-305(D)	4	1		5
	or					
	Philosophy of John Rawls	FA-PHIL-OE-305(E)	4	1		5
(xiii)	or					
	Inductive logic	FA-PHIL-OE-305(F)	4	1		5

SEMESTER- IV

	CourseTitle	CourseCode	L	T	P	Credits
Core Compulsory Courses						
(xiv)	Sankar Vedanta	FA-ENG-CC-401	4	1		5
(xv)	Contemporary Indian philosophy	FA-ENG-CC- 402	4	1		5
Core Elective Courses (choose anyone)						
(xvi)	Gandhi Philosophy	FA-ENG-CE-403(A)	4	1		5
	or					
	Vaishnava Vedanta	FA-ENG-CE-403(B)	4	1		5
	or					
	Kashmir Shaivism	FA-ENG-CE-403(C)	4	1		5
(xvii)	Buddhist Philosophy	FA-ENG-CE404(A)	4	1		5
	or					
	Nyaya Philosophy	FA -ENG-CE404(B)	4	1		5
	or					
	Political Philosophy	FA-ENG-CE-404(C)	4	1		5
Open Elective Courses (choose anyone)						
(xviii)	Philosophical Essays	FA-ENG-OE-405(A)	4	1		5
	or					
	Human Rights	FA-ENG-OE-405(B)	4	1		5
	or					
	Ethics of Artificial Intelligence	FA-ENG-OE-405(C)	4	1		5
	or					
	Business Ethics	FA-PHIL-OE-405(D)	4	1		5
	or					
	Philosophy Through Film	FA-PHIL-OE-405(E)	4	1		5
	or					
	Indian Language Analysis	FA-PHIL-OE-405(F)	4	1		5
	or					
	Philosophy of Art	FA-PHIL-OE-405(G)	4	1		5
	or					
	Philosophy of History	FA-PHIL-OE-405(H)	4	1		5
	or					
	Emotional intelligence	FA-PHIL-OE-405(I)	4	1		5

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SEMESTER- I
Introduction to Philosophy
Course Code - FA-PHIL-CF- 100

Course Description:

This course provides a comprehensive introduction to philosophy, exploring its nature, scope, and relevance in various contexts. It covers fundamental aspects of philosophy, including its definitions, origins, and the natural inclination toward philosophical thinking. The course also examines the relationship between philosophy, science, and religion, with a focus on both Indian and Western philosophical traditions. Students will gain insights into the major problems of philosophy and the distinct features of different philosophical systems.

Course Objectives:

- To understand the fundamental concepts and definitions of philosophy.
- To explore the origins and natural tendencies of philosophical thinking.
- To examine the primary areas of philosophical inquiry and their significance.
- To analyze the interconnections between philosophy, science, and religion.
- To introduce students to Indian and Western philosophical traditions, highlighting their characteristics and development.

Course Structure:

Unit I: Nature of Philosophy

1. Meaning of Philosophy
2. Some Other Definitions of Philosophy
3. Causes of the Origin of Philosophy
4. Naturalness of Philosophical Thinking
5. Nature of Philosophical Questions
6. Use of Philosophy in Life

Unit II: Scope of Philosophy

1. Scope of Philosophy
2. Main Problems of Philosophy
 - Cosmology: Study of the universe and its origins.
 - Ontology: Study of existence and reality.
 - Philosophy of Mind: Exploration of mental processes and consciousness.
 - Epistemology: Theory of knowledge and understanding.
 - Axiology: Study of values, including ethics and aesthetics.

3. Other Branches of Philosophy

Unit III: Philosophy, Science, and Religion

1. Nature of Science

2. Relation of Philosophy and Science
3. Nature of Religion
4. Relation of Philosophy and Religion

Unit IV: Introduction to Indian Philosophy

1. Nature of Indian Philosophy
2. Subject and Purpose of Indian Philosophy
3. Division of Indian Philosophy : Astika and Nastika
4. Shad-Darshanas: Six classical schools of Indian philosophy.
5. Development and Characteristics of Indian Philosophy

Unit V: Introduction to Western Philosophy

1. Nature of Western Philosophy
2. Subject and Purpose of Western Philosophy
3. Western Philosophical Schools
4. Development and Characteristics of Western Philosophy
5. Historical evolution and distinctive features of Western philosophical thought.

Learning Outcomes:

- Gain a foundational understanding of the nature and scope of philosophy.
- Analyze key philosophical problems and their relevance in various contexts.
- Understand the relationships between philosophy, science, and religion.
- Explore the main features and development of Indian and Western philosophical traditions.
- Apply philosophical concepts to real-life situations and critical thinking.

Recommended Reading List:

1. Introduction to Philosophy: Classical and Contemporary Readings - John Perry, Michael Bratman, and John Martin.
2. The Philosophy Book: Big Ideas Simply Explained - DK.
3. A History of Western Philosophy - Bertrand Russell.
4. Indian Philosophy: A New Introduction - K. N. Jayatilleke.
5. Philosophy of Mind: A Contemporary Introduction - John Heil.
6. The Oxford Handbook of Philosophy of Religion - William J. Wainwright.
7. Indian Philosophy: An Introduction - N. K. Singh.
8. तत्त्व मीमांसा व ज्ञान मीमांसा : आर. पी. शर्मा (टीच योर सेल्फ)
9. पाश्चात्य दर्शन : डॉ. ब्रह्म स्वरूप अग्रवाल उत्तर प्रदेश हिंदी संस्थान लखनऊ
10. भारतीय दार्शनिक निबंध: डी डी बंदिशे

[Video](#)

SEMESTER- I
Indian Philosophy (Epistemology)
Course Code - FA-PHIL-CC- 101

Course Description:

This course provides an in-depth exploration of Indian epistemology, focusing on the nature and classification of cognition, theories of validity, and the various pramanas (means of knowledge) recognized in Indian philosophical traditions. The course will critically examine the debates surrounding valid and invalid cognitions, the conditions of validity, and different theories of erroneous perceptions (khyativada). Emphasis will be placed on understanding key philosophical arguments and their implications for broader epistemological discussions.

Course Objectives:

- To understand the nature, classification, and instruments of valid cognition (pramana) in Indian philosophy.
- To explore the theories of validity (pramanya) and the debate on the origin and ascertainment of valid knowledge.
- To study different types of pramanas, including perception, inference, verbal testimony, comparison, postulation, and non-apprehension.
- To critically examine theories of erroneous cognition and their philosophical significance.

Course Structure:

Unit I: Nature and Validity of Cognition

1. Cognition: Definition and Nature

- Concept of valid (prama) and invalid (aprama) cognitions.
- Definition and nature of validity (pramanya).
- Classification of valid cognitions and their instruments (indriya).

2. Validity of Cognition:

- Nature, condition, and definition of validity.
- Debates on the nature, origin (utpatti), and ascertainment (jnapti) of validity.
- Theories: Svatahpramanyavada (intrinsic validity) and Paratahpramanyavada (extrinsic validity).
- Concepts of savisayatva, sakaratva, svaprakasatva, and paraprakasata.

Unit II: Pratyaksa (Perception)

1. Pratyaksa Pramanas:

- Definition and classification of perception.
- Types of perception according to various schools.

UNIT III: Anumana (Inference)

1. Anumana (Inference):

- Definition, types, and conditions of inference.

- Critique of Carvaka's rejection of inference.

Unit IV: Other Pramanas (Means of Knowledge)

1. Sabda Pramanas (Verbal Testimony):

- Definition and classification of verbal testimony.
- The role of sabda in Mimamsa philosophy.

2. Upamana (Comparison):

- Definition and types of upamana.
- Differences in the treatment of upamana between Nyaya and Mimamsa schools.

3. Arthapatti (Postulation):

- Definition and types of arthapatti.
- The necessity of postulation in epistemological discussions.

4. Anupalabdhi (Non-Apprehension):

- Definition and classification of anupalabdhi.
- Yogyanupalabdhi and its philosophical implications.

Unit V: Theories of Erroneous Perception (Khyativada)

1. Theories of Invalid Perceptual Cognitions:

- Various theories explaining erroneous perception: Akhyati, Anyathakhyati, Viparitakhyati, Atmakhyati, Anirvacaniyakhyati, Satkhyati, Sadasatkhyati, and Asatkhyati.
- Comparative analysis of these theories and their implications for understanding error in perception.

Learning Outcomes:

- Develop a comprehensive understanding of the classification and nature of valid and invalid cognitions in Indian philosophy.
- Critically engage with the debates on the origin and ascertainment of validity.
- Understand and analyze the various pramanas recognized in Indian epistemology.
- Gain insights into the different theories of erroneous perception and their philosophical significance.

Recommended Reading List:

1. Nyaya-Sutras of Gautama (with Vatsyayana's commentary)
2. Indian Epistemology and Metaphysics - J.N. Mohanty
3. Perception: An Essay on Classical Indian Theories of Knowledge - B.K. Matilal
4. Epistemology in Classical India - Stephen Phillips
5. Indian Logic and Atomism - A.B. Keith
6. Theories of Error in Indian Philosophy - D.M. Datta
7. सिन्हा नीलिमा (2010) भारतीय ज्ञान मीमांसा, मोतीलाल बनारसीदास, दिल्ली।

E Content

Video

SEMESTER- I
Western Philosophy (Epistemology)
Course Code - FA-PHIL-CC- 102

Course Description:

This course delves into key issues in Western epistemology, exploring the nature, scope, and limits of human knowledge. It examines foundational questions such as the nature of knowledge, the challenges of skepticism, theories of perception, and the complexities surrounding the understanding of truth, reference, and a priori knowledge. Students will engage with classic and contemporary debates that have shaped Western epistemological thought.

Course Objectives:

- To introduce students to the central problems and theories in Western epistemology.
- To explore skepticism and the challenges it poses to the possibility of knowledge.
- To critically analyze theories of perception, truth, and knowledge of other minds.
- To examine the distinctions between analytic and synthetic knowledge and the nature of a priori knowledge.

Course Structure:

Unit I: Nature of Knowledge

1. Nature and Definition of Knowledge:

- Defining knowledge: the tripartite definition (Justified True Belief).
- Distinguishing knowledge from belief: Gettier problems and further refinements.

2. Theories of Perception:

- Overview of direct realism, indirect realism, and phenomenalism.
- The problem of perception: illusions, hallucinations, and the argument from perception.

Unit II: Knowledge of the Past and Other Minds

1. Problem of Memory: Knowledge of the Past:

- The nature of memory as a source of knowledge.
- Challenges to memory-based knowledge: reliability, reconstructive memory, and false memories.

2. Knowledge of Other Minds:

- The problem of other minds: direct and indirect approaches.
- Theories of mind: analogical inference, behaviorism, and the argument from analogy.

Unit III: Theories of Truth and Reference

1. Theories of Truth:

- Self-Evidence: The concept of self-evident truths and their role in knowledge.
- Correspondence Theory: Truth as correspondence to reality; strengths and criticisms.
- Coherence Theory: Truth as coherence among beliefs; advantages and drawbacks.

- Pragmatic Theory: Truth as what works or is useful; critiques and implications.
- Semantic Theory: Tarski's theory of truth and its impact on modern epistemology.

2. Meaning and Reference:

- Overview of theories of meaning: referentialism, descriptivism, and causal theories.
- The distinction between meaning and reference in language.

Unit IV: A Priori Knowledge

1. A Priori Knowledge:

- Analytic vs. synthetic knowledge: distinctions and philosophical significance.
- Necessary vs. contingent truths: exploring the metaphysical implications.
- The concept of synthetic a priori: Kant's contribution and ongoing debates.

UNIT V: Skepticism

1. Skepticism and the Possibility of Knowledge:

- Overview of skepticism: historical background and contemporary issues.
- Major skeptical arguments and responses: Pyrrhonism, Cartesian skepticism, Hume, and contemporary defenses of skepticism.

Learning Outcomes:

- Gain a thorough understanding of the main issues and theories in Western epistemology.
- Critically analyze the arguments for and against skepticism and the possibility of knowledge.
- Understand the nature and theories of perception, memory, and knowledge of other minds.
- Explore and evaluate various theories of truth, meaning, and reference.
- Differentiate between analytic, synthetic, and a priori knowledge.

Recommended Reading List:

1. Epistemology: A Contemporary Introduction - Alvin I. Goldman
2. An Introduction to the Theory of Knowledge - Noah Lemos
3. Epistemology: Classic Problems and Contemporary Responses - Laurence Bonjour
4. Knowledge and Its Limits - Timothy Williamson
5. Skepticism: A Contemporary Reader - Keith DeRose & Ted A. Warfield
6. Perception: A Representative Theory - Frank Jackson
7. Truth: A Guide - Simon Blackburn
8. Theories of Truth - Richard L. Kirkham
9. Critique of Pure Reason - Immanuel Kant (for synthetic a priori discussion)
10. The Problems of Philosophy - Bertrand Russell
11. तत्व मीमांसा एवं ज्ञान मीमांसा : अशोक कुमार वर्मा, मोतीलाल बनारसी दास।
12. तत्व मीमांसा और ज्ञान मीमांसा: केदारनाथ तिवारी, मोतीलाल बनारसी दास दिल्ली।

Video

SEMESTER- I
Western Logic
Course Code - FA-PHIL-CC- 103

Course Description:

This course introduces students to fundamental concepts in Western logic, focusing on sentential connectives, inference rules, quantifiers, set theory, and symbolic representation of everyday language. The course closely follows Patrick Suppes' "Introduction to Logic," providing an in-depth understanding of symbolic logic, quantification, identity, and the formal structures underpinning logical reasoning.

Course Objectives:

- To understand the basic principles and connectives of sentential logic.
- To master the formal rules of inference and their applications.
- To learn how to symbolize complex everyday language into logical expressions.
- To explore the foundational aspects of set theory, relations, and definitions in logic.
- To familiarize students with Church's Lambda notation for functional expressions.

Course Structure:

Unit I: Sentential Logic

1. Chapter I: The Sentential Connectives

- Understanding basic connectives: conjunction, disjunction, negation, implication, and biconditional.
- Truth tables and their use in evaluating logical statements.
- Logical equivalence, tautologies, contradictions, and contingencies.

2. Chapter II: Sentential Theory of Inference

- Introduction to formal inference rules: modus ponens, modus tollens, hypothetical syllogism, disjunctive syllogism.
- Constructing valid arguments using sentential logic.
- Techniques for proving validity and invalidity of arguments.

3. Chapter III: Symbolizing Everyday Language

- Translating statements from natural language into formal logical expressions.
- Handling complex sentences: dealing with conditionals, biconditionals, and nested statements.
- Practicing symbolization with a variety of sentence types and structures.

Unit II: Quantifiers and Identity

1. Chapter IV: Rules Governing Existential and Universal Quantifiers

- Understanding existential ($\exists$) and universal ($\forall$) quantifiers.
- Restrictions and rules for applying quantifiers in logical expressions.
- Interchanging quantifiers: conditions under which interchanges are permissible.

2. Chapter V: Rules Relating to Interchange of Quantifiers, Identity, and Logical Truths Involving Quantifiers

- Detailed analysis of rules governing quantifiers and logical identity.
- Use of quantifiers in expressing logical truths and identity statements.
- Logical manipulation of quantified statements and their implications.

Unit III: Set Theory

1. Chapter IX: Elementary Intuitive Set Theory

- Introduction to basic set theory concepts: sets, subsets, unions, intersections, and complements.
- Operations on sets and their properties.
- Understanding set membership, power sets, and Cartesian products.

UNIT IV: Relations

1. Chapter X: Relations

- Definition and properties of relations: reflexivity, symmetry, transitivity.
- Types of relations: equivalence relations, partial orders, and functions.
- Diagrammatic representations of relations and their applications in logic.

Unit V: Definitions and Lambda Notation

1. Chapter XI.1: Definitions

- Understanding formal definitions in logical systems.
- The role of definitions in clarifying and structuring logical arguments.
- Constructing precise and unambiguous definitions in logical contexts.

2. Chapter XI.3: Church's Lambda Notation

- Introduction to Lambda notation (λ -notation) and its use in formal logic.
- Functional abstraction and application: expressing functions and their arguments.
- Practical examples of Lambda notation in defining functions within logical systems.

Learning Outcomes:

- Develop proficiency in formal logical reasoning using sentential and quantificational logic.
- Translate everyday language into precise logical symbols and structures.
- Understand and apply basic set theory concepts and relational properties in logical analysis.
- Utilize Church's Lambda notation to express functions and arguments effectively.
- Critically analyze and construct well-defined logical proofs and arguments.

Text Book:

1. Introduction to Logic - Patrick Suppes.

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SEMESTER- I
Indian Ethics
Course Code - FA-PHIL-CC- 104

Course Description:

This course delves into the ethical dimensions of Indian philosophy, exploring concepts such as Rta, Satya, Rna, and Yajna. It examines the teachings of major Indian texts, including the Mahabharata, the Bhagavad Gita, and the Arthashastra, and considers the ethical implications of these works on individual and societal behavior. Students will study various ethical frameworks, including those found in Buddhism, Jainism, Yoga, and Mimamsa.

Course Objectives:

- To understand the foundational ethical principles in Indian philosophy.
- To explore the ethical teachings from key texts like the Mahabharata, Bhagavad Gita, and Arthashastra.
- To study specific ethical concepts and their application in everyday life according to different Indian traditions.
- To critically analyze the philosophical implications of the law of karma and Nishkama Karma Yoga.

Course Structure:

Unit I:

1. Rta and Satya:
2. Rna and Yajna:
3. Basic Teachings of Mahabharata:

Unit II:

1. Upayakausala
2. Brahmaviharas:
3. Triratnas of Jainism:
4. Yama and Niyama of Yoga:

Unit III:

1. Karmayoga
2. Svadharma
3. Yoga and Ksema
4. Loksangraha

Unit IV:

1. Purva Mimamsa Sutras of Jaimini: The first five sutras of Purva Mimamsa, Sutra of Jaimini with Sabara's bhasya to be read with sastra Dipika of Parthasarathi Misra and prakaranapancika of saliganatha.
2. Arthashastra of Kautilya:

UNIT V:

Law of Karma and Nishkama Karma Yoga from Gitarahasya (Ch 1- 5) by B.G. Tilak.

Learning Outcomes:

- Develop a comprehensive understanding of ethical principles in Indian philosophy.
- Analyze the ethical teachings of major Indian texts and their relevance to contemporary issues.
- Critically engage with the concepts of karma, duty, and social welfare in the Indian ethical tradition.
- Apply the ethical frameworks of Indian philosophy to real-world moral dilemmas.
-

Recommended Reading List:

1. The Vedic Experience: Mantramanjari - Raimundo Panikkar.
2. Ethics in the Mahabharata - Satya P. Agarwal.
3. Gitarahasya - B.G. Tilak.
4. The Arthashastra - Kautilya, translated by R. Shamasastri.
5. Purva Mimamsa Sutras of Jaimini with Sabara Bhasya.
6. Ethics in Indian and Tibetan Buddhism - Roy Tzohar.
7. The Bhagavad Gita: A New Translation - Stephen Mitchell.
8. भारतीय नीति मीमांसा: प्रोफेसर राजवीर शेखावत
9. भारतीय नीतिशास्त्र : डॉ. दिवाकर पाठक, बिहार हिन्दी ग्रंथ अकादमी पटना।

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[Vedik Ethics](#)

[Jain Triratna](#)

[Yama & Niyama](#)

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SEMESTER- II
Applied ethics
Course Code - FA-PHIL-CF- 200

Course Description:

This course explores various dimensions of applied ethics, focusing on practical and contemporary issues in bioethics, environmental ethics, technology, and professional ethics. Students will engage with ethical debates on critical topics such as euthanasia, suicide, reproductive rights, terrorism, capital punishment, and animal rights. The course also covers professional ethics across different fields, including media, medicine, and business. Through this exploration, students will develop critical thinking and ethical decision-making skills applicable in diverse contexts.

Course Objectives:

- To understand and apply ethical principles to contemporary issues in various domains.
- To analyze and debate ethical dilemmas in bioethics, environmental ethics, technology, and professional ethics.
- To develop a comprehensive understanding of ethical issues related to euthanasia, suicide, reproductive rights, terrorism, capital punishment, and animal rights.
- To explore ethical standards and challenges in professional settings such as media, medicine, and business.
- To enhance students' ability to make informed and ethically sound decisions in real-world scenarios.

Course Structure:

Unit 1:

1. Overview of Applied Ethics
2. Bioethics
3. Environmental Ethics
4. Ethics and Technology

Unit 2:

1. Euthanasia
2. Suicide
3. Reproductive Rights

Unit III:

1. Terrorism
2. Capital Punishment
3. Animal Rights

Unit IV:

1. Introduction to Professional Ethics
2. Media and Cyber Ethics

Unit V:

1. Medical Ethics
4. Business Ethics

Learning Outcomes:

- Develop a thorough understanding of applied ethics and its relevance to contemporary issues.
- Analyze and critically evaluate ethical dilemmas in various domains such as bioethics, environmental ethics, technology, and professional ethics.
- Apply ethical principles to real-world problems and make informed decisions.
- Understand the ethical implications of various practices and policies in professional settings.
- Enhance critical thinking and ethical reasoning skills.

Recommended Reading List:

1. Applied Ethics: A Reader - Stuart White.
2. Bioethics: Principles, Issues, and Cases - Lewis Vaughn.
3. Environmental Ethics: Theory and Practice - David Schmidtz and Elizabeth Willott.
6. The Ethics of Killing: Problems at the Margins of Life - Jeff McMahan.
7. Professional Ethics: A Guide for the Perplexed - Michael Davis.
8. Media Ethics: Issues and Cases - Philip Patterson and Lee Wilkins.
9. Business Ethics: Ethical Decision Making & Cases - O.C. Ferrell, John Fraedrich, and Linda Ferrell.
10. अनुप्रयुक्त नीति शास्त्र : एम पी चौरसिया मोतीलाल बनारसी दास दिल्ली।
11. अधिनीति शास्त्र एवं व्यवहारिक नीति शास्त्र : डॉ रमेश, मोतीलाल बनारसी दास दिल्ली।

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SEMESTER- II
Indian Philosophy (Metaphysics)
Course Code - FA-PHIL-CC- 201

Course Description:

This course explores the metaphysical aspects of Indian philosophy, examining the nature of God, the concept of Atman, and the philosophies of liberation. It focuses on the views of classical Indian schools as well as Bhakti traditions, debates on the existence of God, and the metaphysical understanding of bondage and liberation. The course also delves into discussions on universals and causality, comparing different perspectives from Indian philosophical traditions.

Course Objectives:

- To understand the role of God in classical and Bhakti schools of Indian philosophy.
- To explore proofs for and against the existence of God.
- To examine the nature of the self (Atman) and its distinctions from the concept of Jiva.
- To study various views on bondage (bandhan), liberation (moksha), and the means to achieve moksha.
- To analyze the debates on universals and causality within different Indian philosophical schools.

Course Structure:

Unit I: The Role of God in Indian Philosophy

1. God in Classical Systems:

- Understanding the role of God in the worldviews of classical Indian philosophies, including Nyaya, Vaisheshika, and Vedanta.
- Concepts of God in non-theistic systems like Samkhya and early Buddhism.

2. Bhakti Schools and the Central Role of God:

- The emergence of the Bhakti movement and its emphasis on a personal God.
- Contributions of prominent Bhakti philosophers:
 - Ramanujacharya: Vishishtadvaita, God as a personal and compassionate being.
 - Madhvacharya: Dvaita philosophy, dualism, and the distinctness of God from souls and matter.
 - Nimbakacharya: Dvaitadvaita, emphasizing devotion to Krishna.
 - Vallabhacharya: Shuddhadvaita, focusing on pure non-dualism and devotion to Krishna.
 - Ramananda: Popularizing Ram Bhakti and egalitarian spiritual practices.

Unit II: Proofs for and Against the Existence of God

1. Arguments for God's Existence:

- Philosophical justifications for the presence of God as the creator, sustainer, and moral governor (Karmadhyaksa).
- The concept of God as the efficient and material cause in various theistic schools.

2. Arguments Against God's Existence:

- Critiques from atheistic and materialistic schools, such as Carvaka, on the non-necessity of God.

- Buddhist and Jain perspectives on the non-existence or irrelevance of God in metaphysical and ethical contexts.

Unit III: Atman and the Self

1. Nature and Proofs of Atman:

- The concept of Atman (self) across various schools: Advaita Vedanta, Samkhya, and Nyaya-Vaisheshika.
- Nairatmyavada: The Buddhist doctrine of no-self (anatman) and its critique of the Atman concept.

2. Atman and Jiva:

- Distinctions between Atman (universal self) and Jiva (individual self).
- Perspectives on Jiva as Karta (doer), Bhokta (enjoyer), and Jnata (knower).
- Different schools' views on the relationship between Atman, Jiva, and the body-mind complex.

Unit IV: Bondage, Liberation, and Metaphysical Concepts

1. Nature of Bandhan (Bondage) and Moksha (Liberation):

- Concepts of bondage and the means to attain moksha in Vedanta, Jainism, Buddhism, and other schools.
- Ethical, spiritual, and philosophical paths to liberation, including Jnana (knowledge), Bhakti (devotion), Karma (action), and Dhyana (meditation).

2. Universals:

- The debate on universals (samanya) among different schools: Nyaya's realistic view, Buddhism's nominalism, and Vedanta's absolutism.

UNIT V: Cause-effect Relationships

3. Causation:

- Comparative study of causality: Satkaryavada (pre-existence of the effect) in Samkhya, Asatkaryavada (non-preexistence) in Nyaya, and Pratityasamutpada (dependent origination) in Buddhism.
- Examination of cause-effect relationships and their implications for understanding the world.

Learning Outcomes:

- Gain a comprehensive understanding of the metaphysical aspects of Indian philosophy.
- Analyze the nature of God and the arguments for and against God's existence in Indian philosophical discourse.
- Understand the concept of Atman and the debates surrounding it, especially in relation to Jiva.
- Explore the nature of bondage and liberation and the paths prescribed by various Indian schools.
- Critically evaluate metaphysical concepts such as universals and causality from multiple philosophical perspectives.

Recommended Reading List:

1. The Philosophy of the Upanishads - S. Radhakrishnan.
2. Ramanuja's Vedanta - Julius Lipner.
3. The Philosophy of Madhvacharya - B.N.K. Sharma.
4. Indian Philosophy: Volume I & II - S. Radhakrishnan.

5. Moksha: Concept of Liberation in Indian Philosophy - J.N. Mohanty.
6. The Nyaya Theory of Knowledge - S.C. Chatterjee.
7. Buddhist Philosophy: Essential Readings - William Edelglass and Jay Garfield.
8. भारतीय दार्शनिक समस्याएं : नंदकिशोर शर्मा, राजस्थान हिंदी ग्रंथ अकादमी जयपुर।
9. भारतीय दार्शनिक निबंध : डीडी बंदिशे, मध्य प्रदेश हिंदी ग्रंथ अकादमी

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SEMESTER- II
Western Philosophy (Metaphysics)
Course Code - FA-PHIL-CC- 202

Course Description:

This course explores foundational topics in Western metaphysics, including the nature of existence, the distinction between appearance and reality, the debate over universals and particulars, and the metaphysical implications of mind-body dualism. Students will engage with classical and contemporary metaphysical theories, examining key concepts such as substance, essence, time, and space. The course also covers traditional arguments for the existence of God and the metaphysical underpinnings of major philosophical debates.

Course Objectives:

- To understand the nature, scope, and possibility of metaphysics.
- To explore the classical and contemporary debates on substance, universals, and particulars.
- To critically examine the nature of reality, including distinctions between appearance and essence.
- To analyze metaphysical arguments related to the mind-body problem and the existence of God.
- To gain insights into metaphysical discussions on time, space, and their implications.

Course Structure:

Unit I: Metaphysics, Appearance, and Reality

1. Metaphysics: Possibility, Scope, and Existence

- The nature and aims of metaphysics: What is metaphysics?
- Key questions: What is existence? What kinds of things exist?
- Scope of metaphysical inquiry: from abstract entities to everyday objects.

2. Appearance and Reality

- The distinction between appearance and reality in classical philosophy.
- Concepts of being and becoming: exploring the changeable vs. unchangeable aspects of existence.
- Essence vs. existence: understanding what things are vs. that they are.

Unit II: Substance and Philosophical Debates

1. Substance

- Aristotle's account of substance: primary substances, form, and matter.
- Substance and properties: how do substances relate to their attributes?
- Different kinds of substances and their activities: material, immaterial, living, and non-living.

UNIT III: Rationalism vs. Empiricism

1. Rationalism vs. Empiricism and the Process View of Reality

- The debate between rationalism and empiricism: sources of knowledge and reality.
- Key figures: Descartes, Locke, Hume, Kant.

- Process philosophy: viewing reality as dynamic and constantly changing (e.g., Whitehead's process view).

Unit IV: Universals, Particulars, and the Mind-Body Problem

1. Universals and Particulars

- Distinctions between universals (abstract, shared properties) and particulars (individual, specific entities).
- Varieties of universals: qualities, relations, and abstract entities.
 - Philosophical positions: nominalism (denying universals), realism (affirming universals), and resemblance theory.
- Classical and contemporary debates on the nature and existence of universals.

2. Mind and Body

- Dualism: mind as distinct from the body (Descartes).
- Materialism: mind as a physical phenomenon (reductive and non-reductive materialism).
- Contemporary debates: functionalism, eliminative materialism, and the hard problem of consciousness.

Unit V: God, Time, and Space

1. God: Proof of Existence

- Classical arguments for God's existence: ontological, cosmological, and teleological arguments.
- Criticisms and alternative views: atheism, agnosticism, and pantheism.
- Contemporary approaches to metaphysical arguments about God.

2. Time and Space

- Metaphysical theories of time: absolute vs. relational views, presentism, eternalism.
- The nature of space: substantival vs. relational theories.
- Implications of time and space in metaphysics and physics.

Learning Outcomes:

- Develop a comprehensive understanding of key metaphysical concepts and debates in Western philosophy.
- Critically assess arguments for and against metaphysical positions on substance, universals, and the nature of reality.
- Analyze the implications of metaphysical theories for understanding the mind, body, and the existence of God.
- Explore the philosophical discussions surrounding time and space, and their relevance to contemporary metaphysical inquiry.

Recommended Reading List:

1. Metaphysics - W.V.O. Quine.
2. Being and Time - Martin Heidegger.
3. Appearance and Reality - F.H. Bradley.
4. Substance and Attribute - Michael Loux.
5. Universals: An Opinionated Introduction - D.M. Armstrong.
6. The Concept of Mind - Gilbert Ryle.
7. God, Time, and Eternity - William Lane Craig.

8. The Philosophy of Time - Robin Le Poidevin and Murray MacBeath.
9. Metaphysics: A Very Short Introduction - Stephen Mumford.
10. तत्व मीमांसा एवं ज्ञान मीमांसा: अशोक कुमार वर्मा, मोतीलाल बनारसी दास दिल्ली।
11. तत्व मीमांसा और ज्ञान मीमांसा : केदारनाथ तिवारी, मोतीलाल बनारसी दास दिल्ली।

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https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/Philosophy-%20III.pdf

SEMESTER- II
Indian Logic
Course Code - FA-PHIL-CC- 203

Course Description:

This course offers an in-depth exploration of Indian logical systems, focusing on the definitions, processes, and key elements of reasoning (Anumana) in various philosophical traditions, including Nyaya, Navya Nyaya, Buddhism, and Jainism. The course covers the concepts of inference, Vyapti (pervasion), and fallacies (Hetvabhasa) with a comparative analysis across different schools of thought. Students will engage with traditional texts and learn to formalize logical arguments within these frameworks.

Course Objectives:

- To understand the definitions, constituents, and processes of inference (Anumana) in various Indian philosophical traditions.
- To compare and contrast the logical methodologies employed by Nyaya, Navya Nyaya, Buddhism, and Jainism.
- To explore the concept of Vyapti (pervasion) and its formalization within Indian logic.
- To analyze and categorize fallacies (Hetvabhasa) as understood in different schools.

Course Structure:

Unit I: Definition and Constituents of Anumana (Inference)

1. Anumana in Old Nyaya
2. Anumana in Navya Nyaya
3. Anumana in Buddhism
4. Anumana in Jainism

Unit II: Constituents of Inference

1. Paksha : Nyaya, Buddhism
2. Hetu : Pancrupahetu, Trirupahetu, Sadrmayahetu & Vidarmyahetu
3. Sadhya : Nyaya, Buddhism, Jainism

Unit III: Process and Types of Anumana

1. Process and Types of Anumana in Nyaya
2. Process and Types of Anumana in Buddhism
3. Process and Types of Anumana in Jainism

Unit IV: Grounds of Inference

1. Definition and Types of Vyapti
2. Vyapti in Nyaya
3. Vyapti in Buddhism
4. Formalization of Vyapti in Indian Logic
5. Paksha Darmta

Unit V: Hetvabhasa

1. Definition and Types of Hetvabhasa:
2. Hetvabhasa in Nyaya:
3. Hetvabhasa in Buddhism:
4. Inductive element in Indian logic

Learning Outcomes:

- Develop a comprehensive understanding of inference in Indian logic systems.
- Critically analyze and compare Anumana as presented in Nyaya, Navya Nyaya, Buddhism, and Jainism.
- Master the concept of Vyapti and its formalization in logical reasoning.
- Identify and categorize various fallacies of inference (Hetvabhasa) across different schools of Indian philosophy.

Recommended Reading List:

1. Nyaya-Sutras of Gautama with Vatsyayana Bhasya - Translations and commentaries.
2. Nyaya-Manjari - Jayanta Bhatta.
3. Buddhist Logic - Th. Stcherbatsky.
4. The Philosophy of Nyaya-Vaisheshika - Debiprasad Chattopadhyaya.
5. Jain Logic - S.C. Vidyabhusan.
6. Indian Logic: A Reader - Jonardon Ganeri.
7. An Introduction to Indian Logic: Navya Nyaya - Bimal Krishna Matilal.
8. भारतीय तर्कशास्त्र : एम पी तिवारी,
9. भारतीय तर्कशास्त्र : केदारनाथ तिवारी मोतीलाल बनारसी दास दिल्ली।

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[Video](#)

SEMESTER- II
Western ethics
Course Code - FA-PHIL-CC- 204

Course Description:

This course provides an in-depth exploration of Western ethical theories, focusing on four key philosophers: Spinoza, Butler, Hume, and Kant. Students will examine each philosopher's conception of human nature, moral reasoning, and ethical principles, and analyze their contributions to the development of Western ethics. The course aims to cultivate critical thinking about ethical issues and to understand the historical and philosophical contexts that shape ethical thought.

Course Objectives:

1. To introduce students to the fundamental theories of Western ethics.
2. To critically analyze and compare the ethical theories of Spinoza, Butler, Hume, and Kant.
3. To develop a thorough understanding of the concepts of human nature, moral judgment, and ethical principles as proposed by these philosophers.
4. To foster an appreciation of the historical and intellectual contexts that influence ethical reasoning.
5. To evaluate the relevance and application of these ethical theories in contemporary moral issues.

Course Structure:

UNIT - I

Spinoza

1. Knowledge and Human Understanding in Spinoza's Philosophy
2. Spinoza's Theory of Human Nature and Vital Impulse
3. Emotions and Human Bondage in Spinoza's Philosophy
4. Spinoza's Ethical and Psychological Egoism
5. Spinoza's Conception of Good, Evil, and Perfection
6. The Role of Society and the State in Spinoza's Philosophy

UNIT - II

Butler

1. Butler's Ethical Foundations and Affinities
2. The Hierarchical Structure of the Human Mind
3. Critique and Defense of Butler's Moral Philosophy
4. Conscience, Self-Love, and Moral Judgment
5. Merits and Limitations of Butler's Theory

UNIT - III

Hume

1. Hume's Definition of Good and Bad
2. The Role of Sentiment in Hume's Ethics
3. Hume's Theory of Justice
4. Defense Against Psychological Egoism
5. Reason and Sentiment in Ethics
6. Critique and Evaluation of Hume's Ethical Theory

UNIT - IV

Kant

1. Fundamental Principles of Kant's Ethics
2. The Moral Law and Categorical Imperatives
3. Critiques and Challenges to Kant's Theory
4. Further Developments and Limitations in Kant's Theory
5. Kant's Theory of Moral Obligation and Human Nature
6. Kant's Emotional and Metaphysical Considerations in Ethics

UNIT V - Sidgwick

1. Philosophic Merits and Literary Defects
2. Synopsis of Sidgwick's Theory
3. Analysis of Ethical Terms and Epistemological Questions
4. Psychological and Ethical Hedonism
5. Free Will and Determinism
6. Classification and Detailed Discussion of Ethical Methods
7. Comparative Morality and Divergences in Ethical Practices
8. Relations Between Ethical Methods

Course Outcomes:

By the end of the course, students will be able to:

1. Understand and articulate the key ethical theories of Spinoza, Butler, Hume, and Kant.
2. Critically analyze and evaluate the similarities and differences among these philosophers' ethical views.
3. Apply ethical theories to contemporary moral problems.
4. Develop well-argued positions on ethical issues based on an understanding of Western ethical thought.
5. Demonstrate improved skills in philosophical analysis, critical thinking, and academic writing.

Text Book :

- Five types of ethical theory by Broad, C. D. 1930 New York : Harcourt, Brace
- नीतिशास्त्रीय सिद्धांत के पांच प्रकार सी. डी. ब्राड, बिहार हिन्दी ग्रंथ अकादमी पटना।

Recommended Reading List:

- The Works of Joseph Butler by Joseph Butler.
- Butler's Ethics by Terence Irwin.
- Conscience in Moral Philosophy and the Age of Enlightenment by Douglas Langston.

E Content : [Five types of ethical theory](#)

SEMESTER- III
Course Code - FA-PHIL-CC- 301
Contemporary Western Philosophy

Course Description:

This course provides an in-depth exploration of major philosophical movements and figures in twentieth-century Western philosophy. Key topics include the distinction between appearance and reality, theories of language and meaning, the critique of idealism, phenomenology, logical positivism, and pragmatism. Through critical engagement with the works of thinkers such as Bradley, Moore, Russell, Wittgenstein, Ryle, Carnap, Ayer, Husserl, Peirce, James, and Dewey, students will develop an understanding of how these ideas have shaped contemporary philosophy.

Course Objectives:

- To familiarize students with key philosophical doctrines and debates of the twentieth century.
- To critically examine the contributions of major philosophers and their impact on the development of Western philosophy.
- To understand the philosophical methods employed by these thinkers, such as logical analysis, phenomenology, and pragmatism.
- To develop analytical skills through the evaluation of arguments presented by different philosophers.
- To connect philosophical ideas to broader intellectual and cultural contexts.

Course Structure:

Unit I:

- Bradley: Appearance and Reality, Doctrine of Internal Relation
- Moore: Sense and Reference, Refutation of Idealism, Defense of Common Sense, Proof of an External World
- Russell: Logical Atomism, Definite Descriptions, Refutation of Idealism

Unit II:

- Wittgenstein: Language and Reality, Facts and Objects, Names and Propositions, The Picture Theory, Critique of Private Language, Meaning and Use, Forms of Life, Notion of Philosophy, Wittgensteinian Fideism, On Certainty
- Gilbert Ryle: Systematically Misleading Expressions, Category Mistake, Concept of Mind, Critique of Cartesian Dualism

Unit III:

- Carnap: Verification Theory of Meaning, Elimination of Metaphysics, The Work of Philosophy
- A. J. Ayer: Verification Theory of Meaning, Elimination of Metaphysics, The Work of Philosophy

Unit IV:

- Husserl: Phenomenological Method, Philosophy as a Rigorous Science, Intentionality, Phenomenological Reduction, Intersubjectivity
- Peirce: Doubt, Belief, and Inquiry, Theory of Meaning, Doctrine of Fallibilism

Unit V:

- William James: Pragmatic Theories of Meaning and Truth, Varieties of Religious Experience
- John Dewey: Concept of Truth, Common-Faith, Education

Learning Outcomes:

By the end of the course, students will be able to:

- Explain the major philosophical theories and ideas of twentieth-century Western philosophers.
- Analyze key texts and arguments related to language, reality, and meaning.
- Critique idealism and understand its refutation by analytic philosophers.
- Understand phenomenology and pragmatism as alternative philosophical methodologies.
- Apply philosophical theories to contemporary debates and problems.

Recommended Reading List:

1. Bradley, F. H. (1893). *Appearance and Reality: A Metaphysical Essay*. Clarendon Press.
2. Moore, G. E. (1925). *Philosophical Papers*. George Allen & Unwin.
3. Russell, B. (1918). *The Philosophy of Logical Atomism*. Routledge.
4. Wittgenstein, L. (1922). *Tractatus Logico-Philosophicus*. Routledge.
5. Wittgenstein, L. (1953). *Philosophical Investigations*. Blackwell Publishing.
6. Ryle, G. (1949). *The Concept of Mind*. Hutchinson.
7. Carnap, R. (1932). *The Elimination of Metaphysics through Logical Analysis of Language*. Springer.
8. Ayer, A. J. (1936). *Language, Truth, and Logic*. Penguin Books.
9. Husserl, E. (1913). *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy*. Springer.
10. Peirce, C. S. (1877). *The Fixation of Belief*. Popular Science Monthly.
11. James, W. (1907). *Pragmatism: A New Name for Some Old Ways of Thinking*. Harvard University Press.
12. Dewey, J. (1938). *Logic: The Theory of Inquiry*. Holt, Rinehart, and Winston.
13. लाल, बसंत कुमार(1996): समकालीन पाश्चात्य दर्शन, मोतीलाल बनारसी दास दिल्ली
14. सक्सेना, लक्ष्मी (1989): समकालीन पाश्चात्य दर्शन, उत्तर प्रदेश हिंदी ग्रंथ अकादमी।

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SEMESTER- III
Course Code - FA-PHIL-CC- 302
Meta-Ethics

Course Description:

This course provides an in-depth study of meta-ethics, focusing on its nature, scope, and foundational issues. It explores various meta-ethical theories, including non-naturalism, emotivism, prescriptivism, and neo-naturalism, analyzing the perspectives of significant philosophers and their contributions. The course aims to understand the underlying philosophical debates about the nature of ethical statements, the meaning of moral language, and the development of ethical theories.

Course Objectives:

- To understand the fundamental nature and scope of meta-ethics and its distinction from normative ethics.
- To explore key meta-ethical theories and the philosophical arguments surrounding them.
- To analyze the contributions of prominent philosophers to the field of meta-ethics.
- To critically evaluate the development and impact of meta-ethical theories in ethical discourse.

Course Structure:

Unit 1

1. Nature and Scope of Meta-Ethics

1. Definition of Meta-Ethics
2. Meta-Ethics vs. Normative Ethics
3. Fundamental Problems in Meta-Ethics
4. The Emergence and Development of Meta-Ethics
5. Classification of metaphysical theories

2. Naturalism

1. Basic Assumptions
2. The nature of subjective naturalism and its main supporters
3. The main difficulties of subjective naturalism
4. The nature of objective naturalism and its main supporters

Unit 2

3. Non-Naturalism

1. Basic Tenets of Non-Naturalism
2. G. E. Moore
3. H. A. Prichard
4. W. D. Ross

Unit 3

4. Emotivism

1. Basic Tenets of Emotivism

2. Rise and Development
3. Rudolf Carnap
4. A. J. Ayer
5. C. L. Stevenson

Unit 4

5. Prescriptivism

1. R. M. Hare
2. P. H. Nowell-Smith

UNIT 5

6. Neo-Naturalism

1. Basic Tenets
2. P. T. Geach
3. Philippa Foot
4. G. J. Warnock

Learning Outcomes:

- Develop a comprehensive understanding of the nature and problems of meta-ethics.
- Critically evaluate various meta-ethical theories and their philosophical underpinnings.
- Analyze the contributions of key philosophers to the field of meta-ethics.
- Apply meta-ethical concepts to contemporary moral debates.

Text : वर्मा, वेद प्रकाश (2016) अधिनीतिशास्त्र के मुख्य सिद्धांत, एलाइड पब्लिशिंग प्राईवेट लिमिटेड, (Ch 1,3,4,6,7 व 9) [Video](#)

Recommended Reading List:

1. G. E. Moore, Principia Ethica.
2. A. J. Ayer, Language, Truth, and Logic.
3. R. M. Hare, The Language of Morals.
4. Philippa Foot, Natural Goodness.

SEMESTER- III
Course Code - FA-PHIL-CE- 303 (A)
Jainism

Course Description:

This course provides a comprehensive understanding of Jain philosophy, focusing on its metaphysical, epistemological, and ethical dimensions. It covers the nature of reality, the doctrine of non-absolutism (Anekantavada), and the concepts of Jiva (soul) and Ajiva (non-soul). The course also critically examines Jain epistemology, including the theory of pramanas and the Naya perspective, alongside a comparative analysis of other Indian philosophical systems such as Carvaka, Nyaya-Vaisesika, Sankhya, Buddhism, and Advaita Vedanta. Students will explore the Jain theory of karma, the path to liberation, and the essential tattvas (principles) that guide spiritual practice.

Course Objectives:

1. To understand the fundamental principles of Jain metaphysics, epistemology, and ethics.
2. To explore the nature of Jiva and Ajiva, and the doctrine of Anekantavada.
3. To critically analyze the Jain theories of knowledge, pramanas, and Naya, and compare them with other Indian philosophical systems.
4. To study the Jain theory of karma and the path to moksha (liberation).
5. To encourage a comparative approach to understanding the metaphysical debates within Indian philosophy.

Course Structure:

Unit-1

1. The problem of Reality and Nature of Dravya.
2. The doctrine of Non - Absolution (Anekantvad).
3. Nature of Jiva Dravya - its five states (Bhavas)

Unit-II

1. Jiva's description into nine ways as

(i) vital (ii) possessing upyoga (iii) formless (iv) actor (karta) (v) enjoyer (vi) Co-extensive with the extension of the body (vii) bonded (viii) Liberated (ix) being of the nature of upward going (Urdvagaman)

2 Ajiva Dravya - Pudgala, Dharma Adharma, Akash and Kal

3.Critical exposition of the metaphysical systems Carvaka, Nyaya- vaisesika, Sankhya, Buddhism and Advaita Vedanta

Unit-III

1. Jain definition of praman. Critical evaluation of the definitions of praman according to Nyaya and Buddhism.
2. Concept of praman and Naya. Nature and types of Naya.
3. Syadvad and Saptabhangi Naya.

Unit-IV

1. Knowledge its nature and relation to self, five kinds of knowledge, definition, nature and their objectives (Mati Jnana, Shrut Jnana, Avadhi Jnana, Manah Parya Jnana and Keval Jnana).
2. Praman, Pramanyavad, Direct knowledge, nature of Apta and Sarvajya Sidhi.
3. Indirect knowledge Memory, Recognition, Tarka, Inerence and Testimony (Agam).

Unit- V

- 1.. Jain Theory of Karma - Principles of influx and bondage.
2. Nature anq Means of Moksha (Triratna).
3. Favourable and Unfavourable conditions of moksha and seven tattvas.
(i) Jiva (ii) Ajiva (iii) Asrva (iv) Bandh (v) Samvara (vi) Nirjan (vii) Moksha

Learning Outcomes:

By the end of the course, students will be able to:

1. Explain the foundational principles of Jain metaphysics, including the nature of Jiva and Ajiva.
2. Analyze the Jain doctrine of Anekantavada and its impact on philosophical discourse.
3. Critically compare Jain epistemology with other Indian philosophical traditions.
4. Understand the Jain theory of karma and the process of spiritual liberation.
5. Apply the insights of Jain philosophy to broader philosophical and ethical debates.

Books Recommended

1. मुनिनथमल : जैन दर्शन मनन और मीमांसा
2. ब्रह्मदेव : बृहद् द्रव्य संग्रह
3. मल्लिसेन : स्यादवाद मंजरी
4. डॉ. महेन्द्र कुमार जैन : जैन दर्शन
5. अनन्तवीर्य : प्रमेय रत्नमाला
6. समन्तभद्र : आप्त मीमांसा
7. उमा स्वामी : तत्त्वार्थ सूत्र

[Video](#)

SEMESTER- III
Course Code - FA-PHIL-CE- 303 (B)
Indian Aesthetics

Course Description:

This course provides an extensive study of Indian aesthetics, tracing its historical evolution and philosophical underpinnings from ancient to modern times. It examines foundational texts, key theories like the Rasa Siddhanta, and contributions from major literary and artistic traditions. The course aims to explore the rich tradition of aesthetic thought in India, highlighting the intricate relationship between art, literature, and philosophy.

Course Objectives:

- To understand the development of Indian aesthetics from ancient to contemporary times.
- To explore significant theories of aesthetics in Indian literature, including Rasa Siddhanta and other classical schools.
- To analyze the aesthetic elements in Indian art, literature, and philosophy.
- To familiarize students with the contributions of prominent modern thinkers to Indian aesthetic thought.

Course Structure:

Unit I:

1. Origin and Evolution of Aesthetics in India

- Development in Ancient Texts and Literature

- Aesthetics in Sanskrit Literature: Ramayana, Mahabharata, Ashtadhyayi, Arthashastra, Kama Sutra-Ṣaḍaṅga, Nāṭyaśāstra, and the works of Mahakavi Kalidasa.

- Aesthetics in the Vishnudharmottara Purana and Chitrakalāśāstra.

2. Medieval Aesthetics

- Aesthetics in Medieval Texts: Samarangana Sūtradhara, Manasollāsa, Manasara, Pañchadāśī.

- Jain, Buddhist, and Chinese Aesthetic Philosophies, including the Chinese Ṣaḍaṅga.

Unit II:

1. Rasa: Origin, Development, and Theoretical Form

- Etymology and Evolution of the Term "Rasa".

- Bharata Muni's Concept of Nishpattivāda.

2. Interpreters of Rasa Theory

- Bhaṭṭa Lollāta: Utpattivāda

- Śhaṅkuka: Anumitvāda

- Bhaṭṭa Tātaka and Bhaṭṭa Nāyaka: Bhūktivāda

- Abhinavagupta: Abhivyaktivāda

Unit III:

1. Other Schools of Indian Poetics

- Dhvani Theory: Anandavardhana
- Alankara Theory: Acharya Bhamaha
- Riti Theory: Acharya Vamana
- Auchitya Theory: Acharya Kshemendra

Unit IV:

1. Concept of Generalization and Rasa Experience

- Understanding of Sadharanikarana (Generalization) and Rasa Experience.
- Aesthetic Perception in Art and Literature.
- Role of Rasa in Indian Painting: Rasa Generation and Generalization.

2. Modern Indian Aesthetic Thinkers and Their Contributions

- Rabindranath Tagore
- Ananda Coomaraswamy
- E. B. Havell

Unit V:

1. Indian Aesthetic Thought in Modern Literature

- Acharya Ramchandra Shukla
- Jaishankar Prasad
- Dr. Kanti Chandra Pandey
- Dr. Surendranath Dasgupta
- Panchapagesha Shastri
- Dr. Nagendra

Learning Outcomes:

- Develop an in-depth understanding of Indian aesthetic traditions and their philosophical foundations.
- Analyze and interpret various Indian aesthetic theories and their applications in art and literature.
- Critically evaluate the contributions of classical and modern thinkers to Indian aesthetics.
- Apply concepts of Indian aesthetics to contemporary artistic and literary contexts.

Recommended Reading List:

1. V. Raghavan: The Number of Rasa
2. Abhinavagupta: The Aesthetic Experience According to Abhinavagupta
3. Ananda Coomaraswamy: The Transformation of Nature in Art
4. Rabindranath Tagore: The Religion of Man
5. E. B. Havell: The Ideals of Indian Art
6. Acharya Ramchandra Shukla: History of Hindi Literature
7. K. C. Pandey: Comparative Aesthetics
8. Surendranath Dasgupta: A History of Indian Philosophy
9. सक्सेना, लक्ष्मी (2008) सौंदर्य शास्त्र : एक तत्व मीमांसीय अध्ययन, उत्तर प्रदेश हिन्दी ग्रंथ अकादमी

SEMESTER- III
Course Code - FA-PHIL-CE- 303 (B)
Philosophy of Kant

Course Description:

This course offers an in-depth exploration of Immanuel Kant's Philosophy. The course aims to provide students with a comprehensive understanding of Kant's philosophical framework, focusing on the distinction between pure and empirical knowledge, the nature of synthetic a priori judgements, and the intricate structure of transcendental aesthetics and logic. Students will engage with the foundational concepts of Kantian philosophy, including sensibility, intuition, categories, and the transcendental deduction, which are crucial to understanding his critical philosophy.

Course Objectives:

- To introduce students to the fundamental distinctions between pure and empirical knowledge in Kantian philosophy.
- To understand the necessity and structure of a science of a priori knowledge.
- To analyze the key components of Kant's Critique of Pure Reason, including transcendental aesthetics and logic.
- To critically engage with Kant's theory of categories and the transcendental deduction.
- To develop analytical skills in distinguishing between analytic and synthetic judgements and their significance in Kantian thought.

Course Structure:

Unit 1: Introduction to Pure Reason

1. Introduction to Kant's Philosophy
2. The Distinction between Pure and Empirical Knowledge
3. Need for a Science of A Priori Knowledge
4. Distinction between Analytic and Synthetic Judgements
5. Synthetic A Priori Judgements
6. The General Problem of Pure Reason
7. The Idea and Division of the Critique of Pure Reason

Unit 2: Transcendental Aesthetic

1. Introduction to Transcendental Aesthetic
2. Definitions:
 - Sensibility
 - Intuition
 - Sensation
 - Representation
 - Appearance
 - Phenomena
 - Noumena
 - Matter of Appearance
 - Form of Appearance

- Pure or A Priori Intuition
- Empirical Intuition
- 3. Space:** Metaphysical and Transcendental Exposition
- 4. Time:** Metaphysical and Transcendental Exposition
- 5. General Observations on Transcendental Aesthetic

Unit 3: Transcendental Logic

1. Introduction to Transcendental Logic
2. Logic: Division into Analytic and Dialectic
3. Transcendental Logic: Division into Transcendental Analytic and Transcendental Dialectic

Unit 4: Transcendental Analytic

1. Introduction to Transcendental Analytic
2. Analytic of Concepts
3. A Clue to the Discovery of All Pure Concepts of Understanding
4. Logical Employment of Understanding
5. Pure Concepts of Understanding (Categories)
6. Table of Categories
7. Transcendental Deduction of the Categories

Unit 5: Disinterested ethics

1. The nature and importance of auspicious resolutions.
2. Nature and importance of duty.
3. Relative and absolute orders.
4. Main moral rules

Course Outcomes:

- By the end of the course, students will be able to:
- Distinguish between pure and empirical knowledge and articulate the significance of synthetic a priori judgements.
- Analyze and critique the principles underlying Kant's division of analytic and synthetic judgements.
- Comprehend and explain the concepts of sensibility, intuition, and the nature of space and time in the context of transcendental aesthetics.
- Understand the structure of transcendental logic and the role of categories in Kantian philosophy.
- Apply Kantian concepts to evaluate complex philosophical arguments critically.

Recommended Reading List:

1. Immanuel Kant, Critique of Pure Reason (translated by Norman Kemp Smith) – A foundational text for understanding Kant's philosophy.
2. Paul Guyer & Allen W. Wood, The Cambridge Edition of the Works of Immanuel Kant – For a detailed introduction and critical essays.
3. Sebastian Gardner, Kant and the Critique of Pure Reason – A comprehensive guide to Kant's work.
4. Henry Allison, Kant's Transcendental Idealism: An Interpretation and Defense – For deeper insights into Kant's transcendental aesthetics and logic.

5. Roger Scruton, Kant: A Very Short Introduction – A concise overview of Kant’s critical philosophy for beginners.
6. Karl Ameriks, Kant's Theory of Mind: An Analysis of the Paralogisms of Pure Reason – An examination of the cognitive dimensions of Kant’s thought.
7. मिश्र सभाजीत, (2017), कान्ट का दर्शन, उत्तर प्रदेश हिन्दी ग्रंथ अकादमी।

E Content : https://sde.uoc.ac.in/sites/default/files/sde_videos/190402.pdf

Video

https://youtube.com/playlist?list=PL8eGa1ETn2zU95BC5Ohi07z7pHib-TvP_&si=tln5xZg3L_Y1IVsS

SEMESTER- III
Course Code - FA-PHIL-CE- 304 (A)
Bhagavad Geeta

Course Description:

This course delves into the philosophical and psychological dimensions of the Bhagavad Gita, exploring its teachings on the nature of the self, ethical conduct, and the path to spiritual liberation. The course emphasizes critical analysis of Arjuna's psychological state, the nature of the Atman, and the characteristics of a person of steady wisdom (Sthitaprajna). It further examines the interplay of various paths such as Bhakti (devotion), Jnana (knowledge), and Karma (action) within the Gita's teachings. Students will engage with the Gita's insights into the nature of God, the cosmic vision, and the distinction between divine and demonic qualities.

Course Objectives:

- To understand the philosophical teachings of the Bhagavad Gita and their relevance to human life and conduct.
- To analyze Arjuna's mental state and its transformation through Krishna's guidance.
- To explore the concept of the Atman, its imperishable nature, and the characteristics of a realized soul.
- To examine the apparent contradictions in the Gita and reconcile them through a deeper understanding of its teachings.
- To study the nature of God in personal and impersonal forms and the vision of the Vishvarupa.
- To discuss the status of Purushottam and the distinction between divine and demoniac natures.

Course Structure:

Unit-I

Psychological Analysis of Arjuna's Mental Condition.
Criteria of the Imperishable Nature of the Atman.
Characteristics of Sthitaprajna.

Unit-II

Reconciliation of the various apparent contradiction in Gita
Prakrti - Para and Apra

Unit-III

The Brahma Yogi and Nishkam - Karma Yogi
The interdependence of Bhakti,
Jnana and Vairagya.

Unit-IV

Personal and impersonal aspects of God.
The meaning of various Vibhutes of God.

Description of Vishvarupa and its reactions in Arjuna's mind.

Unit-V

The, Status of Purushottam.
Divine and Demoniatic Heritage

Learning Outcomes:

By the end of the course, students will be able to:

- Analyze the psychological and philosophical themes in the Bhagavad Gita, particularly concerning human dilemmas and moral choices.
- Understand the nature of the self (Atman) and its significance in the Gita's teachings.
- Reconcile various apparent contradictions in the Gita through a comprehensive study of its teachings on action, knowledge, and devotion.
- Gain insights into the nature of God, both in personal and impersonal forms, and the vision of the cosmic form (Vishvarupa).
- Differentiate between divine and demonic qualities and their implications for ethical and spiritual life.

Books Recommended

1. TilakB.G : Gita Rahasya
2. Munshi Ram Manohar lal : Brahma Yoga of the Gita
3. Radhakrishnan, S.(1948).The Bhagavad Gita: With an Introductory Essay, Sanskrit Text, English Translation and Notes. HarperCollins.
teachings.
4. Prabhupada, A. C. Bhaktivedanta Swami. (1986). Bhagavad-gita-Yatharoop

[Video.](#)

SEMESTER- III
Course Code - FA-PHIL-CE- 304 (B)
Philosophy of Upanishada

Course Description:

This course explores the profound and diverse philosophical teachings of the Upanishads, considered the pinnacle of Indian spiritual thought. The Upanishads delve into the nature of reality, the self, and the ultimate goal of human existence, providing deep insights into metaphysics, ethics, and spirituality. The course examines key themes, philosophical debates, and interpretations of selected Upanishads, emphasizing their relevance to contemporary philosophical discourse.

Course Objectives:

- To provide an introduction to the Upanishads, their historical context, and their influence on Indian philosophy.
- To analyze the philosophical themes and concepts of major Upanishads such as Brihadaranyaka, Chandogya, Katha, and others.
- To explore the Upanishadic views on Brahman, Atman, knowledge, moksha, and the nature of the universe.
- To critically engage with the debates and reflections within the Upanishads, such as the nature of self-realization, states of consciousness, and the distinction between empirical and transcendental knowledge.
- To evaluate the impact of Upanishadic thought on later philosophical traditions and its relevance to contemporary issues.

Course Structure:

Unit I: Introduction to the Upanishads

1. Introduction to the Upanishads
2. The Brahmanas vs. the Upanishads: Clash of Classes?
3. Meaning of the Upanishads
4. The Form of the Upanishads
5. Heterogeneity in Thought
6. Farewell to the Vedic Gods
7. Unity in Diversity
8. The Irrelevance of Bhakti
9. The Analysis of Mind
10. Moksha and Knowledge or Realization

Unit II: Brihadaranyaka and Chandogya

1. Brihadaranyaka Upanishad

- Overview of the Brihadaranyaka Upanishad
- Reflection on Core Issues
- Philosophical Responses

2. Chandogya Upanishad

- The Ways of Knowing Brahman
- The Philosophical Implications of Tajjalaniti
- The Potential Nature of the Universe
- Return to the Nature of Brahman
- Uddalaka's Refutation of the Vedic Suktas and Cosmology
- The Meaning of Swapti and Its Relation to Dream State
- The Bonds of Sat
- Atman and the Source of the Universe: Brahman
- The Supreme Knowledge (Bhooma Vidya)

Unit III: Aitareya, Isha, Taittiriya, and Katha

1. Aitareya Upanishad

- A Pre-view of Aitareya
- Discussion on Core Philosophical Themes

2. Isha Upanishad

- Central Themes of the Isha Upanishad
- Vision of Life in the Isha Upanishad

3. Taittiriya Upanishad

- Siksha Valli (Chapter 1)
- Brahmananda Valli (Chapter 2)

4. Katha Upanishad

- Story of Nachiketas
- Nature of the Self
- Realization of the Self
- Means of Realization
- Individual Self and Cosmic Self
- Results of Realization
- Jivan-Mukti: Realization while Living
- Videha-Mukti

Unit IV: Mundaka, Mandukya, and Prasna Upanishads

1. Mundaka Upanishad

- Philosophy of Mundaka Upanishad
- Apra Vidya – Lower Knowledge
- Para Vidya – Knowledge of the Self
- Brahman: Cause of the Universe
- Theory of Causality
- Nature of Brahman and Atman
- Identity of Jiva and Brahman
- Realization of Brahman
- Means of Realization

2. Mandukya Upanishad

- General Content of the Mandukya Upanishad
- Exposition of AUM

- Names and States of Consciousness
- Waking State, Dream State, Deep Sleep State, and Turiya (Fourth State)
- Realization of Self and Characteristics of the Self
- AUM and Self

3. Prasna Upanishad

- Source of All Being
- Prana: Sustainer of Beings
- Prana and States of Consciousness
- Meditation on AUM
- Existence of Purusha

Unit V: Kenopanishad and Svetasvatara Upanishad

1. Kenopanishad

- Preview of Kenopanishad
- Discussion on Key Philosophical Themes
- Philosophical Responses

2. Svetasvatara Upanishad

- The Title and the Author
- Period of Composition
- Commentaries on Svetasvatara Upanishad
- Unique Features of Svetasvatara Upanishad
- Philosophical Perspectives in Svetasvatara Upanishad

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Understand the philosophical context and significance of the Upanishads.
- Analyze the key concepts and themes of major Upanishads, including Brahman, Atman, moksha, and the nature of the universe.
- Critically engage with the philosophical debates and reflections presented in the Upanishads.
- Discuss the implications of Upanishadic thought on later philosophical traditions and contemporary issues.
- Articulate the relevance of the Upanishads in the broader context of Indian and global philosophy.

E Content :

[study material in Hindi](#)

[study material English](#)

Video : <https://youtube.com>

Recommended Reading List:

1. Radhakrishnan, S. The Principal Upanishads – A detailed commentary on the major Upanishads.
2. 108 उपनिषद्, गीता प्रेस गोरखपुर

SEMESTER- III
Course Code - FA-PHIL-CE- 304 (C)
Women In Vedic And Philosophical Traditions

Course Description:

This course delves into the roles and philosophies of women in Vedic, medieval, and Shaiva Siddhanta traditions. It explores their contributions to philosophical debates, rituals, and mystical literature. Students will study primary texts from the Vedas, Upanishads, and various other philosophical writings, examining the insights offered by women philosophers and their impact on Indian philosophical traditions.

Course Objectives:

- To explore the philosophical contributions of women in Vedic, medieval, and Shaiva Siddhanta traditions.
- To understand the position and participation of women in Vedic rituals and philosophical debates.
- To analyze the representation and philosophy of female sages, saints, and philosophers in Indian thought.
- To critically engage with primary texts and understand the socio-religious contexts of these philosophies.

Course Learning Outcomes:

- Students will gain a comprehensive understanding of the role and status of women in Vedic traditions.
- Students will be able to identify and analyze the philosophical contributions of female figures in Indian philosophy.
- Students will develop a critical perspective on the participation of women in philosophical and ritualistic traditions.
- Students will engage with and interpret classical and secondary sources that document the lives and teachings of prominent women philosophers.

Course Structure:

Unit 1: Introduction to Vedic Women and Their Philosophies

- Topics Covered:

- Introduction to the role and influence of women in Vedic traditions.
- Recitation and significance of sacred mantras specifically meant for women.

- Readings:

- The Rig-Veda, Book 1, Hymn 126, 179.
- Yajurveda 5.17; 3.44-45.

Unit 2: Position of Women in Vedic Rituals

- Topics Covered:

- Analysis of women's roles in Vedic rites and rituals.
- Historical perspectives on women in Vedic practices.

- Readings:

- Katyayana Shrautasutra 5.5.10.
- Chaudhari, J. B. (1945). Position of Women in Vedic Ritual. Calcutta.

Unit 3: Women Sages of the Rig Veda

- Topics Covered:
 - Philosophical contributions of Romasha and Lopamudra in the Rig Veda.
 - Exploration of hymns revealed by female sages.
- Readings:
 - The Rig-Veda, Book 1, Hymn 126, 179.

Unit 4: Philosophical Debates

- Topics Covered:
 - Dialogues of Maitreyi, Gargi, and Yajnavalkya in the Brihadaranyaka Upanishad.
 - The Kena Upanishad's portrayal of Uma dispelling Indra's ignorance.
 - Debate between Ubhaya Bharati and Adi Shankaracharya.
- Readings:
 - Brihadaranyaka Upanishad
 - Kena Upanishad

Unit 5: Feminine Forms of Words in the Ashtadhyayi of Patanjali

- Topics Covered:
 - Examination of feminine forms of words in Patanjali's grammatical works.
 - Understanding linguistic gender distinctions in classical texts.
- Readings:
 - Ashtadhyayi of Patanjali, 3.3.21, 4.1.14.

Secondary Sources:

1. Rajagopalan, Vankeepuram. Tiruppavai Andal: Sublime Poetry of Mysticism.
2. Sundaram, P.S. Tiruppavai Andal & Nachiyar Tirumoli. .
3. Chaitanya, Vinaya. (2017). Songs for Siva: Vacanas of Akka Mahadevi.
4. Chaudhari, J. B. (1945). Position of Women in Vedic Ritual. Calcutta.

SEMESTER- III
Course Code - FA-PHIL-OE- 305(A)
Philosophy of Yoga

Course Description:

This course provides an in-depth exploration of the foundational principles of Sankhya and Yoga philosophies, focusing on their metaphysical, ethical, and practical aspects. It covers the basic concepts of Sankhya Darshan, including its theory of evolution and the concept of suffering. The course also delves into various forms of Yoga, including Raja Yoga, Karma Yoga, Bhakti Yoga, and Jnana Yoga, with references from the Bhagavad Gita and other significant texts. A comprehensive study of Patanjali's Yoga Sutras, Hatha Yoga practices, and the impact of Yogic practices on health and well-being is also included.

Course Objectives:

- To understand the basic philosophical concepts of Sankhya Darshan and the theory of evolution.
- To explore the different types of Yoga and their applications as presented in the Bhagavad Gita and other Indian texts.
- To critically study Patanjali's Yoga Sutras, with a focus on Samadhi, Sadhana, Vibhuti, and Kaivalya Padas.
- To gain practical knowledge of various yogic practices including Asanas, Pranayama, Dhyan, and Samadhi.
- To explore the scientific basis and therapeutic benefits of Yoga, including stress management and personality development.

Course Structure:

Unit-1

Basic concepts of Sankhya darshan Dukh, Theory of evolution, Satkarya vada.

Different Kind of Yoga: Raj yoga, karma yoga, Bhaktiyoga, Jnana Yoga. Yoga in Bhagwat Gita and other Indian texts and Philosophy. Concept of Panchkosha, Nadi and Vayu.

Unit - II

Patanjali Yoga Sutra

Chapter - I : Samadhi Pada

Chapter - II : Sadhana Pada

Unit-III

Patanjali Yoga Sutras

Chapter - III : Vibhuti Pada

Chapter - IV : Kaivalya Pada

Unit-IV

Yama, Niyama, Asanas, Pranayama, Dhyana, Samadhi, Shatkarma, Mudras, Chakras, Bandhas, Siddhi, Kundalini

Study of above concepts described in the following Yogic Texts.

- Hatha Pradipika by Swatmaran
- Vashishtha Samhita (Yogkand)
- Gherand Samhita
- Ashtang Yoga by Charandas

Unit - V

- Basic Principles of Yoga Practices
- Scientific basis of Yogic Practices
- Benefits of Yoga Practice
- Yoga practice and food
- Causes of Tridosha (Vata, pitta and Kapha) and yoga therapy
- Stress management and Yoga
- Meaning and types of personality, Role of yoga in personality development.
- Meaning and classification of value and Yoga.
- Method, benefits and pictorial representation of stages of SURYA NAMASKAR.

Learning Outcomes:

By the end of the course, students will be able to:

- Demonstrate an understanding of the fundamental concepts of Sankhya and Yoga philosophy.
- Analyze the interrelation between the different types of Yoga and their philosophical underpinnings.
- Critically engage with Patanjali's Yoga Sutras and apply their teachings in practical contexts.
- Perform various yogic practices and understand their physiological and psychological benefits.
- Apply yogic principles in managing stress and promoting holistic health and personal development.

Basic Texts

1. Patanjali Yoga Sutra
2. Hatha Pradipika by Swatmaram
3. Vashishtha Samhita
4. Gherand Samhita
5. Ashtang Yoga by Sant Charandas
6. Reference Books
7. पतंजलि योग सूत्र : उदयवीर शास्त्री
8. योगविज्ञान प्रदीपिका : विजयपाल शास्त्री
9. Complete books of yoga : Swami Vivekanand
10. Personality development : Uday Shankar
11. भारतीय योग परम्परा के विविध आयाम : राजकुमारी पाण्डेय
12. Sri Aurobindo. The Synthesis of Yoga.

Video

SEMESTER- III
Course Code - FA-PHIL-OE- 305(B)
Philosophy of Culture

Course Description:

This course provides a comprehensive exploration of the philosophy of culture, focusing on its various definitions, characteristics, and principles. It examines the relationship between culture and personality, the significance of symbolism in cultural life, and the role of religion in society. Additionally, the course addresses social and cultural change, social values, social patterns, and the unique value system within Indian culture.

Course Objectives:

- To understand the fundamental concepts, definitions, and characteristics of culture.
- To explore the dynamic relationship between culture, personality, and symbolism.
- To examine the role and impact of religion on culture and society.
- To analyze social and cultural changes, values, and patterns in different societies.
- To evaluate the specific cultural values and systems inherent in Indian culture.

Course Structure:

The course is divided into four units, each covering different aspects of the philosophy of culture.

UNIT I

1. Explanation of Culture

1. Meaning and Definition of Culture
2. Characteristics and Features of Culture
3. Types and Classifications of Culture
4. Principles of Culture
5. Culture and Civilization

2. Culture and Personality

1. Meaning and Definition of Personality
2. Major Determinants of Personality and Physique
3. Interrelationship Between Personality and Culture
4. Traits of Personality and Culture

UNIT II

3. Culture and Symbolism

1. Definition of Symbol
2. Symbols and Signs
3. Role of Symbols in Cultural Life
4. Major Hindu Symbols and Mythological Narratives

4. Importance of Religion in Culture

1. Definition of Religion
2. Major Elements of Religion

3. Social Theory of Religion
4. Necessity and Utility of Religion in Human Life
5. Social Importance of Religion
6. Marxism and Religion

UNIT III

5. Social and Cultural Change

1. Sorokin's Theory of Social and Cultural Change
2. Ogburn's Theory
3. Ambivalence Theory of Culture
4. Cultural Units
5. Causes of Cultural Change
6. Acculturation

6. Social Values

1. Meaning and Definition of Social Values
2. Classification and Development of Values
3. Psychosocial Determinants of Values
4. Hierarchy of Values and Value Norms
5. Sociological Theories of Values

UNIT IV

7. Social Patterns

1. Meaning of Social Patterns
2. Classification of Social Patterns
3. Folkways or Customs
4. Practices, Traditions, and Conduct
5. Cultural Importance of Social Patterns

8. Value System in Indian Culture

1. Religion: The Foundation of Culture
2. Basis of Religion
3. Dynamic Concept of Religion and "Purushartha"
4. Cultural Significance of "Purushartha"

Course Outcomes:

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

- Define and explain the basic concepts of culture and its characteristics.
- Describe the relationship between culture, personality, and social patterns.
- Analyze the role of symbols and religion in cultural contexts.
- Evaluate the processes of social and cultural change and the significance of social values.
- Understand the unique value systems within Indian culture and their relevance today.

Recommended Reading List:

1. संस्कृति दर्शन , हिम्मत् सिंह सिन्हा हरियाणा साहित्य अकादमी चण्डीगढ़ 1990

2. Symbolic Interactionism: Perspective and Method" by Herbert Blumer
3. Sociology of Culture by Raymond Williams
4. Indian Philosophy and Culture by Dr. S. Radhakrishnan

E Content

[संस्कृति दर्शन](#)

[Video](#)

SEMESTER- III
Course Code - FA-PHIL-OE- 305(C)
Philosophy of Economics

Course Description:

This course explores the foundational theories and methodological debates in economics from a philosophical perspective. Students will engage with classic and contemporary discussions on the nature of economic science, the role of objectivity, positivist and Popperian methodologies, normative considerations, and the methodological challenges faced by various schools of economics.

Course Objectives:

- To understand the key philosophical debates surrounding the definition and methodology of economics.
- To critically examine the influence of ideology and normative perspectives in economic thought.
- To explore the methodological issues within different branches and schools of economics.
- To develop an understanding of how philosophical concepts apply to economic theory and practice.

Course Structure:

Unit I: Foundational Views on Political Economy and Economics

- John Stuart Mill: On the Definition and Method of Political Economy
- Max Weber: Objectivity and Understanding in Economics
- Lionel Robbins: The Nature and Significance of Economic Science

Unit II: Human Action and Social Science in Economics

- Frank Knight: Economics and Human Action
- Karl Marx: Selected Texts on Economics, History, and Social Science
- Thorstein Veblen: The Limitations of Marginal Utility

Unit III: Methodological Approaches to Positive Economics

- Milton Friedman: The Methodology of Positive Economics
- Herbert Simon: Testability and Approximation
- Daniel M. Hausman: Why Look Under the Hood?

Unit IV: Popperian Critiques and Their Influence on Economics

- D. Wade Hands: Popper and Lakatos in Economic Methodology
- Analysis of testability, falsifiability, and the empirical basis of economic theories.
- **Joseph Schumpeter:** Science and Ideology

Unit V: Normative Foundations and Controversies in Economic Analysis

- Daniel M. Hausman and Michael S. McPherson: The Philosophical Foundations of Mainstream Normative Economics

- **Robert H. Frank:** Why Is Cost-Benefit Analysis So Controversial?

- **Amartya Sen:** Capability and Well-Being

Learning Outcomes:

- Develop a comprehensive understanding of the philosophical underpinnings of economic theory and methodology.
- Critically evaluate the impact of different philosophical and ideological perspectives on economic research.
- Gain insight into the methodological debates within various branches of economics, including econometrics, macroeconomics, and behavioral economics.
- Enhance analytical skills in applying philosophical reasoning to economic problems and policy discussions.

Text Book

The Philosophy of Economics: An Anthology 3rd Edition Edited by DANIEL M.HAUSMAN (Ch 1 - 15)

[philosophy of Economics](#)

[Hindi translation](#)

[Video](#)

SEMESTER- III
Course Code - FA-PHIL-OE- 305(D)
Philosophy of Science

Course Description

This course explores the evolution of scientific thought from the ancient Greek period through the Middle Ages. It delves into the philosophical foundations of science as developed by key figures and schools of thought from Pre-Socratic philosophers to medieval scholars. By examining cosmological theories, teleological perspectives, and the role of mythology in shaping scientific ideas, students will gain an understanding of how early philosophers contributed to the development of scientific concepts and methods.

Course Objectives

- To provide a comprehensive overview of the development of scientific thought in Greek and Middle Age philosophy.
- To analyze the contributions of Pre-Socratic philosophers, Socratic thinkers, and medieval scholars to the philosophy of science and cosmology.
- To understand the historical context and influence of early scientific ideas on modern scientific methods and theories.
- To engage critically with ancient and medieval philosophical texts and their impact on the evolution of scientific knowledge.

Course Structure

UNIT 1 INTRODUCTION TO PHILOSOPHY OF SCIENCE AND COSMOLOGY

1. Introduction
2. The Myths Of Yesterday
3. Myth, Philosophy And Science
4. Introducing Philosophy Of Science

UNIT 2 PRE-SOCRATIC THINKERS AND THEIR CONTRIBUTION

1. Introduction
2. Pre-Socratic Thinkers
3. The Schools of the Pre-Socratics
4. The Ionian School or The Milesian School
5. The Pythagorean Brotherhood
6. The Eleatic School
7. The Atomist School
8. Challenges to the Study of Pre-Socratics:
9. The Pre-Socratics as Scientists
10. Pre-Socratics and Modern science

UNIT 3 SOCRATIC THINKERS AND THEIR CONTRIBUTION

1. Introduction

2. Plato on Origin and Development of the Universe
3. Teleology and Universe
4. Aristotle's Teleology and Geocentric Theory
5. The Structure of the Universe
6. Matter and Motion

UNIT 4 PHILOSOPHY OF SCIENCE AND COSMOLOGY IN THE MIDDLE AGES

1. Introduction
2. Ptolemy's System
3. Planetary Motion and Epicycle
4. Post-Ptolemaic Era
5. Roger Bacon and Experimental Science

Unit 5 COPERNICAN REVOLUTION AND ITS PHILOSOPHICAL IMPLICATIONS

1. Geocentric Theory vs. Heliocentric Theory
2. Postulates of Copernican System
3. Summary of Book One
4. Solution to Retrograde Motion
5. Teleology vs. Mechanical Philosophy
6. Copernican System Vs Non-Copernican Systems

Course Learning Outcomes

- Students will gain an understanding of the historical development of scientific thought from ancient Greece to the Middle Ages.
- Students will be able to critically analyze the contributions of major philosophers to the philosophy of science and cosmology.
- Students will understand the transition from mythological to philosophical and scientific explanations of the natural world.
- Students will appreciate the influence of ancient and medieval philosophy on modern scientific theories and methods.

Text : [Philosophy Of Science](#)

Recommended Reading List

1. Russell, Bertrand. (1945). A History of Western Philosophy. Simon & Schuster.
2. Guthrie, W.K.C. (1950). Socrates. Oxford University Press.
3. Ptolemy, Claudius. (1984). The Almagest. Translated by G.J.Toomer. Harvard University Press.
4. Lloyd, G.E.R. (1991). Science, Technology, and Society in Ancient Greece. Cambridge University Press.
5. Kuhn, Thomas S. (1996). The Structure of Scientific Revolutions. University of Chicago Press.
6. Meyer, A. (2000). The Philosophy of Science in the Middle Ages. Routledge.

[Video](#)

SEMESTER- III
Course Code - FA-PHIL-OE- 305(E)
Philosophy of John Rawls

Course Description:

This course delves into the philosophy of John Rawls, a prominent figure in contemporary political philosophy, renowned for his theory of social justice. The course explores Rawls's ideas in the context of his life, intellectual influences, and the socio-political environment of his time. Special emphasis is placed on Rawls's groundbreaking work, "A Theory of Justice," and its core principles, including the concepts of justice as fairness, the original position, and the critique of utilitarianism. The course will also examine the relevance and critiques of Rawls's theories in contemporary political discourse.

Course Objectives

- To understand the key elements of John Rawls's philosophy and his contributions to political philosophy.
- To critically examine Rawls's theory of social justice and its application in contemporary society.
- To explore the philosophical influences that shaped Rawls's thinking and his critique of utilitarianism.
- To evaluate the principles of contractualism and the original position as central tenets of Rawls's theory.
- To engage with critiques of Rawls's work and consider alternative perspectives on justice and fairness.

Course Structure

Unit 1: Introduction to John Rawls

- Life-Sketch and Works
- Influence on Rawls
- Contemporary Situation

Unit 2: Rawls's Theory of Social Justice

- Problem of Justice
- Criticism of Utilitarianism
- Principle of Contractualism

Unit 3: Justice as Fairness

- Justice as Fairness
- Justification of the Original Position
- Basic Principles of Justice

Unit 4: Essential Conditions for Justice Theory

- Essential Conditions for Justice Theory
- Critique and Relevance
- Rawls's Influence on Contemporary Political

Unit 5: Practical Applications and Contemporary Critiques

- Rawls and Modern Political Philosophy:
- Ongoing Relevance:
- Alternative Theories:

Course Outcomes

By the end of the course, students will be able to:

- Demonstrate a comprehensive understanding of John Rawls's philosophy and his contributions to the theory of social justice.
- Critically analyze Rawls's critique of utilitarianism and his advocacy for justice as fairness.
- Articulate the principles of the original position and the veil of ignorance as foundational to Rawls's theory.
- Evaluate the essential conditions necessary for the implementation of justice according to Rawls's framework.
- Engage with contemporary critiques of Rawls's theories and consider their relevance in current socio-political contexts.

Recommended Reading List

1. Rawls, John. A Theory of Justice. Harvard University Press, 1971.
2. Rawls, John. Political Liberalism. Columbia University Press, 1993.
3. Freeman, Samuel. Rawls. Routledge, 2007.
4. Pogge, Thomas. John Rawls: His Life and Theory of Justice. Oxford University Press, 2007.
5. Sen, Amartya. The Idea of Justice. Harvard University Press, 2009.
6. Nozick, Robert. Anarchy, State, and Utopia. Basic Books, 1974.
7. Cohen, G.A. Rescuing Justice and Equality. Harvard University Press, 2008.
8. Naresh Dadhich : John Rawls ka Nyaya ka Siddhant: Ek Atyant sankshipt parichay
9. जॉन रॉल्स : न्याय का सिद्धांत हिंदी अनुवाद कमल नाथ चौबे ऑक्सफोर्ड यूनिवर्सिटी प्रेस।

[Video](#)

SEMESTER- III
Course Code - FA-PHIL-OE- 305(E)
Inductive Logic

Course Description:

This course provides an in-depth exploration of inductive reasoning, focusing on the nature and types of induction, formal and material grounds, hypothesis formulation, experimental methods, analogical inference, explanation, and classification. It aims to develop a comprehensive understanding of scientific induction and its application in logical reasoning and scientific investigation. The course will enable students to critically evaluate various inductive methods and apply them in real-world scenarios.

Course Objectives:

- To understand the meaning, nature, and types of induction and its role in scientific inquiry.
- To differentiate between induction and deduction and analyze various inductive methods.
- To explore the formal and material grounds of induction, including the laws of causality and experimentation.
- To develop skills in formulating and testing hypotheses and applying analogical reasoning.
- To understand the principles of scientific explanation and classification and their relevance in logical analysis.

Course Structure:

Unit 1: Fundamentals of Induction

- **Meaning of Induction:** Definition and scope of induction.
- **Types of Inference:** Inductive and deductive reasoning.
- **Nature of Scientific Induction:** Inductive leap and methods of scientific induction.
- Relationship and Differences between Induction and Deduction.
- Types of Induction
- Induction by Analogy

Unit 2: Grounds of Induction

1. Formal Grounds of Induction

- Nature and Symmetry Law
- Law of Cause and Effect
- Known Facts Related to Cause: Causal parts, multicausalism, and combinations of causes and effects.
- Scientific vs. Popular Reasons

2. Material Grounds of Induction

- Observation and Experimentation:
- Inspection Mistakes
- Experimentation vs. Inspection

Unit 3: Hypothesis Formation

- **Hypothesis:** Definition, conditions, and evidence for hypotheses.
- **Types of Hypotheses:** Subject Hypothesis, Legal Fiction, Situational Imagination, Explanatory, and Descriptive Imagination.

Unit 4: The Experimental Methods

- The method of agreement.
- The method of difference
- The joint method of agreement and difference.
- The method of residues.
- The method of concomitant variation.

Unit 5: Inference, Explanation, and Classification

- 1. Inference from Analogy:** Form, types, and utility of analogical inference.
- 2. Explanation:** Meaning, types, nature, and limitations of scientific explanation.
- 3. Classification:**
 - Scientific vs. Secular/Natural vs. Artificial Classification.
 - Natural Classification and Species Theory.
 - Typological and Definitional Classification.
 - Sequential Classification, Classification and Division.
 - Rules, Limitations, and Uses of Classification.

Course Outcomes:

- Understand and articulate the principles of induction and differentiate between various inductive methods.
- Critically evaluate the formal and material grounds of induction and their implications for scientific inquiry.
- Formulate and test hypotheses using appropriate experimental methods.
- Apply analogical reasoning and scientific explanation in different contexts.
- Utilize classification techniques to organize and interpret data logically and systematically.

Recommended Reading List:

1. Copi, I. M., & Cohen, C. (2016). Introduction to Logic. Pearson.
2. Hempel, C. G. (1966). Philosophy of Natural Science. Prentice Hall.
3. Mill, J. S. (1843). A System of Logic, Ratiocinative and Inductive. Longmans.
4. Nagel, E. (1961). The Structure of Science. Harcourt, Brace & World.
5. आगमन तर्क शास्त्र : वीणा झा, बिहार हिन्दी ग्रंथ अकादमी, पटना।
6. Inductive Logic. by: Bhola Nath Roy. Publication

E Book:

[Inductive Logic E Book](#)

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-CC- 401
Sankar Vedanta

Course Description:

This course provides an in-depth exploration of Advaita Vedanta, one of the most influential schools of Indian philosophy, focusing on its metaphysical, epistemological, and ethical aspects. Advaita Vedanta, propounded by Adi Shankaracharya, emphasizes the non-dual nature of reality, positing that the individual self (Atman) and the universal consciousness (Brahman) are one and the same. The course covers foundational concepts such as Maya, Adhyasa, the theory of causality, and the nature of liberation (Moksha). It critically examines key texts, philosophical arguments, and critiques related to Advaita Vedanta.

Course Objectives:

To introduce students to the fundamental concepts and principles of Advaita Vedanta.

- To understand the contributions of major Advaita philosophers, particularly Adi Shankaracharya.
- To critically analyze the philosophical doctrines such as Maya, the self (Atman), and Brahman.
- To explore the philosophical implications of non-dualism in understanding reality, knowledge, and liberation.
- To evaluate the critique of Advaita Vedanta from other philosophical schools.

Course Structure:

Unit I: Introduction to Advaita Vedanta

1. Introduction to Vedanta: Origin, development, and main branches.
2. Key Philosophers of Advaita: Focus on Adi Shankaracharya.
3. Adi Shankaracharya: Life, works, and philosophical contributions.
4. Concept of Adhyasa (Superimposition) and its significance.

Unit II: Core Doctrines of Advaita Vedanta

1. Maya: Nature and significance of illusion in Advaita.
2. Theory of Causality: Cause and effect in Advaita philosophy.
3. Trividha Satta (Threefold Reality): Pratibhasika, Vyavaharika, and Paramarthika.
4. Refutation of Vijñānavāda (Idealism).

Unit III: Concepts of Brahman, Atman, and Jiva

1. Brahman: Nature, attributes, and philosophical implications.
2. Ishvara: Relation between Brahman and Ishvara.
3. Atman: Nature of the self and its identity with Brahman.
4. The unity of Atman and Brahman: Interpretation of “Tat Tvam Asi.”

Unit IV: Path to Liberation and Key Philosophical Concepts

1. Moksha: Definition, nature, and importance in Advaita.
2. Means to Moksha: Knowledge (Jnana) and its role; Karma and its relation to knowledge.
3. Jivanmukti: Concept of liberation while living.

4. Interpretation of philosophical terms: Jahat, Ajahat, Jahajjahat Lakshana.

Unit V: Critique and Comparative Analysis

1. Shankaracharya's critique of Sankhya and Vaisheshika philosophies.
2. Refutation of Buddhist philosophies such as Sarvastivada and Yogachara.
3. Analysis of Shankaracharya's critique of Madhyamika (Shunyavada) and Jainism.

Course Outcomes:

- Students will gain a comprehensive understanding of Advaita Vedanta's core philosophical concepts.
- Ability to critically assess Shankaracharya's contributions and the significance of Advaita Vedanta in Indian philosophy.
- Enhanced skills in analyzing complex metaphysical concepts like Maya, Brahman, and Atman.
- Understanding of the path to liberation (Moksha) and its application in philosophical thought.
- Comparative evaluation of Advaita Vedanta with other Indian philosophical systems.

Recommended Reading List:

1. Shankaracharya, Adi. Brahmasutra Bhasya
2. Shankaracharya, Adi. Vivekachudamani
3. Dasgupta, Surendranath. History of Indian Philosophy
4. Radhakrishnan, S. Indian Philosophy Volumes I & II
7. Hiriyanna, M. Essentials of Indian Philosophy

Video

SEMESTER- IV
Course Code - FA-PHIL-CC- 402
Contemporary Indian Philosophi

Course Description

This course explores the significant contributions of modern Indian philosophers who shaped contemporary thought by integrating traditional ideas with modern perspectives. It covers key figures such as Vivekananda, Sri Aurobindo, Tagore, K.C. Bhattacharyya, Radhakrishnan, J. Krishnamurti, Gandhi, Ambedkar, D.D. Upadhyaya, Narayana Guru, and M.N. Roy. Their teachings on topics like Vedanta, nationalism, humanism, social equality, and integral philosophy will be examined critically to understand their relevance in today's socio-cultural and philosophical landscape.

Course Objectives

1. To understand the philosophical contributions of key modern Indian thinkers.
2. To critically analyze their views on religion, philosophy, education, and society.
3. To explore the impact of these ideas on modern Indian thought and their global significance.
4. To develop an understanding of the practical applications of these philosophies in contemporary contexts.
5. To encourage students to reflect on the ethical, spiritual, and socio-political dimensions of Indian philosophical thought.

Course Structure:

Unit I:

- Vivekananda: Practical Vedanta, Universal Religion, Religious Experience, Religious Rituals.
- Sri Aurobindo: Evolution, Mind and Supermind, Integral Yoga.

Unit II:

- K.C. Bhattacharyya: Swaraj in Ideas, Concept of Philosophy, Subject as Freedom, The Doctrine of Maya.
- J. Krishnamurti: Conception of Thought, Freedom from the Known, Analysis of Self, Choiceless Awareness.

Unit III:

- Gandhi: Truth, Non-Violence, Satyagraha, Swaraj, Critique of Modern Civilization.
- Ambedkar: Annihilation of Caste, Philosophy of Hinduism, Neo-Buddhism.

Unit IV:

- Tagore: Religion of Man, Ideas on Education, Concept of Nationalism.
- Narayana Guru: Spiritual Freedom and Social Equality, One Caste, One Religion, One God.

Unit V:

- Radhakrishnan: Intellect and Intuition, The Idealist View of Life, Concept of Universal Religion, Hindu View of Life.

- D.D. Upadhyaya: Integral Humanism, Advaita Vedanta, Purusartha.
- M.N. Roy: Radical Humanism, Materialism.

Learning Outcomes:

By the end of the course, students will be able to:

1. Explain the philosophical ideas and contributions of prominent modern Indian thinkers.
2. Critically assess the philosophical arguments related to Vedanta, humanism, spirituality, and social reform.
3. Apply the principles of these philosophies to contemporary social, ethical, and political issues.
4. Compare and contrast the differing philosophical approaches and their impact on Indian and global thought.
5. Develop reflective and analytical skills through the study of complex philosophical texts.

Recommended Reading List:

1. Vivekananda, Swami. Practical Vedanta and Other Lectures. Advaita Ashrama.
2. Sri Aurobindo. The Life Divine. Sri Aurobindo Ashram Publication.
3. Tagore, Rabindranath. Religion of Man. Beacon Press.
4. Bhattacharyya, K.C. Studies in Philosophy. Motilal Banarsidass.
5. Radhakrishnan, S. An Idealist View of Life. Harper & Row.
6. Krishnamurti, J. Freedom from the Known. HarperOne.
7. Gandhi, M.K. Hind Swaraj or Indian Home Rule. Navajivan Publishing House.
8. Ambedkar, B.R. Annihilation of Caste. Navayana Publishing.
9. Upadhyaya, D.D. Integral Humanism. Bharatiya Jana Sangh Publications.
10. Narayana Guru. The Philosophy of Universal Vision. Gurukripa Publications.
11. Roy, M.N. Radical Humanism. Prometheus Books.
12. लाल बसंत कुमार (2015) समकालीन भारतीय दर्शन, मोतीलाल बनारसीदास, दिल्ली।
13. सक्सेना लक्ष्मी (1998) समकालीन भारतीय दर्शन, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।

E Book : <https://archive.org/details/dli.language.0887/mode/1up>

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-CE- 403(A)
Gandhi Philosophy

Course Description:

This course offers an in-depth exploration of Mahatma Gandhi's philosophy, focusing on his concepts of man, religion, ethics, social philosophy, and political ideology. The course examines Gandhi's views on truth, nonviolence, religion, and his vision for a just society. By analyzing primary texts and philosophical interpretations, students will engage with the ethical and social dimensions of Gandhi's thought and its relevance in contemporary times.

Course Objectives:

To understand the fundamental concepts of Gandhian philosophy, including his views on man, God, truth, and ethics.

To explore Gandhi's approach to religion, his advocacy for the unity of all religions, and his interpretation of Hinduism.

To examine Gandhian ethics, including his principles of nonviolence and truth.

To analyze Gandhi's social philosophy concerning marriage, the caste system, the status of women, and his ideas on property and trusteeship.

To study Gandhian political philosophy, focusing on democracy, Satyagraha, and Sarvodaya.

Course Structure:

Unit I:

1. The Gandhian Concept of Man.
2. God and Truth.
3. World and God.
4. God and Evil.

Unit II:

1. Gandhi's View of Religion and Hinduism.
2. Unity of All Religions.
3. Hinduism

Unit III:

1. Nonviolence (Ahimsa).
2. Truth (Satya).

Unit IV:

1. Marriage.
2. Varnashrama (Caste System).
3. Status of Women and Untouchability.
4. Property and Trusteeship.

Unit V:

1. Democracy.
2. Satyagraha.
3. Sarvodaya.

Course Outcomes:

By the end of the course, students will:

- Gain a comprehensive understanding of the key elements of Gandhian philosophy.
- Develop an appreciation for Gandhi's ethical teachings and their application to personal and social life.
- Critically assess Gandhi's social and political ideas and their relevance today.
- Articulate the significance of Gandhi's approach to religion and his belief in the unity of all faiths.
- Demonstrate the ability to connect Gandhian thought to contemporary social and political challenges.

Recommended Reading List:

1. M.K. Gandhi, The Story of My Experiments with Truth.
2. D.M. Dutta, The Philosophy of Mahatma Gandhi.
3. Ramji Singh, Gandhi Darshan Mimansa
4. Mahadeo Prasad, Social Philosophy of Gandhi
5. Kama K. K. L., Mahatma Gandhi's contribution in Hinduism

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-CE- 403(B)
VaishnavA Vedanta

Course Description:

This course explores the various philosophical systems within Vaishnavism, focusing on significant schools such as Pancharatra, Alvar, Bhagavata Purana, and Vedantic traditions including Ramanuja's Vishishtadvaita, Nimbarka's Dvaitadvaita, Madhva's Dvaita Vedanta, Vallabha's Shuddhadvaita, and Chaitanya's Achintya Bhedabheda. The course covers their metaphysical, epistemological, and ethical frameworks, examining primary texts and the doctrinal developments of these schools. Students will critically engage with the unique contributions and influences of each tradition on Indian philosophy.

Course Objectives:

- To provide an in-depth understanding of Vaishnava philosophical traditions.
- To analyze the core principles, metaphysical concepts, and literary contributions of major Vaishnava schools.
- To explore the philosophical arguments presented in the Pancharatra, Alvar tradition, and Bhagavata Purana.
- To critically examine the Vedantic interpretations by Ramanuja, Nimbarka, Madhva, Vallabha, and Chaitanya.
- To understand the historical development and influence of these schools on Indian philosophical thought.

Course Structure:

Unit 1:

1. Pancharatra School

1. Antiquity of Pancharatra: Historical background and significance.
2. Place of Pancharatra Literature: Role in Vaishnavism and Indian philosophy.
3. Overview of Pancharatra Literature: Key texts and their themes.
4. Philosophical Concepts in Jayakhya and Other Samhitas.
5. The Philosophical Doctrines of Ahirbudhnya Samhita.

2. Alvar School

1. Chronology of Alvars: Historical context and timeline.
2. Philosophical Doctrines of Alvars: Key teachings and their influence.

3. Bhagavata Purana

1. Concept of Dharma in Bhagavata Purana.
2. Brahman, Paramatman, Bhagavan, and Parameshwara: Their interrelations and distinctions.
3. Kapila's Philosophy in the Bhagavata Purana.
4. Post-Mortem State Theory: Concepts and implications in Bhagavata Purana.

Unit 2

Ramanuja's Vishishtadvaita Vedanta

1. Philosophical Thought: Nature of Reality and the concept of God.
2. Five Forms of Ishvara: Analysis of God's manifestations.
3. Chit Tattva (Jivatma): Nature and role of the soul.
4. Relationship Between Jivatma and Paramatma: Unity in diversity.
5. Achit Tattva and the Concept of Jagat (Universe): Nature and truth of the material world.
6. Concepts of Maya, Samsara, and Moksha: Reality of the world and liberation.
7. Bhakti as the Means to Moksha: Devotion as a path to salvation.

Unit 3

Nimbarka's Dvaitadvaita Philosophy

1. Literary Contributions: Key texts and their influence.
2. Epistemology and Ontology: Knowledge theories and the nature of reality.
3. Cause-Effect Principle and Creation of the Inanimate World.
4. Distinctiveness of Jivatma and Paramatma: Differentiation and relationship.
5. Concepts of Bondage and Liberation: The nature of the soul's entrapment and release.

Unit 4

Madhva's Dvaita Vedanta

1. Introduction and Key Texts: Historical background and philosophical writings.
2. Epistemology: Theories of knowledge; nature of perception and cognition.
3. Three Pramanas: Direct perception, inference, and verbal testimony.
4. Supremacy of Direct Perception and Critique of Illusory Knowledge.
5. Ontological Viewpoint: Twenty substances and the nature of reality.
6. Satkaryavada and Parinamavada: Theories of causality and transformation.
7. Distinct Nature of Brahman, Jiva, and Jagat: Analysis of dualistic worldview.
8. Concept of Bondage and Moksha: Liberation as separation from material entanglement.

Unit 5

1. Vallabha's Shuddhadvaita Vedanta

1. Introduction, Life, and Literary Contributions of Vallabha.
2. Epistemological Views: Sources of knowledge and the validity of perception.
3. Metaphysical Principles: Nature of Brahman, Jiva, and Jagat.
4. Cause-Effect Relationship and Creation: Theory of absolute non-dualism.
5. Concepts of Bondage and Liberation: Nature of the soul's freedom.
6. Jiva and the Universe: Understanding the soul's place in the cosmos.

2. Chaitanya's Achintya Bhedabheda Vedanta

1. Introduction to the Philosophy and Life of Chaitanya.
2. Doctrine of Inconceivable Oneness and Difference: Unique perspective on God and the universe.

3. Philosophical Contributions of Chaitanya's Followers: Teachings of Krishnadas, Jivagoswami, and Baladeva Vidyabhushan.

Course Outcomes:

1. Gain a thorough understanding of the key concepts and teachings of major Vaishnava Vedanta schools.
2. Develop critical skills to compare and contrast the philosophical positions within Vaishnavism.
3. Understand the role of devotional practices in the context of these philosophies.
4. Appreciate the cultural and theological diversity that characterizes Vaishnavism.
5. Engage with primary texts and commentaries to form independent interpretations of philosophical arguments.

Recommended Reading List:

1. Chari, S. M. Srinivasa. Philosophy and Theistic Vedanta: Ramanuja's Vishishtadvaita
2. Tapasyananda, Swami. Sri Ramanuja's Nine Gems of Philosophy
3. Sharma, B. N. Krishnamurti. Philosophy of Sri Madhvacharya
4. Rosen, Steven J. Vaishnavism: Contemporary Scholars Discuss the Gaudiya Tradition
7. Raghunathacharya, M. V. Pancharatra Literature and Thought
8. Bhattacharya, K. C. Studies in Vedanta: Madhva, Vallabha, Nimbarka, Chaitanya
9. दासगुप्त, एस. एन. (2012) भारतीय दर्शन का इतिहास, राजस्थान हिन्दी ग्रंथ अकादमी भाग 3 व 4।
10. देवराज, नंद किशोर (1999) भारतीय दर्शन, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ (Ch - 17)

Video

SEMESTER- IV
Course Code - FA-PHIL-CE- 403(C)
Kashmir Shaivism

Course Description:

This course explores the profound philosophical concepts of Agamic traditions and Kashmir Shaivism, emphasizing their unique perspectives on metaphysics, epistemology, causality, and the nature of consciousness. Students will delve into the history and literature of Kashmir Shaivism, examining the key philosophical doctrines such as the nature of Shiva and Shakti, the process of creation, the relation of Shiva with the world, and the epistemological insights unique to this tradition. The course will also address the practical implications of Agamic philosophy in religion and culture, exploring how these teachings influence spiritual practices and ethical views.

Course Objectives:

- To introduce students to the foundational principles of Agamic philosophy and Kashmir Shaivism.
- To explore the metaphysical concepts of Shiva, Shakti, and their relation to the world.
- To analyze the epistemological doctrines and theories of causality within Kashmir Shaivism.
- To understand the practical and ethical implications of Agamic teachings in religion and culture.
- To critically evaluate the concept of liberation, the role of bondage, and the solutions offered within this philosophical framework.

Course Structure:

Unit 1 :

1. Introduction: Agamic Philosophy

- Key Features: Understanding the distinct characteristics of Agamic philosophy, which include the integration of Shakti (power) in the concept of the Ultimate Reality (Paramatattva).
- Shiva's Autonomy: The freedom of Shiva and his omnipresence in the universe.
- Active Role in Creation: Shiva's dynamic participation in the process of creation.
- Religion and Culture: The significance of Agamic philosophy in religion and culture, highlighting a religious sentiment towards the world, the path of engagement (Pravritti Marga), and the harmony of worldly actions with liberation (Moksha).

2. History and Literature of Kashmir Shaivism

- An exploration of the historical development of Kashmir Shaivism, including the Agamic period and the philosophical period.

Unit 2 :

3. Epistemology

- Nature of Knowledge: Understanding the nature of knowledge, the concept of pramanas (means of knowledge), Agama as a valid means of knowledge, epistemic authority, and theories of error.

4. Causality

- Examination of causality theories including creationism, the Buddhist theory of causality, transformationism (Parinamavada), illusionism (Vivartavada), and the critique of these theories by Kashmir Shaivism's Abhasavada (Theory of Illumination).

5. Nature of Shiva and Shakti

- Philosophical Interpretation: Addressing the definitional challenges of Shiva as consciousness and Shakti as dynamic energy.
- Self-awareness in Shiva: Exploration of Shiva's self-awareness and illumination.
- Shiva-Shakti Relationship: Detailed analysis of the relationship between Shiva and Shakti, including the distinctions within Shakti.

Unit 3 :

6. Shiva's Relationship with Creation

- Purpose of Creation: The philosophical reasoning behind creation, including the theory of divine play (Lilavada).
- Relation to the World: The nature of the connection between Shiva and the universe, where Shiva's will manifests as the world and the differences between Shiva and the world in terms of essence and state.

7. Abhasavada (Theory of Illumination)

- Analysis of the materialistic perspective, its refutation, the stance of the illuminationist perspective, and the responses to materialistic objections.

8. Doctrine of Freedom (Swatantryavada)

- Understanding that creation is not an inherent characteristic of Shiva but a manifestation of his freedom.
- The scriptural basis for considering creation as an act of freedom, its various forms, and the principle of vibration (Spanda).

Unit 4 :

9. The Problem of Evil

- Causes of Evil: Analysis of evil as a result of the misuse of free will, emphasizing individual responsibility rather than attributing karma to Shiva.
- Interpretation of Divine Agency: Understanding the statement "God makes one act" within the context of individual responsibility.

10. Speech and Creation (Vak)

- Examination of the levels of speech power—Para, Pashyanti, Madhyama, and Vaikhari—and their manifestations, linguistic philosophy, and the sequence of sounds.

11. Order of Creation (Thirty-Six Tattvas)

- Detailed analysis of the thirty-six tattvas, from pure and impure pathways, stretching from Shiva to the Earth.

Unit 5 :

12. Concept of the Soul (Atman)

- Philosophical arguments for the existence and nature of the soul.

13. Bondage

- Discussion of the types of impurities—Anava Mala (individual limitation), Mayiya Mala (illusion), and Karma Mala (action)—along with distinctions between Buddhist ignorance and spiritual ignorance.

14. Liberation (Moksha)

- Nature of Liberation: Exploration of liberation, self-recognition (Pratyabhijña), distinctions between Buddhist and Shaiva knowledge, living liberation (Jivanmukti), divine descent (Shaktipat), and the various means to achieve liberation.

Course Outcomes:

By the end of the course, students will:

- Gain a comprehensive understanding of Agamic philosophy and Kashmir Shaivism, including their metaphysical, epistemological, and ethical dimensions.
- Critically engage with key philosophical texts and concepts related to Shiva, Shakti, causality, and knowledge.
- Apply the principles of Agamic philosophy to understand broader cultural and religious practices.
- Articulate the unique contributions of Kashmir Shaivism to Indian philosophical thought, especially concerning liberation and the nature of reality.
- Develop skills in philosophical analysis, critical thinking, and textual interpretation.

Text : Kashmir Shaivism The Central Philosophy of Tantrism Kamalakar Mishra, 1999, SriSat Guru Publication Dehali.

Recommended Reading List:

1. M.K. Shastri, Kashmir Shaivism.
2. Jaideva Singh, Pratyabhijna Hridayam.
3. K.C. Pandey, Abhinavagupta: An Historical & Philosophical Study.
4. Swami Lakshmanjoo, Kashmir Shaivism: The Secret Supreme.
5. B.N. Pandit, Specific Principles of Kashmir Shaivism.
6. G.V. Tagare, Shaivism in Kashmir.
7. Sanderson, Alexis. A Compendium of Agamic and Tantric Philosophy.
8. दासगुप्त, एस. एन. (2012) भारतीय दर्शन का इतिहास, राजस्थान हिन्दी ग्रंथ अकादमी भाग 4।
9. देवराज, नंद किशोर (1999) भारतीय दर्शन, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ (Ch - 18)

[E Book \(English\)](#)

[E Book \(Hindi\)](#)

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-CE- 404(A)
Buddhist Philosophy

Course Description:

This course delves into the intricate philosophical discourses of three prominent Buddhist philosophers: Vasubandhu, Dharmakirti, and Nagarjuna. It explores their contributions to Buddhist epistemology, metaphysics, and logic, focusing on concepts such as consciousness, perception, inference, and emptiness. Students will engage with critical texts, examining arguments related to subjective idealism, the theory of dependent origination, and the role of logic in Buddhist thought.

Course Objectives:

- To provide a comprehensive understanding of Vasubandhu's philosophy, including his views on consciousness, idealism, and common experience.
- To explore Dharmakirti's theories of perception, inference, and logical reasoning.
- To critically analyze Nagarjuna's Madhyamaka philosophy, focusing on his critique of pramanas (means of knowledge) and his concept of Shunyata (emptiness).
- To develop skills in interpreting and evaluating philosophical arguments within the context of Buddhist thought.
- To engage with primary texts and scholarly interpretations to understand the historical and philosophical significance of these Buddhist philosophers.

Course Structure:

Unit I: Vasubandhu's Philosophy

1. Vasubandhu's Discussion Against the Objections to His Philosophy.
2. Nature of Consciousness and Its Different Transformations.
3. Subjective Idealism of Vasubandhu.

Unit II: Common Experience and Ratnakirti's Apoha Theory

1. Vasubandhu's Explanation of Common Experience and External Objects.
2. The Sense of Vigyapti After the Pudgal Nairatma and Dharma Nairatma.
3. Apoha Theory According to Ratnakirti.

Unit III: Dharmakirti's Logic and Epistemology

1. Nature and Types of Perception According to Dharmakirti.
2. Definition of Inference and Nature of Inference for Others (Parathanuman).
3. Hetu and the Concept of Trairupya Hetu According to Dharmakirti.
4. Dharmakirti's Views on Logic with Reference to Cognitive and Practical Behaviour.

Unit IV: Nagarjuna's Critique of Knowledge and Emptiness

1. Nagarjuna's Criticism of the Concept of Praman (Means of Knowledge).
2. The Role of Reduction and Absurdity (Prasangapad Anuman) in Nagarjuna's Method.

3. Nagarjuna's Concept of Shunyata and Shunyavad.

Unit V: Nagarjuna's Debate and the Theory of Dependent Origination

1. Nagarjuna's Debate with Opponents for the Establishment of Shunyavad.
2. Theory of Dependent Origination.
3. Relation Between Shunyata and Dependent Origination.

Course Outcomes:

By the end of the course, students will:

Gain an in-depth understanding of the philosophical contributions of Vasubandhu, Dharmakirti, and Nagarjuna.

Develop the ability to critically analyze complex philosophical arguments within the Buddhist tradition.

Articulate the relevance of Buddhist epistemology and metaphysics in historical and contemporary contexts.

Demonstrate proficiency in interpreting primary texts and engaging with scholarly debates.

Present and defend their understanding of key concepts such as consciousness, perception, emptiness, and dependent origination.

Recommended Reading List:

1. Dharmakirti, Nyaya Bindu.
2. Ratnakirti, Apoha Sidhi.
3. Vasubandhu, Vigaptimatrasiddhi (Vimsatika only).
4. Nagarjuna, Vigrahavyavartani.
5. Nagarjuna, Mool Madhyamik Karika.

Books Recommended:

1. Narendra Dev, Buddha Dharma Darshan.
2. Tokakura, Essentials of Buddhist Philosophy.
3. T. R. Murti : The Central Philosophy of Buddhism

[Video](#)

[the teaching of Buddha ebook](#)

[the life of Buddha](#)

[अपोह सिद्धि](#)

[न्याय बिन्दु](#)

[Vigaptimatra Sidhi](#)

[Mool Madhyamik Karika \(Eng\)](#)

SEMESTER- IV
Course Code - FA-PHIL-CE- 404(B)
Nyaya Philosophy

Course Description:

This course delves into Nyaya Philosophy, one of the classical Indian philosophical systems, which emphasizes logical reasoning and epistemology. The Nyaya school is renowned for its detailed analysis of knowledge, perception, inference, and metaphysics. This course will cover the historical background, key concepts, methods of reasoning, and arguments about self, liberation, and the existence of God. Students will explore the foundational texts and critically engage with Nyaya's logical and philosophical techniques.

Course Objectives:

1. To understand the historical and literary development of Nyaya Philosophy.
2. To explore key concepts of Nyaya, including perception, inference, comparison, and verbal testimony.
3. To analyze the epistemological and metaphysical foundations of Nyaya.
4. To critically evaluate Nyaya's arguments on the nature of self, liberation, and God.
5. To apply Nyaya's logical and reasoning skills in philosophical discussions.

Course Structure:

Unit 1: Foundations of Nyaya Philosophy

1. History and Literature of Nyaya
2. Introduction to Padartha (Categories)
3. Epistemology (Jñāna-Mīmāṃsā)
4. Types of Knowledge
5. Memory, Doubt, Error, and Argument
6. Pramā (Means of Knowledge)

Unit 2: Perception (Pratyaksha Pramā)

1. Concept of Perception in Nyaya
2. Sense Organs (Indriya)
3. Sense-Object Contact (Artha Sannikarsa)
4. Types of Contact (Sannikarsa)
5. Extraordinary Contact: General Characteristics, Knowledge Characteristics, Yogic Perception
6. Sequential Stages of Perception: Recognition and Direct Cognition

Unit 3: Inference (Anumāna Pramā)

1. Definition and Structure of Inference
2. Components: Hetu (Cause), Sādhya (Effect), Paksha (Subject)
3. Similar Instance (Sapaksha) and Dissimilar Instance (Vipaksha)
4. Invariable Concomitance (Vyāpti) and Its Types
5. Determining Vyāpti and Presence of Property in the Subject
6. Fallacies of Reasoning: Savyabhichāra, Viruddha, Prakaranasama, Sādhyaśama, Asiddha, Bādhita

Unit 4: Other Means of Knowledge

1. Comparison (Upamāna Pramāṇa)
2. Verbal Knowledge (Shābda Bodha)
3. Verbal Testimony (Shabda Pramāṇa): Expectation, Aptness, Proximity, Usage
4. Definition and Types of Indirect Meaning (Lakṣaṇā)
5. Theory of Validity (Prāmāṇyavāda)
6. Five-membered Argument (Panchāvayava Vākya): Pratijñā, Hetu, Udāharaṇa, Upanaya, Nigamana

Unit 5: Metaphysics of Nyaya

1. Discussion on Knowable Objects (Prameya Vicāra)
2. Concept of Self (Ātman) and Supreme Self (Paramātmān)
3. Liberation (Apavarga) and Its Implications
4. Atomic Theory (Paramāṇuvāda) and Creation Process
5. Arguments on God (Īśvara Vivechana)
6. Arguments for the Existence of God

Course Outcomes:

Upon completing this course, students will be able to:

1. Demonstrate an understanding of the historical and philosophical context of Nyaya.
2. Analyze the epistemological and logical framework of Nyaya Philosophy.
3. Evaluate the nature and types of perception, inference, and other means of knowledge in Nyaya.
4. Critically examine Nyaya's metaphysical views, including its theories on the self, liberation, and atomic theory.
5. Engage in logical reasoning and philosophical debates using Nyaya's principles.

Text

1. Nyaya-Sutra by Gotama or Aksapada
2. Nyaya-Bhasya by Vatsyayana
3. Nyaya-Varttika by Udyotakar
4. Nyaya-Varttika tatparya-tika by Vacaspati Misra
5. Nyaya-Varttika-tatparayatika-parisuddhi by Udayans
6. Parisuddhiprakasa by Vardhamana
7. Vardhamanenu by Padmanabha Misra
8. Nyayalankara by Srikantha
9. Nyayalankara Vrtti by Jayanta
10. Nyaya-manjari by Jayanta

Videos

SEMESTER- IV
Course Code - FA-PHIL-CE- 404(C)
Political Philosophy

Course Description:

This course provides a comprehensive exploration of the major political philosophies from classical to modern times, examining the thoughts of key philosophers and their contributions to political theory. It covers foundational concepts such as the state, political control, sovereignty, law, and the relationship between political and economic order. Through the study of seminal texts and critical discussions, students will gain an in-depth understanding of the evolution of political thought and its impact on contemporary political systems.

Course Objectives:

- To introduce students to the foundational political philosophies of Plato, Aristotle, Locke, Rousseau, Mill, Hegel, and Marx.
- To analyze the philosophical underpinnings of the state, authority, and political control.
- To critically examine the concepts of sovereignty, law and order, and their relevance in modern political contexts.
- To explore the relationship between political government and economic order.
- To develop the ability to critically engage with political theories and apply them to contemporary issues.

Course Structure:

Unit I:

1. Plato
2. Aristotle

Unit II:

1. John Locke:
2. Jean-Jacques Rousseau

Unit III:

1. John Stuart Mill
2. G.W.F. Hegel
3. Karl Marx:

Unit IV:

1. Concept of the State: Definition, nature, and functions.
2. The Limits of Political Control: Freedom, authority, and the role of the state.
3. The Locus of Authority: Legitimate power, consent, and the rule of law.

Unit V:

1. Sovereignty
2. Law and Order
3. Political Government and Economic Order

Course Outcomes:

By the end of the course, students will:

- Gain an in-depth understanding of key political philosophers and their contributions to political theory.
- Critically analyze the development of political thought from ancient to modern times.
- Articulate the philosophical debates surrounding the nature of the state, authority, and governance.
- Evaluate the impact of political philosophy on contemporary political ideologies and practices.
- Demonstrate the ability to engage with complex political theories and apply them to current political issues.

Recommended Reading List:

1. Sabine, History of Political Theory.
2. Lane V. Lancaster, Masters of Political Thought (ed.) Vol III.
3. Barker, Plato and His Predecessors.
4. W. T. Jones, Masters of Political Thought - Volume II.
5. M.B. Foster, Masters of Political Thought - Vol. I.
6. J.P. Suda, History of Political Thought - I and Vol. II.
7. Machiavelli, The Modern State.
8. A.C. Kapoor, The Principles of Political Science (Hindi & English).
9. जे पी सूद, पाश्चात्य राजनीतिक विचारों का इतिहास Vol. I & II.
10. हरिदत्त वेदालंकार, पाश्चात्य राजनीतिक विचार खण्ड 1 और 2.
11. ओ.पी. गाबा, राजनीति विज्ञान के आधार तत्व.
12. बी.एल. फड़िया, राजनीति विज्ञान के सिद्धान्त.
13. डॉ.पी.डी. शर्मा, पाश्चात्य राजनीतिक विज्ञान का इतिहास.

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(A)
Philosophical Essays

Course Description:

This course focuses on advanced philosophical writing and critical thinking skills. It requires students to engage deeply with complex philosophical topics, presenting coherent, well-argued essays on selected themes. The course is divided into two sections, with each section offering a range of topics encompassing classical and contemporary philosophical debates. Students will choose one topic from each section and compose essays that demonstrate their ability to analyze, synthesize, and critically engage with philosophical ideas.

Course Objectives:

- To enhance students' skills in philosophical writing and argumentation.
- To encourage in-depth analysis of major philosophical concepts from Indian and Western traditions.
- To develop a comprehensive understanding of key philosophical theories, including metaphysics, epistemology, ethics, and the philosophy of mind.
- To foster the ability to critically evaluate philosophical arguments and present original insights.
- To promote the integration of diverse philosophical perspectives in addressing complex issues.

Course Structure:

Section A: Indian and Classical Western Philosophy

Students are required to select one topic from the following list and write an essay of 1500 to 2000 words.

1. Moksha
2. Karmavad
3. Samkara's Mayavad
4. Causality
5. The Self
6. Anuman
7. Plato's Theory of Ideas
8. Proofs for the Existence of God
9. Substance
10. Philosophical Method
11. Aristotle's Theory of Matter and Form
12. Dialectical Method

Section B: Modern and Contemporary Western Philosophy

Students are required to select one topic from the following list and write an essay of 1500 to 2000 words.

1. Idealism
2. Realism
3. Absolutism
4. Pragmatism
5. Phenomenology

6. Existentialism
7. Mind-Body Relation
8. Concept of Value
9. Philosophy of Language
10. The Task of Ethics
11. Science and Philosophy:

Course Outcomes:

By the end of the course, students will:

- Develop advanced skills in philosophical writing and critical thinking.
- Gain a deep understanding of key philosophical issues across various traditions.
- Demonstrate the ability to construct well-organized, logically sound essays on complex philosophical topics.
- Engage with primary texts and scholarly debates, presenting original interpretations.
- Apply philosophical methods to analyze and solve theoretical and practical problems.

Recommended Reading List:

1. डी. डी. बंदिष्टे भारतीय दार्शनिक निबंध
2. दर्शन शास्त्र की रुपरेखा : प्रो. राजेन्द्र प्रसाद

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(B)
Human Rights

Course Description:

This course offers an in-depth study of the concept, evolution, and contemporary issues related to Human Rights. It covers the theoretical foundations, historical development, and global enforcement mechanisms of human rights. The course further examines the role of international organizations, declarations, and treaties in protecting human rights. Special emphasis is placed on regional human rights systems and the role of domestic courts in upholding international human rights norms. Key contemporary issues, including children's, women's, and minority rights, are explored alongside an analysis of fundamental rights within the Indian Constitution.

Course Objectives:

1. To introduce students to the fundamental concepts and theories of human rights.
2. To explore the historical evolution of human rights and their global significance.
3. To examine international human rights frameworks, including the role of the United Nations.
4. To analyze regional human rights systems and their impact on domestic legal frameworks.
5. To critically assess contemporary human rights issues, including specific rights of vulnerable groups.

Course Structure:

Unit I:

- 1. Definition and Nature of Human Rights:** Understanding the basic definition, nature, content, legitimacy, and priority of human rights.
- 2. Theories on Human Rights:** Exploring major theories such as natural rights, legal positivism, and cultural relativism.
- 3. Historical Development:** Tracing the evolution of human rights from ancient civilizations to modern times.

Unit II:

- 1. Pre-World War II Developments:** Examination of the prescription and enforcement of human rights prior to WWII.
- 2. Human Rights and the United Nations:** Role of the U.N.O. in shaping international human rights norms.
- 3. Universal Declaration of Human Rights (UDHR):** Detailed analysis of the UDHR's significance and impact.
- 4. International Covenants:**
 - International Covenant on Civil and Political Rights (ICCPR)
 - International Covenant on Economic, Social and Cultural Rights (ICESCR)
 - Optional Protocols associated with these covenants.

Unit III:

- 1. U.N. Human Rights Declarations:** Examination of key U.N. declarations on human rights.

2. U.N. Human Rights Commissioner: Role and functions of the U.N. Human Rights Commissioner in promoting and protecting human rights.

Unit IV:

1. Amnesty International: Role in monitoring and advocacy for human rights worldwide.

2. Helsinki Process: Examination of its impact on human rights in Europe.

3. Regional Developments:

- European Human Rights System
- African Human Rights System

4. International Human Rights in Domestic Courts: Case studies of international human rights being upheld within national legal systems.

Unit V:

1. Specific Rights and Issues:

- Children's Rights
- Women's Rights
- Dalit Rights
- Bonded Labour and Wage Rights
- Refugees and their Rights
- Capital Punishment and Human Rights.

2. Human Rights in India:

- Fundamental Rights in the Indian Constitution
- Directive Principles of State Policy
- Fundamental Duties
- Role of the National Human Rights Commission (NHRC).

Learning Outcomes:

By the end of the course, students will be able to:

1. Define and critically assess the concept and theories of human rights.
2. Understand the historical evolution of human rights and the role of international organizations in their enforcement.
3. Analyze key human rights treaties, declarations, and the role of regional human rights systems.
4. Evaluate the impact of international human rights laws in domestic courts.
5. Address contemporary human rights challenges, especially those concerning vulnerable and marginalized groups.

Recommended Reading List:

1. Donnelly, Jack. Universal Human Rights in Theory and Practice.
2. United Nations. The Universal Declaration of Human Rights.
3. Smith, Rhona K. M. International Human Rights.
4. Alston, Philip, and Goodman, Ryan. International Human Rights.
5. Sen, Amartya. The Idea of Justice.
6. Chopra, Geeta. Child Rights in India: Challenges and Social Action.
7. कुमारी, वीणा (2017) मानवाधिकार की अवधारणा : एक दार्शनिक अनुशीलन, बिहार हिन्दी ग्रंथ अकादमी

E Content

[Study Material](#)

[Hindi study material](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(C)
Ethics of Artificial Intelligence

Course Description:

This course explores the ethical implications of artificial intelligence (AI), delving into the philosophical, social, and practical challenges posed by AI technologies. It introduces students to key concepts, theories, and debates in AI ethics, emphasizing the importance of ethical decision-making in AI development and deployment. By examining historical, contemporary, and future perspectives, the course equips students with critical skills to engage with the ethical issues surrounding AI.

Course Objectives:

- To understand the foundational principles of AI and ethics.
- To analyze the historical and current ethical challenges posed by AI.
- To explore various philosophical approaches to technology and their impact on AI ethics.
- To critically evaluate normative ethical theories and their application to AI.
- To assess the societal implications of AI, including privacy, autonomy, and the future of work.

Course Structure

Unit 1: Introduction to AI Ethics

Chapter 1: Why AI Ethics?

- Definition and importance of AI and ethics.
- Approaches to AI ethics: bottom-up vs. top-down methods.
- Criticisms and limitations of current ethical frameworks.

Chapter 2: Methods in Applied Ethics

- Overview of methodologies in applied ethics.
- Challenges in adapting traditional ethical theories to AI.
- Comparisons to applied ethics in other fields, such as medical ethics.

Unit 2: The Rise and Impact of AI Ethics

Chapter 3: The Rise of AI Ethics

- Autonomy, transparency, justice, and privacy in AI.
- Historical perspective on AI ethics.
- Current legal and regulatory challenges.

Chapter 4: AI, Philosophy of Technology, and Ethics

- AI as a technological entity vs. human capabilities.
- Values embedded in technology.
- Impact of AI on human communication and societal attitudes.

Unit 3: Philosophical Perspectives on AI Ethics

Chapter 5: Humans and Intelligent Machines: Underlying Values

- Exploration of intelligence in humans and machines.
- Ethical boundaries when integrating AI into society.
- Human nature and our place in an AI-driven universe.

Chapter 6: Philosophy for AI Ethics: Metaethics, Metaphysics, and More

- Metaethical questions related to AI ethics.
- Understanding moral realities in the context of AI.
- Philosophical discussions on the nature of moral understanding.

Unit 4: Ethical Theories and AI

Chapter 7: Normative Ethical Theory and AI Ethics

- Overview of major ethical theories: consequentialism, deontology, and virtue ethics.
- Application of these theories to AI ethics.
- Case studies illustrating the application of ethical theories to AI.

Chapter 8: Persons and AI

- Concepts of personhood and autonomy in AI.
- Ethical implications of AI in personal identity and privacy.
- The impact of AI on human interaction and agency.

Unit 5: Future Challenges in AI Ethics

Chapter 9: Individuals, Society, and AI: Online Communication

- Role of AI in moderating online content.
- Ethical challenges related to bias and harm in AI systems.
- Production and ethical oversight of AI technologies.

Chapter 10: Towards the Future with AI: Work and Superintelligence

- AI's impact on work and employment.
- Ethical considerations around superintelligence.
- Societal transformations driven by advanced AI.

Chapter 11: Our Future with AI: Future Projections and Moral Machines

- Moral status and potential agency of AI systems.
- Constructing ethical AI decision-making frameworks.
- Future directions and speculative ethics in AI development.

Course Outcomes:

- Upon completion of the course, students will be able to:
- Articulate the significance of ethical considerations in AI development.
- Critically analyze historical and contemporary issues in AI ethics.
- Apply philosophical and ethical theories to AI-related dilemmas.
- Evaluate the ethical implications of AI on individual and societal levels.
- Anticipate and propose solutions for future ethical challenges in AI.

Text Book : AI Ethics : A Textbook 2023 By Paula Boddington, Springer Nature Singapore

Recommended Reading List:

1. "Artificial Intelligence: A Guide for Thinking Humans" by Melanie Mitchell
2. "Weapons of Math Destruction" by Cathy O'Neil
3. "Superintelligence: Paths, Dangers, Strategies" by Nick Bostrom
4. "Ethics of Artificial Intelligence and Robotics" edited by Vincent C. Müller
5. "The Fourth Industrial Revolution" by Klaus Schwab
6. "Moral Machines: Teaching Robots Right from Wrong" by Wendell Wallach and Colin Allen
7. "AI Ethics" by Mark Coeckelbergh
8. "The Ethics of AI and Robotics: A Primer" by David Gunkel

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(D)
Business Ethics

Course Description:

This course introduces students to the principles and applications of business ethics, emphasizing ethical theories, dilemmas, and decision-making processes in the business environment. It covers ethical issues in workplace practices, environmental responsibilities, marketing, accounting, finance, and corporate social responsibility. Students will explore how ethics shape organizational culture and values, with a focus on creating ethical business practices in a global context.

Course Objectives:

- To understand the foundational concepts of business ethics, including their importance in organizational settings.
- To explore ethical theories and apply them to real-world business scenarios.
- To analyze environmental, workplace, and organizational ethics in relation to management practices.
- To examine the ethical implications of marketing, finance, and corporate governance.
- To develop critical thinking skills to resolve ethical dilemmas and make responsible decisions.

Course Structure:

Unit I: Introduction to Business Ethics

- Meaning, Definition, and Importance of Business Ethics
- Nature and Purpose of Ethics and Morals in Organizational Interests
- Cultural and Human Values in Management
- Perspectives on Business Ethics: Indian and Global

Ethical Theories and Decision Making

- Consequential and Non-Consequential Ethical Theories
- Understanding Ethical Dilemmas in Business
- Frameworks for Ethical Decision Making

Unit II: Environmental Issues and Business Ethics

- Protecting the Natural Environment
- Prevention of Pollution and Depletion of Natural Resources
- Conservation Strategies for Sustainable Business Practices

Unit III: Workplace Ethics

- Personal and Professional Ethics in Organizations
- Addressing Discrimination, Harassment, and Gender Equality
- Creating Ethical Workplace Cultures

Unit IV: Organizational Ethics Development System

- Developing Ethical Organizational Cultures and Values
- Establishing a Code of Ethics

- Value-Based Leadership and Its Impact on Business Effectiveness

Unit V: Marketing, Accounting, and Finance Ethics

- Marketing Ethics and Consumer Protection
- Ethical Issues in Advertising
- Ethical Challenges in Accounting and Finance
- Addressing Common Problems and Ensuring Transparency

Corporate Social Responsibility (CSR)

- The Role of CSR in Modern Business

E Content :

[Business Ethics study material](#)

[Business Ethics](#)

Learning Outcomes:

By the end of the course, students will be able to:

1. Define and explain the key concepts of business ethics and their significance in management.
2. Apply ethical theories to analyze and resolve dilemmas in business scenarios.
3. Identify and address ethical issues in the workplace, including discrimination and harassment.
4. Understand the importance of environmental ethics and the role of businesses in conservation efforts.
5. Evaluate ethical practices in marketing, finance, and corporate governance.
6. Design strategies for implementing corporate social responsibility within organizations.

Recommended Reading List:

1. Fernando, A.C. (2012). Business Ethics: An Indian Perspective. Pearson Education India.
2. Crane, A., & Matten, D. (2016). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization. Oxford University Press.
3. Hartman, L. P., DesJardins, J., & MacDonald, C. (2017). Business Ethics: Decision-Making for Personal Integrity and Social Responsibility. McGraw-Hill Education.
4. Weiss, J. W. (2014). Business Ethics: A Stakeholder and Issues Management Approach. Berrett-Koehler Publishers.
5. Velasquez, M. G. (2017). Business Ethics: Concepts and Cases. Pearson.
6. Trevino, L. K., & Nelson, K. A. (2021). Managing Business Ethics: Straight Talk About How to Do It Right. Wiley.
7. Chakraborty, S. K. (1995). Management by Values: Towards Cultural Congruence. Oxford University Press.

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(E)
Philosophy Through Film

Course Description:

This course explores fundamental philosophical themes by engaging with a selection of films that vividly illustrate key philosophical concepts. Through the lens of cinema, students will delve into topics such as truth, skepticism, personal identity, artificial intelligence, free will, moral responsibility, ethics, political philosophy, the problem of evil, and existentialism. By analyzing movies alongside philosophical texts, students will develop critical thinking skills, engage in deep philosophical inquiry, and understand complex ideas in a relatable and accessible way.

Course Objectives:

- To introduce students to major philosophical issues through the medium of film.
- To develop critical thinking and analytical skills by examining philosophical themes as presented in popular culture.
- To understand and evaluate different philosophical arguments related to truth, skepticism, personal identity, ethics, and existentialism.
- To explore the interplay between philosophical theory and real-world issues as depicted in films.
- To encourage students to articulate their own philosophical viewpoints through discussion, writing, and presentations.

Course Structure:

Unit 1: Truth and Skepticism

Films: Hilary and Jackie, The Matrix, Inception.

Unit 2: Personal Identity and Artificial Intelligence

Films: Memento, Moon, I, Robot.

Unit 3: Free Will, Determinism, and Moral Responsibility

Films: Memento, Minority Report.

Unit 4: Ethics and Political Philosophy

Films: Crimes and Misdemeanors, Gone Baby Gone, Antz, Equilibrium.

Unit 5: The Problem of Evil and Existentialism

Films: The Seventh Seal, God on Trial, Leaving Las Vegas.

Course Outcomes:

By the end of the course, students will:

- Gain a comprehensive understanding of various philosophical themes through the analysis of films.
- Develop the ability to critically evaluate philosophical arguments and articulate their own perspectives.
- Demonstrate an understanding of the interconnectedness of philosophical ideas and their representation in popular media.
- Exhibit enhanced skills in written and oral communication through essays, presentations, and discussions.

[Video](#)

E Book :

[Philosophy through film \(Hindi translation\)](#)

[Philosophy through film](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(F)
Indian Language Analysis

Course Description:

This course delves into the philosophical and analytical study of language, exploring its origins, nature, and significance. It covers foundational theories of language analysis, including the relationship between words and meaning, key linguistic units, and various Indian philosophical perspectives. The course aims to provide a comprehensive understanding of linguistic analysis through classical and modern lenses, highlighting the complexities of language structure, meaning, and usage.

Course Objectives:

- To introduce students to the foundational concepts of language analysis, including its sources, nature, and significance.
- To explore the philosophical underpinnings of language theories and their implications.
- To examine the different units of language and their roles in linguistic analysis.
- To understand the complex relationship between words and meaning through various Indian linguistic theories.

Course Structure:

Unit I: Introduction to Language Analysis

1. Language Analysis: An Overview

- Sources, Origins, Nature, and Importance of Language Analysis.

2. Philosophical Basis of Language Analysis

- Philosophical Theories: Levels of Speech, Types of Signs.

3. Units of Language

- Phonemics (Varnavada): Study of Sounds.
- Morphology (Padavada): Study of Words.
- Syntax (Vakyavada): Study of Sentences.

Unit II: Word and Meaning

1. Relationship Between Word and Meaning

- Theories and Interpretations of Meaning.

2. Types of Linguistic Meaning

- Abhidha (Denotation), Laksana (Secondary Meaning), and Vyanjana (Suggestive Meaning).

3. Means of Understanding Linguistic Power (Shaktigraha)

- Understanding through Universalism, Particularism, Configurationalism, Critiques from Buddhist Philosophy, and the Unique Role of Words.

Unit III: Sentence Meaning and Speech Analysis

1. Conditions for Sentence Meaning (Vakyartha)

- Structure of Sentences, Grammatical Theories, Nyaya Theories, and Conditions for Sentence Meaning.

2. Theories of Sentence Meaning

- Anvitabhidhanavada (Unified Denotation Theory) and Abhihitavayavada (Constituent Denotation Theory).

Unit IV: Shabd Brahma

1. Sphota Theory

- Pioneers, Concept of Sphota, Patanjali's and Bhartrihari's Sphota Theories, Sound and Sphota, Classification of Sphota, and Related Issues.

Unit V: Specific Aspects of Language Analysis

1. Avacchedakata (Determinants)

- Meaning, Usage, Avacchedaka Attributes, and Sentence Analysis.

2. Negation in Language

- Definition, Nature, and Meaning of Negation.
- Types of Negation: According to Vaisesika, Navya Nyaya, and Buddhist Philosophy.
- Concept of Apohavada (Exclusion) and its Critique and Response.

Learning Outcomes:

- Gain a comprehensive understanding of the fundamental concepts of language analysis.
- Analyze the relationship between words and meanings through traditional and contemporary perspectives.
- Understand the various linguistic units and their significance in the analysis of language.
- Critically engage with Indian linguistic theories and their applications to modern linguistic problems.

Text : भाषा विश्लेषण (भारतीय): तिवारी, एन. पी. (2014) मोतीलाल बनारसीदास, दिल्ली।

Recommended Reading List:

1. Bhartrihari: Vakyapadiya
2. Patru Rinpoche: The Sphota Theory of Language: A Philosophical Analysis
3. B. K. Matilal: The Word and the World: India's Contribution to the Study of Language
4. K. Kunjunni Raja: Indian Theories of Meaning
5. Frits Staal: The Concept of Meaning in Indian Philosophy
6. S. K. De: History of Sanskrit Poetics
7. Ganganath Jha: The Nyaya Theory of Meaning

[Video](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(G)
Philosophy of Art

Course Description:

This course delves into the philosophical study of art, exploring key theories such as representation, expression, form, and aesthetic experience. It addresses fundamental questions about the nature of art, its purpose, and the criteria for evaluating artistic works. The course critically examines historical and contemporary theories, enhancing students' understanding of how art is defined, perceived, and appreciated within philosophical discourse.

Course Objectives:

- To introduce students to major philosophical theories related to art, including representation, expression, formalism, and aesthetic experience.
- To analyze and critique the central concepts and arguments in the philosophy of art.
- To explore the nature of artistic representation, expression, form, and the role of aesthetics in art.
- To develop the ability to critically engage with philosophical texts and apply theoretical concepts to various art forms.

Course Structure:

Unit I:

1. Art as Representation

- Art, imitation, and representation
- The neo-representational theory of art

2. What is Representation?

- Pictorial representation
- Traditional approaches to pictorial representation
- The conventionalist theory of pictorial representation
- A neo-naturalist theory of pictorial representation
- Representation across the arts

Unit II:

1. Key Issues in Representation

- Philosophical perspectives on representation in art
- Analyzing the strengths and limitations of representational theories.

2. Art as Expression

- The expression theory of art
- Objections to the expression theory of art

Unit III:

1. Theories of Expression

- What is expression?

- Expression, exemplification, and metaphor
- Problems with the theory of metaphorical exemplification
- Is expression always metaphorical?

2. Critical Evaluation

- Analysis of different philosophical positions on artistic expression.

Unit IV:

1. Art as Form

- Formalism in art
- Objections to formalism
- Neoformalism

2. What is Artistic Form?

- Different views of artistic form
- The relationship between form and function
- Form and appreciation in art

3. Philosophical Debates

- Examination of how form contributes to the value and understanding of art.

Unit V:

1. Aesthetic Theories of Art

- The relationship between art and aesthetics
- The aesthetic definition of art
- Two versions of aesthetic experience
- Objections to the aesthetic definition of art

2. The Aesthetic Dimension

- Aesthetic experience revisited
- Understanding aesthetic properties: detection or projection?
- The connection between aesthetic experience and the experience of art

3. Contemporary Perspectives

- Revisiting traditional aesthetic theories and their relevance in modern art discourse.

Learning Outcomes:

- Gain a comprehensive understanding of the major theories in the philosophy of art.
- Critically analyze and evaluate the concepts of representation, expression, form, and aesthetics in art.
- Develop skills in philosophical reasoning and apply these to artistic contexts.
- Engage with philosophical texts, identifying key arguments and critiques within the philosophy of art.

Recommended Reading List:

1. Noel Carroll, *Philosophy of Art: A Contemporary Introduction*.(Ch 1 - 4)

2. Richard Wollheim, Art and Its Objects.
3. Arthur Danto, The Transfiguration of the Commonplace: A Philosophy of Art.
4. Clive Bell, Art.
5. George Dickie, The Art Circle: A Theory of Art.
6. Kendall Walton, Mimesis as Make-Believe: On the Foundations of the Representational Arts.
7. Stephen Davies, The Philosophy of Art.

E Content

[Noel Carroll, Philosophy of Art](#)

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(H)
Philosophy of History

Course Description:

This course provides an in-depth exploration of the nature, philosophy, and methodology of history. It covers the characteristics of history, debates on objectivity and subjectivity, causation theories, the classification of history as science or art, biases in historical narratives, and approaches to understanding historical philosophy and thought.

Course Objectives:

1. To examine the fundamental nature and characteristics of history.
2. To understand the challenges of achieving objectivity and dealing with subjectivity in historical writing.
3. To explore the theories of causation in history and their significance in historical interpretation.
4. To analyze biases in historical narratives and evaluate different philosophical approaches to studying history.
5. To investigate the historical philosophies and contributions of major historians and philosophers.

Course Structure:

Unit 1:

1. Introduction to Philosophy of History

- History : definitions, scope, classification.
- Philosophy : definitions, scope, classification
- Relationship between History and Philosophy

2. History, Knowledge,

- Interplay of Philosophy, History, and Historical Philosophy (दर्शन, इतिहास और इतिहास-दर्शन)
- The Role of Knowledge in Historical Philosophy (ज्ञान और इतिहास दर्शन)

3. Meaning, Purpose, and Evolution of Historical Philosophy

- Definition of Historical Philosophy
- Objectives of Historical Philosophy
- Development of Historical Philosophy

Unit 2:

1. Directions, Applications, and Types of Historical Philosophy

- Directions of Historical Philosophy (इतिहास-दर्शन की दिशाएँ)
- Application of Historical Philosophy (इतिहास-दर्शन का प्रयोग)
- Nature and Types of Historical Philosophy

2. Objectivity and Subjectivity in History

- Issues in achieving objectivity and the necessity of objectivity in historical research.
- Analyzing the influence of subjectivity on the content and interpretation of historical narratives.

Unit 3:

1. Causation in History

- The role of causation in historical analysis and the implications of causality on interpretation.

2. Determinism, Chance, and Economic Factors

- Understanding determinism, the role of chance, and the impact of economic factors in history.

Unit 4:

1. Relationships Between Causes, Historians, and Context

- Examination of the link between causes, the historian's viewpoint, and historical circumstances.
- Differences between real and apparent causes and the influence of individual perspectives.

2. Approaches in History

- Overview of various approaches to history, including theological, idealistic, Marxist, imperialist, nationalist, and post-modern perspectives.

Unit V:

1. Historical Philosophy and Philosophers

- Study of the development of historical philosophy and its evolution over time.
- Analysis of contributions by prominent historians and philosophers, including Hegel, Ranke, Marx, Spengler, Toynbee, and others.
- Comparative study of historical philosophies from Italy, Germany, England, and France.

Course Learning Outcomes:

1. Gain a comprehensive understanding of the nature and scope of history and its significance as a field of study.
2. Critically evaluate the challenges and implications of objectivity and subjectivity in historical research.
3. Apply causation theories to historical contexts and understand their impact on historical interpretation.
4. Analyze the classification of history as science or art and identify the presence and influence of biases.
5. Explore diverse approaches to studying history and comprehend key historical philosophies and contributions.

Text:

सिंह, परमानंद (2017). इतिहास दर्शन. मोतीलाल बनारसीदास, नई दिल्ली (Ch. 4 pp 208 - 240)

राय, शशिकांत (2008) इतिहास दर्शन : अवधारणा व सामयिकता, सेंट्रल पब्लिशिंग हाऊस ईलाहाबाद (Ch. 1 - 7 pp 1 - 104)

Recommended Reading List:

1. Carr, E. H. (1961). What Is History? London: Macmillan. [Video](#)
2. Collingwood, R. G. (1946). The Idea of History. Oxford: Oxford University Press.
3. Marwick, A. (2001). The New Nature of History: Knowledge, Evidence, Language. Palgrave Macmillan.

SEMESTER- IV
Course Code - FA-PHIL-OE- 405(I)
Emotional Intelligence

Course Description:

This course explores the multifaceted nature of emotions and emotional intelligence (EI), emphasizing their impact on personal and professional development. It covers the historical evolution of EI, key theoretical models, and practical strategies to enhance emotional competencies. The course also examines the application of EI in various contexts, including education, workplace, health, and interpersonal relationships. By integrating theoretical knowledge with practical approaches, the course aims to foster a deeper understanding of how emotions shape behavior and influence success.

Course Objectives:

- To understand the nature, characteristics, and components of emotions and emotional intelligence.
- To explore historical development, models, and assessment tools of emotional intelligence.
- To identify and develop emotional competencies such as self-awareness, self-regulation, and social skills.
- To examine the role of self-control, assertiveness, self-regard, and self-actualization in emotional development.
- To apply emotional intelligence strategies in various settings, including education, workplace, and interpersonal relationships.

Course Structure:

Unit I:

1. Concept of Emotion

- Introduction to Emotions
- Nature and Characteristics of Emotions
- Components of Emotions
- Types of Emotions
- Relationship between Emotions, Thinking, and Behavior

2. Concept, Historical Development, and Components of Emotional Intelligence

- Definition and Concept of Emotional Intelligence
- What Emotional Intelligence 'is' and 'is not'
- Historical Development of Emotional Intelligence
- Components of Emotional Intelligence
- Relationship between IQ and EQ
- Benefits of Emotional Intelligence

Unit II:

1. Emotional Competencies

- Definition and Importance of Emotional Competencies
- The Emotional Competence Model
- Core Emotional Competencies: Self-awareness, Self-regulation, Self-motivation, Social Awareness, Social Skills
- Recognition and Understanding of Emotions in Oneself and Others
- Emotional Awareness in Oneself and Others
- Universality of Emotional Expression

Unit III:

1. Ability Model of Emotional Intelligence

- Overview and Assessment Tools of the Ability Model

2. Trait Model of Emotional Intelligence

- Overview and Assessment Tools of the Trait Model

3. Genos Model of Emotional Intelligence

- Overview and Assessment Tools of the Genos Model

4. Mixed Models of Emotional Intelligence

- Bar-On Model of EI and its Assessment Tools
- Performance Model of EI and its Assessment Tools

Unit IV:

1. Emotions, Self-Control, and Assertiveness

- Meaning and Importance of Self-Control
- Strategies to Develop Self-Control
- Meaning and Importance of Assertiveness
- Strategies to Develop Assertiveness

2. Emotions, Self-Regard, and Self-Actualization

- Meaning and Importance of Self-Regard
- Strategies to Develop Self-Regard
- Meaning and Importance of Self-Actualization
- Strategies to Develop Self-Actualization

Unit V:

1. Strategies to Improve Emotional Intelligence (EI)

- Role of EI in Success and Happiness
- Can Emotional Intelligence Be Learned?
- Intrapersonal and Interpersonal Strategies to Improve EI

2. Applications of EI in Various Contexts

- Significance of EI in Education and Fostering Emotionally Intelligent Communities
- Application of EI in the Workplace
- Application of EI for Health, Mental Health, and Well-being
- Application of EI in Interpersonal Relationships and Managing Conflicts

Course Outcomes:

- Students will gain a comprehensive understanding of emotions and emotional intelligence.
- Students will learn to assess and develop emotional competencies and self-regulation strategies.
- Students will be able to critically analyze various models of emotional intelligence.
- Students will acquire practical skills to apply emotional intelligence in personal and professional contexts.
- Students will be equipped with strategies to enhance their emotional intelligence and contribute positively to various environments.

Recommended Reading List:

1. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
2. Mayer, J. D., & Salovey, P. (1997). What is Emotional Intelligence? In P. Salovey & D. Sluyter (Eds.), Emotional Development and Emotional Intelligence: Educational Implications. Basic Books.
3. Bar-On, R., & Parker, J. D. A. (2000). The Handbook of Emotional Intelligence. Jossey-Bass.
4. Petrides, K. V. (2011). Ability and Trait Emotional Intelligence. Wiley-Blackwell.
5. Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. TalentSmart.
6. Cherniss, C., & Goleman, D. (2001). The Emotionally Intelligent Workplace. Jossey-Bass.

[Study Material \(Eng\)](#)

[Study Material \(Hindi\)](#)

[Video](#)



'विद्या ददाति विनयं, विनयाद याति पात्रताम्।
पात्रत्वात् धनम् आप्नोति धनाद धर्मं ततः
सुखम्'॥

अर्थात् “ज्ञान से व्यक्ति को विनम्रता मिलती है,
विनम्रता से पात्रता आती है, पात्रता से धन मिलता
है, धन से धर्म मिलता है, और धर्म से सुख मिलता
है।”