

**FOUR YEAR UNDER GRADUATE (FYUG) PROGRAMME
UNDER
NATIONAL EDUCATION POLICY, 2020**

PHILOSOPHY



Date of approval in Academic Council : 30th May and 21st June 2024.

Preface:

Contemporary discipline of Philosophy both in the West and the east has become oriented towards plural styles of argumentations by drawing these arguments from multiple domains of social life. As Philosophy aims to provide an intellectual and value laden informative and conceptual outlook towards evolving a metatheoretical perspective as well as towards a practical rationality of application of abstract ideas and gather further insights from these modes of knowing the world, the Undergraduate syllabus reflected the major turns in late Twentieth and early Twentyfirst century discipline of Philosophy. This evolving corpus of knowledge helped humanities and sciences to build up a more effective interface that now goes into knowledge of social, cultural, economic and all other such aspects of social reality.

There are a total of fifteen compulsory core courses that students are required to undertake in the first three years of the programme. The question paper shall be prepared as per University guidelines. Out of 100 marks in each of these core courses, 75 marks will be assessed at the end semester, while 25 marks shall be carried from sessional assessments. At the end semester examination, there will be two questions from each unit and students have to answer at least one question from each unit.

Programme Outcomes:

The Undergraduate programme in Philosophy aims to :

1. Develop a sharp, critical and reflective mind among students with proper knowledge base into diverse fields of knowledge.
2. Develop orientation toward creative application of such knowledge base by drawing insights from philosophical theories, ideas and philosophers' themselves.
3. Develop an ability to think in an original way using the course content as a point of departure in furthering the growth and development of knowledge.
4. Orient students artistically, aesthetically and in a socially sensitive humane way to become citizens with a higher faculty of cognitive skill and ability.
5. Understand ways and means of practical implementation of ideas so that existing employment opportunities can be sustained and overall, goals of sustainable development like peace-building, environmental sensibility and larger social harmony is actualized.
6. To develop healthy psychological, moral and spiritual abilities to reason out and create an atmosphere of learning and knowledge sharing.
7. To use critical skills of reasoning in expanding knowledge industries and their multiple needs of augmenting human flourish.
8. To develop interdisciplinary and transdisciplinary learning aptitude to help develop more rounded personalities with scientific, ethical and aesthetic sensibility.

Structure of the Syllabus

1st Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-100	Understanding Philosophy (Major)	4	-	4	60
PHI-100	Understanding Philosophy (Minor)	4	-	4	60
MDC-112	Philosophy of Culture	3	-	3	45
AEC-120....129	Any of the available course as notified by the University from time to time	3	-	3	
SEC-130....139	Any of the available course as notified by the University from time to time	3	-	3	45-90
VAC-140	Any of the available course as notified by the University from time to time	3	-	3	45
				20	

2nd Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-150	Ethics (Major)	4	-	4	60
PHI-150	Ethics (Minor)	4	-	4	60
MDC-160....169	Any of the available course as notified by the University from time to time	3	-	3	45
AEC-170....179	Any of the available course as notified by the University from time to time	3	-	3	45
SEC-180....189	Any of the available course as notified by the University from time to time	3	-	3	45-90

VAC-192	Understanding Indian Philosophical Systems	3	-	3	45
				20	

3RD Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-200	LOGIC	4	-	4	60
PHI-201	INDIAN PHILOSOPHY-1	4	-	4	60
MDC-210....219	Any course notified by the University	4	-	3	45
AEC-220....229	Any course notified by the University	2	-	2	45
SEC-230....239	Any of the available course as notified by the University from time to time		-	3	45-90
VTC-240....249	Any of the available course as notified by the University from time to time	1	3	4	105
				20	

4th Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-250	Social and Political Philosophy (Major)	4	-	4	60
PHI-251	History of Modern Western Philosophy (Major)	4	-	4	60
PHI-252	Indian Philosophy -2 (Major)	4	-	4	60
PHI-253	Greek and Medieval Philosophy (Major)	4	-	4	60
VTC-260....269	Any course notified by the university	1	3	4	105

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5th Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-300	Epistemology and Metaphysics (Major)	4	-	4	60
PHI-301	Existentialism (Major)	4	-	4	60
PHI-302	Philosophy of Value (Major)	4	-	4	60
PHI-302	Philosophy of Value (Minor) Philosophical Understanding of Culture	4	-	4	60
PHI-303	Internship/Apprenticeship/Community engagement and service/Field based learning or minor project		4	4	120
				20	

6th Semester

Course Code Title of the Course		Credit			Total Contact Hours
		Theory	Practical	Total	
PHI-350	Philosophy of Religion (Major)	4	-	4	60
PHI-351	Philosophy of Mind (Major)	4	-	4	60
PHI-352	Applied Ethics (Major)	4	-	4	60
PHI-353	Contemporary Indian Philosophy (Major)	4	-	4	60
VTC-360....369	Any course notified by the university	1	3	4	105
				20	

31. PHILOSOPHY

About FYUP Programme of Philosophy:

The Programme will have a trust in developing what philosopher Hannah Arendt had once termed as 'life of the mind'. Similar expression is found in noted Indian Philosopher Krishna Chandra Bhattacharya, who called the growth of intellect as 'swaraj in ideas'. The Programme in Philosophy aims at developing critical thinking and an ability to raise significant questions on any knowledge related issue from multiple points of view such as metaphysical, spiritual, logical, scientific, ontological, ethical and a host of such categories of reasoning and ideas.

On the practical side, learning philosophy would enable students to distinguish between what is rational and what is irrational, what is logical and what is illogical. Going deeper, philosophical aptitude would help in developing deeper understanding of a text or a formula or even a software program. As philosophers tend to find out the basic structure of understanding in any given frame of knowledge, philosophical ability to reason, argue and contradict the given shall yield a substantive amount of high level and mature analytical ability and practical approaches in applying those analytical finds.

Programme Outcomes:

- 1) Enhancement of ability for Critical analysis of a situation, problem or text of knowledge to a level that would mark originality and maturity.
- 2) Development of refined and sophisticated capability to self-assess and to respond to genuine needs of humanity in terms of universal values like goodness, truth and beauty.
- 3) Practical skills of analytical, logical and linguistic analysis to solving problems that arise at every walk of life.
- 4) A virtuous, moral and aesthetic selfhood that recognizes difference and looks for underlying unity between school of thoughts and their applied dimensions
- 5) Better managerial skills to manage human relations and ability to deliberate and resolve conflicts by way of providing good reasons wherever called for.
- 6) A versatile, multidisciplinary capacity to see connections between various branches of science, metaphysics, religion and any collectively arrived at decision-making process.
- 7) Development of healthy, accommodative, inclusive approaches to issue of life creating good citizenship values inculcated through philosophical knowledge.
- 8) Scientific bent of mind, democratic temperament and ability to draw distinctions that clarifies any confusion centering an issue or in case of difference of opinions.
- 9) Induction into a synthesizing role of culture and education by philosophical combining of disciplines and traditions of thought that are very important from historical and civilizational points of view.

- 10) An artistic, creative, rigorous and a sharp capacity to grasp and understand things at a deeper level than what goes by commonly held beliefs.
- 11) Achievement of a potential to be different in a purposive and productive manner that bridges between theory and practice.

PHI-100: UNDERSTANDING PHILOSOPHY

(Contact Hours: 60, Credits: 4)

Course Objectives (CO): To impart basics of knowledge through sophisticated philosophical approaches that makes a first-hand knowledge of reality possible.

Learning Outcomes (LO): Analytical and logical ability, capacity to apply philosophical knowledge in practical contexts of life, Science, human values and Technology.

Unit-I: Meaning and Method of Philosophy

- (a) Meaning of Philosophy
- (b) Relation of Philosophy to Science
- (c) Relation of Philosophy to Religion

Unit-II: Sources of Knowledge

- (a) Western: Empiricism, Rationalism and Critical Philosophy
- (b) Indian: Perception, Inference and Verbal Testimony
- (c) Phenomenological: Experience and Transcendence

Unit-III: Theories of Truth

- (a) Coherence
- (b) Correspondence
- (c) Pragmatism

Unit-IV: Theories of Reality

- (a) Monism, Dualism and Pluralism
- (b) Realism and Idealism
- (c) Internal Realism

Suggested Readings:

1. Hospers, John, *An Introduction to Philosophical Analysis*, Allied Publishers, New Delhi, 1980.

2. Russell, Bertrand ,*Problems of Philosophy*, Oxford University Press, Oxford, 1912.
3. Hiriyanna, M, *The Essentials of Indian Philosophy*, George Allen & Unwin,London, 1985.
4. Smith, N. K. (trans.),*Immanuel Kant's Critique of Pure Reason*, Palgrave Macmillan, London, 2007.
5. Sharma, C. D., *Critical Survey of Indian Philosophy*, Motilal Banarasidass, New Delhi, 1975.
6. Datta,D. M., Chatterjee, S., *Introduction to Indian Philosophy*, University of Calcutta, Kolkata,1984.
7. Lehrer, Keith, *Knowledge*, Clarendon Press, Oxford, 1974.
8. [Niiniluoto](#), Ilkka, *Critical Scientific Realism*, Chapter 7, Oxford University Press, London, 2002.
9. Goldberg, S.C., *Relying on others: An essay in Epistemology*, Oxford University Press, London, 2012.

PHI-150: ETHICS

(Contact Hours: 60, Credits: 4)

Course Objectives (CO): Teaching students basic theories of Ethics, how to argue in Ethics.

Learning Outcomes (LO): Making students aware of primacy of Ethics in everyday affair, Making students capable of establishing ethical view and practice in every aspect of personal and social .

Unit-I: Nature and Scope of Ethics

- (a) Nature and Scope of Moral Philosophy
- (b) Nature of Moral Judgments
- (c) Ethics and Meta-ethics

Unit-II: Moral Concepts and Issues in Applied Ethics

- (a) Good, Right, Duty and Virtue
- (b) Purusartha, Niskama Karma and Ahimsa
- (c) Public and Private Good

Unit-III:Ethical Theories

- (a) Teleological: Hedonism, Utilitarianism

- (b) Deontological (Kant's Categorical Imperative)
- (c) Moral Education

Unit-IV:Theories of Punishment

- (a) Preventive
- (b) Reformative
- (c) Retributive

Suggested Readings:

1. MacIntyre, Alasdair., *A Short History of Ethics*, Rutledge and Kegan Paul, London, 1967.
2. Frankena, William K.,*Ethics*, Prentice Hall of India, New Delhi, 1982.
3. Walzer, Michael, *Spheres of Justice: A Defense of Pluralism and Equality*, Basic Books,New York, 1983
4. Taylor, Michael, *Anarchy and Cooperation*,Wiley Blackwell, New York,1976.
5. Jain,Amit, *Karma, Dharma and Moksha: The Art and Science of Living Dying and Enlightenment*, D.K. Printworld, New Delhi,2012.
6. Sharma, C. D., *Critical Survey of Indian Philosophy*, Motilal Banarasidass, New Delhi, 1975.
7. Datta,D. M., Chatterjee, S, *Introduction to Indian Philosophy*, University of Calcutta, Kolkata, 1984.
8. Hand, M., *A Theory of Moral Education*, Routledge, London, 2018.
9. Hiriyanna, M., *The Essentials of Indian Philosophy*, London George Allen & Unwin 1985.
10. Shaida, S. A., *Problems of Ethics*, Spectrum Publications, New Delhi, 2003.
11. Prasad, R., *Karma, Causation and Retributive Morality: Conceptual essays in Ethics and Metaethics*, ICPR and South Asia Books, New Delhi, 1990.
12. Kovesi, Julius, *Moral Notion*, Routledge & Kegan Paul, London, 1969.
13. Prasad, R., "The theory of Purusārthas: Revaluation and reconstruction", *Journal of Indian Philosophy*, vol.9, pp.49–76, 1981.

3RD Semester

PHI-200- LOGIC

Credits: 4

Objectives: To equip students with the fundamental principles and techniques of reasoning and argumentation.

LOGIC

Unit – I Basic Concepts

- (a) What is Logic?
- (b) Sentences, Judgements, Statements and Propositions
- (c) Arguments
- (d) Truth, Validity and Soundness

Unit – II Definition

- (a) Kinds of Definition
- (b) Concept of Denotation and Connotation
- (c) Denotative, Connotative and Ostensive Definitions
- (d) Rules for Definition by Genus and Difference

Unit – III Deduction

- (a) Classification of Propositions and Square of Opposition
- (b) Categorical Syllogism and its fallacies
- (c) Laws of Thought

Unit – IV Symbolic Logic

- (a) Logical Constants and Variables
- (b) Truth Functions: Negation, Conjunction, Disjunction, Implication, Equivalence
- (c) Tautology, Contradictory and Contingent
- (d) Techniques of Symbolization and Construction of Truth Tables

Learning outcome: Students will develop the ability to argue and reason and to analyse arguments critically and identify fallacies.

Suggested Readings:

1. Irving M. Copi and Carl Cohen, Introduction to Logic (Tenth Edition), Pearson Education Pvt. Ltd., Delhi 2001.
2. L. S. Stebbing, A Modern Introduction to Logic, London, Methuen, (Sixth Edition) 1984.

3. M. R. Cohen and E Nagel, Introduction to Logic and Scientific Method. Allied Publishers Pvt. Limited, New Delhi, Second Edition, 1972.
4. O' Conner, D. J. and Basson, A. H., Symbolic Logic, Oxford University press, fourth Edition, 1981.
5. M. R. Cohen and E. Nagel, Introduction of Logic, Routledge & Kegan Paul Ltd., London , 1966.
6. Chhanda Chakraborty, Logic: Informal Symbolic and Inductive (2nd edition) Printice-Hall of India Private Limited, New Delhi, 2009.

3RD Semester

PHI -201- Indian Philosophy - I

Credits: 4

Objectives: To teach students about the philosophical systems and thoughts of Indian traditions

Unit – I Introduction

- (a) Meaning of Darshana
- (b) Distinctive Features of Indian Philosophy
- (c) The Orthodox-Hetrodox distinction

Unit –II Cārvaka, Buddhism and Jainism

- (a) Materialism
- (b) Ksanikavāda, Prativityasamutpāda
- (c) Anekantavāda
- (d) Syādvāda

Unit – III Sankhya and Yoga

- (a) Prakrti
- (b) Purusa
- (c) Evolution
- (d) Ashtānga Yoga

Unit – IV Nyaya, Vaisesika and Mimāmasā

- (a) Pratyaksya and Anumana
- (b) Sabda pramāna
- (c) Karma and Dharma
- (d) Categories (Padārtha)

Unit – V Vedānta of Samkara and Ramanuja

- (a) Brahman
- (b) Māyā
- (c) Jagat
- (d) Moksa

Learning outcome: Students will gain a nuanced understanding of the philosophical tenets, principles, etc of different Indian schools of philosophy.

Suggested Readings:

1. M. Hiriyana, Outline of Indian Philosophy, Blackie & Son Publication, Pvt. Ltd., Delhi, 1983.
2. Sharma, C. D., Critical Survey of Indian Philosophy, Motilal Banarasidass, Delhi, 1975.
3. Raju, P.T., Structural Depths of Indian Thought, South Asian Publisher, New Delhi, 1985.
4. Dasgupta, S. N., A History of Indian Philosophy, Vol. I Motilal Banarasidass, Delhi, 1975
5. Madadevan T.M.P., Invitation to Indian Philosophy, Arnold Heinemann Publishers (India) Pvt. Ltd., New Delhi 1974
6. Madhavacharya, Sarvadarsana Samgraha, translated by E B Cowell & A E., Gough, Cosmos Publications, New Delhi, 1976
7. Radhakrishnan, S., Indian Philosophy, Vol.I and Vol.II., Oxford University Press, Delhi, 1989.
8. D. M. Datta & S. Chatterjee, Introduction to Indian Philosophy, University of Calcutta, 1984.

4th Semester

PHI -250- Social and Political Philosophy

Credits: 4

Objectives: To introduce to students various key political and social concepts, theories and debates and to enable them to apply philosophical tools in analysing, interpreting and understanding them.

Unit – I **Nature of Social and Political Philosophy**

- (a) Nature and Scope of Social and Political Philosophy
- (b) Social Philosophy and Sociology
- (c) Political Philosophy and Political Science

Unit – II **Major Concepts**

- (a) Individual and Society
- (b) State and Sovereignty
- (c) Nation

Unit – III **Social and Political Ideas**

- (a) Liberty and Equality
- (b) Fraternity
- (c) Justice

Unit- IV **Political Concepts**

- (a) Democracy
- (b) Socialism
- (c) Fascism and Anarchism

Learning outcome: Students will develop deeper understanding of the various issues in socio-political discourses.

Suggested Readings:

1. D. D. Raphael, Problem of Political Philosophy, London, MacMillan, 1979.
2. A. Quinton, Political Philosophy, Oxford University Press, 1982.
3. P. Laslett, Philosophy, Politics and Human Society, Oxford, Basil Blackwell, 1972.

4. Bertrand Russell, Authority and Individual, London, Unwin Book Publishers, 1974.
5. M. K. Gandhi, Hind Swaraj or Indian Home Rule, Ahmedabad, Navajivan Publishing House, 1978.
6. Chattopadhyaya, D.P ., Societies and Culture, Bharathia Vindya Bhavan, Chapter-II
7. De-george Richard, T., "The Pradox of Violence", Ethics and Society, MacMillan, 1968. Article: Marcuse. H., "Ethics and Revolution".
8. Sujata Miri et.al., Introduction of Social & Political Philosophy, NEHU Publications, 2002.

4th Semester

PHI -251- History of Modern Western Philosophy

Credits: 4

Objectives: To survey the development and nature of philosophical ideas of the Modern Western Traditions

Unit – I **Descartes, Spinoza and Leibnitz**

- (a) Descarte’s Method of Doubt
- (b) Cogito Ergo Sum
- (c) Spinoza’s Substance, Attributes and Modes
- (d) Leibnitz’s Monadology

Unit – II **Locke and Berkeley**

- (a) Simple and Complex Ideas
- (b) Primary and Secondary Qualities
- (c) Esse est Percipi

Unit – III **David Hume**

- (a) Impressions and Ideas
- (b) Causality
- (c) Hegel’s Dialectical Method

Unit – IV **Immanuel Kant**

- (a) Possibility of Synthetic a priori judgements
- (b) Categories of Understanding
- (c) Phenomena and Noumena
- (d) Absolute Idealism of Hegel

Learning outcome: Students will learn about the various philosophical ideas and debates within the Modern Western Europe.

Suggested Readings:

1. Copleston, F., S.J A History of Philosophy, Burns and Oates Limited, London, Vol.III(1966), Vol.IV (1971), Vol. V(1968), Vol. VI (1968).
2. O’ Connor, D. J., Critical History of Western Philosophy, New York, The Free Press, 1964.
3. Rusell, B., History of Western Philosophy, London, Allen & Unwin 1963.

4. Falckenberg, Richard. History of Modern Philosophy, translated by A C Armstrong. Jr. 'Kosha Publishing' House, Delhi 1989.
5. Benneth Jonathan, Locke, Berkeley, Hume; Central themes, Oxford, 1971.
6. Masih, Y., A Critical History of Western Philosophy, Motilal Banarasidass, Delhi, 1994.
7. Seruton Roger, A Short History of Modern Philosophy, Routledge Classics, London, 1995.
8. Errol Harris, Fundamentals of Philosophy, George Allen & Unwin Ltd., London, 1969.

4th SEMESTER

PHI – 252:Indian Philosophy – II

Objectives: To teach students about the philosophical systems and thoughts of Indian traditions

UNIT – I - Sankhya and Yoga

- (a) Prakriti and Purusa
- (b) Evolution
- (c) Ashtanga Yoga

UNIT – II - Nyaya

- (a) Pratyaksya
- (b) Anumana
- (c) Sabda

UNIT – III - Mimamsa and Vaishiskka

- (a) Karma
- (b) Dharma
- (c) Padartha (Categories)

UNIT – IV - Vedata – Shamkara & Ramanuja

- (a) Brahman
- (b) Maya
- (c) Jagat
- (d) Moksha

Learning outcome: Students will gain a nuanced understanding of the philosophical tenets, principles, etc of different Indian schools of philosophy.

Suggested Readings:

1. M. Hiriyana, *Outline of Indian Philosophy*, Blackie & Son Publication, Pvt. Ltd., Delhi, 1983.
2. Sharma, C D., *Critical Survey of Indian Philosophy*, Motilal Banarasidass, Delhi, 1975.
3. Raju, P. T., *Structural Depths of Indian Thought*, South Asian Publisher, New Delhi, 1985.
4. Dasgupta, S. N., *A History of Indian Philosophy*, Vol. I Motilal Banarasidass, Delhi, 1975.
5. Madadevan T.M.P., *Invitation to Indian Philosophy*, Arnold Heinemann Publisher (India) Pvt. Ltd., New Delhi 19743

6. Madhavacharya, *Sarvadarsana Samgraha*, translated by E B Cowell & A E., Gough, Cosmos Publications, New Delhi 1976.
7. Radhakrishnan, S., *Indian Philosophy*, Vol.I and Vol. II., Oxford University Press, Delhi 1989.
8. D.M. Datta & S. Chatterjee, *Introduction to Indian Philosophy*, University of Calcutta, 1984.

4th Semester

PHI -253- Greek and Medieval Philosophy

Credits: 4

Objectives: To introduce students to the Greek philosophical tradition as the root of Western Philosophy and to compare with the medieval tradition.

Unit – I **Early Greek Philosophy**

- (a) Thales and Pythagoras
- (b) Democritus and Anaximander
- (c) Parmenides, Heraclitus and Zeno
- (d) Protagoras and Socrates

Unit – II **Plato**

- (a) Theory of Knowledge
- (b) Theory of Forms
- (c) Theory of Soul
- (d) Idea of the Good

Unit – III **Aristotle**

- (a) Refutation of Plato's of Ideas
- (b) Categories
- (c) Causation
- (d) Theory of Soul

Unit – IV **Medieval Philosophers: St Augustine and St Aquinas**

- (a) Theory of Knowledge
- (b) The Problem of Evil according to St Augustine
- (c) Freedom of the Will according to St Augustine
- (d) Beatitude Philosophy according to Thomas Aquinas

Learning outcome: Students will be acquainted with the Greek and medieval philosophy as the main source of the western philosophy.

Suggested Readings:

1. F. Copleston, History of Philosophy, Vol.II & IV, Burns and Oates Ltd., London, 1993, Edn.
2. Burnet, J., Greek Philosophy from Thales to Plato, London and New York: MacMillan, 1960.
3. Stace, W.T., A Critical History of Greek Philosophy, London , 1970 Edn.
4. Russell, B., History of Western Philosophy, London : George Allen & Unwin Ltd., 1957.
5. Windleband, History of Philosophy, Harper & raw Publishing, New York,1958.
6. Frank Thilly, A History of Philosophy, Central Publishing House, Allahabad, 1985.

5th Semester

PHI -300- Epistemology and Metaphysics

Credits: 4

Objectives: The course aims to investigate the nature of knowledge, belief, reality, and existence through the exploration of epistemological and metaphysical theories and debates.

Unit – I **Meaning and Method of Philosophy**

- (a) Meaning of Philosophy
- (b) Relation of Philosophy to Science
- (c) Relation of Philosophy to Religion

Unit – II **Sources of Knowledge**

- (a) Western: Empiricism, Rationalism and Critical Philosophy
- (b) Indian: Perception, Inference and Verbal Testimony

Unit – III **Theories of Truth**

- (a) Coherence
- (b) Correspondence
- (c) Pragmatism

Unit – IV **Theories of Reality**

- (a) Monism, Dualism and Pluralism
- (b) Realism and Idealism

Unit – V **Metaphysical Categories**

- (a) Substance and Causality
- (b) Space and Time

Learning outcome: Students will acquire a robust understanding of key epistemological and metaphysical concepts, enhancing their ability to critically analyse and evaluate philosophical theories about knowledge , truth , and the nature of reality.

Suggested Readings:

1. John Hospers, An Introduction to Philosophical Analysis, Allied Publishers, Delhi, 1980
2. Bertrand Russell, Problems of Philosophy, Oxford University Press, Oxford 1912.
3. M. Hiriyanna, The Essentials of Indian Philosophy, London George Allen & Unwin, 1985.
4. N. K Smith (Trans.) Immanuel Kant's critique of Pure Reason, The Macmillan Press Ltd., London, 1973, pp.41-91.

5. K. Lehrer, *Knowledge*, Clarendon Press, Oxford, 1974.
6. J. N Mohanty, *Classical Indian Philosophy*, New York: Rowman and Littlefield, 2000.
7. D. M Datta, *Six Ways of Knowing*, Calcutta University Press, 1980, Edn.
8. C. D Sharma, *Critical Survey of Indian Philosophy*, Motilal Banarasidass, Delhi, 1975.
9. D. M Datta & S. Chatterjee, *Introduction to Indian Philosophy*, University of Calcutta, 1984.
10. S. Chatterjee, *The Nyaya Theory of Knowledge*, University of Calcutta, 1978.
11. Bijayananda Kar, *The Theories of Error in Indian Philosophy*, Ajanta Publications (India), 1978.
12. Kirkham, R. *Theories of Truth*. Cambridge: MIT Press, 1997.
13. Richard Rorty, *Objectivity, Relativism and Truth*. Cambridge: Cambridge University Press, 1991.
14. A. Tarski, "The Semantic Conception of Truth and the Foundations of Semantics" in *Philosophy and Phenomenological Research* 4, 341-376.
15. Quine, W.V.O. *The Pursuit of Truth*. Cambridge: Harvard University Press, 1990.

5th Semester

PHI -301- Existentialism

Credits: 4

Objectives: To teach students about the existentialist method of philosophising and the issues studied by existentialism

Unit – I **Salient Features**

- (a) Theistic and Atheistic Existentialism
- (b) Existence Precedes Essence
- (c) Existentialism as a Movement
- (d) Existentialism and Humanism

Unit – II **Kierkegaard**

- (a) Faith, Subjectivity and Truth
- (b) Dread
- (c) Stages of Life

Unit – III **Heidegger**

- (a) Being
- (b) Dasein: Understanding and Truth
- (c) Being-in-the-World
- (d) Authenticity

Unit – IV **Sartre**

- (a) Being-in-Itself and Being-for-Itself
- (b) Freedom
- (c) Authenticity
- (d) Bad Faith

Learning outcome:

Students will get acquainted with the philosophical issues and methods studied by existentialist Philosophers.

Suggested Readings:

1. Mary Warnock, Existentialism, Oxford University Press, 1970.
2. Blackman, H. J., Six Existential Thinkers, Routledge and Kegan Paul, London, 1952.
3. Soren Kierkegaard, Philosophical Fragments, edited and translated by Howard V. Hong and Edna H. Hong, Princeton University Press, Princeton, New Jersey, 1985.

5th Semester

PHI -302- Philosophy of Value

Credits: 4

Objectives to teach students about the meaning nature and origin of moral, aesthetic and other value, and exploring philosophical theory that under pin our understanding of what is valuable in life.

Unit-1 **Idea of Value**

- (a) Value as abstract and concrete
- (b) Intrinsic and Extrinsic
- (c) Relation between Value, Norm and Moral life

Unit-2 **Theories of Value**

- (a) Kant's theory of value
- (b) Hegel's theory of value
- (c) More theory of Value

Unit-3 **Kinds of Values**

- (a) Pluralist and Monist Values
- (b). Non-Standard Value Relations
- (c) Attitudes, Interests and bare differences

Unit-4 **Owing, Blaming and Judging**

- (a) What we owe to each other
- (b) Nature and Norms of Blameworthiness
- (c) Critique of Judgment

Learning students will a acquire comprehensive understanding of the varieties of values and their moral significance.

Suggested Readings:

1. Philippa, Foot 1985. "Utilitarianism and the Virtues", *Mind*, 94(2): 196–209.
2. Peter Geach 1956. "Good and Evil", *Analysis*, 17: 33–42.
3. R.M. Hare 1952. *The Language of Morals*, Oxford: Oxford University Press.
4. Conor McHugh, and Jonathan Way, 2016. "Fittingness First", *Ethics*, 126(3): 575–606.
5. John Stuart Mill 1861. Utilitarianism, in *Collected Works of John Stuart Mill (Volume 29)*, J. M. Robson (ed.), Toronto: University of Toronto Press, pp. 371–577.
6. G. E. Moore 1993. *Principia Ethica*, revised edn. Cambridge: Cambridge University Press.
7. Derek Parfit, 2001. "Rationality and Reasons", in Dan Egonsson, et al. (eds.), *Exploring Practical*

- Philosophy, Aldershot: Ashgate, pp. 17–39.
8. Philip Pettit 1997. “The Consequentialist Perspective”, in M. Baron, P. Pettit, and M. Slote, eds., *Three Methods of Ethics*. Oxford: Blackwell, pp. 92–174.
 9. T.M. Scanlon 1998. *What We Owe to Each Other*, Cambridge, MA: Harvard University Press.
 10. Samuel Scheffler 1983. *The Rejection of Consequentialism*, Oxford: Oxford University Press.
 11. L. Menges 2017, “The Emotion Account of Blame,” *Philosophical Studies*, 174: 257–273.
 - 12., H. Pickard 2013, “Irrational Blame”, *Analysis* 73: 613–626

5th Semester

PHI -303- Philosophical Understanding of Culture

Credits: 4

Objective The course aims to explore philosophical prospective on culture by using philosophical tools to explore on the concepts and component culture.

UNIT – I : **Problem of Culture**

- (a) Philosophy of Culture and Cultural Anthropology
- (b) Nature and Culture
- (c) Cultural Identity

UNIT – II : **Theories of Culture**

- (a) Structuralism and Functionalism
- (b) Culture as Superstructure
- (c) Psychoanalysis

UNIT – III : **Critique of Traditional Theories**

- (a) Culture as Text (Narrative and Hermeneutics)
- (b) Post-Modern Concept of Culture
- (c) Post-Structural Critical Theory

UNIT – IV : **Tribal Epistemology**

- (a) Concept of Tribe and Ethnicity
- (b) Distinctiveness of a Tribal Culture: Frazer, Malinowski and Geertz
- (c) Tribal World View : Rationality, Identity and Relationality

Learning Outcome Students will develop announced understanding of culture through philosophical analyst interpretation

Suggested Readings:

1. Philip Smith, Cultural Theory, Blackwell Publishers, Oxford, 2001.
2. Simon Clarke, Foundations of Structuralism, The Harvester Press, Sussex, 1981.
3. Terry Eagleton, The Idea of Culture, Blackwell, Oxford, 2001.
4. Levi-Strauss, C., Structural Anthropology, Basic Books Paul, 1970.
5. Jeet Uberoi, Science and Culture, Oxford University Press, New Delhi, 1978.
6. Turner Bryan (Ed.), Theories of Modernity and Post-modernity, Sage, London, 1990.
7. Habermas. J., The Philosophical Discourse of Modernity, Polity Press, 1987.
8. Fred Inglis, Cultural Studies, Blackwell Publishers, Oxford, 1994.
9. A.K. Saron, "The Traditional Vision of Man", in Language, Tradition and Modernity (Eds.), R. C. Gandhi, 1985.
10. Mrinal Miri, Identity and the Moral Life, Oxford University Press, New Delhi, 2003.

11. Giddens, Anthony, *Modernity and Self Identity*, Stanford University Press, 1991.
12. Berlin, I., *Concepts and Categories*, Hogarth Press, 1978.
13. Connor, S., *Theory and Cultural Value*, Basil Blackwell, 1992.
14. Hacking, I., *The Taming of Change*, Cambridge University Press, 1990.
15. Lentricchia, J., *Criticism and Social Change*, Chicago University Press, 1983.
16. Ryan, A., 'When it's rational to be irrational' *New York Review of Books*, 10 October, 1991.
17. Thomas, K., *Religion and the Decline of Magic*, Penguin, 1980.
18. Geertz, C., *The Interpretation of Cultures*, Hutchinson, 1975.
19. Wittgenstein, L., *Remarks on Frazer's 'Golden Bough'* (ed) R. Rhees Humanities Press, N.J., 1979.
20. Malinowski, B., *A Scientific Theory of Culture and Other Essays*, Chapel Hill, University of North California Press, 1944.
21. Torrance Robert M. (Ed), *Encompassing Nature : A source Book Counterpoint*, Washington, 1998.

Additional Readings:

1. G C Pande, *The Meaning and Process of Culture*, Shival Lal Agarwal & amp; Company, Agra, 1972.
2. James F. Dawns, *Culture in Crisis, USA*, 1971.
3. Martin Holis (Ed), *Rationality and Relativism*, Blackwell, 1993.
4. R. Firth, *Man and Culture*, Humanities Press, 1970.
5. Kroeber, A. C and Cluckhohn Clyde, *Culture: A Critical Reviews of Concepts and Definitions*, MA Peabody Museum, Cambridge, 1952.
6. N K Devaraj, *Philosophy of Culture*, Kitab Mahal, Allahabad, 1963.
7. Reissman Catherine Kohler, *Narrative Analysis*, Newbury Park, CA, Sage, 1993.
8. Jackson L. *The Poverty of Structuralism and Structuralist Theory*, Longman, 1991.
9. Ellioin, *Psychoanalytic Theory*, Blackwell, Oxford, 1994.

6th Semester

PHI -350- Philosophy of Religion

Credits:4

Objective The course aims to investigate the nature, existence, and significance of religious beliefs, practices and experience through philosophical inquiry and critical analysis.

Unit – I **Introduction**

- (a) Definition of Religion
- (b) Theology and Philosophy of Religion
- (c) Religion and Science

Unit – II **Foundation of Religious Belief and Proofs for the Existence of God**

- (a) Reason
- (b) Faith
- (c) Revelation
- (d) Proofs for the Existence of God

Unit – III **The Idea of God**

- (a) Christianity
- (b) Hinduism(Isvara) and Buddhism
- (c) Tribal Religions
- (d) Proofs for the Existence of God

Unit - IV **The Problem of Suffering and Liberation**

- (a) Christianity
- (b) Hinduism
- (c) Buddhism
- (d) Jainism

Learning Outcome: Students will gain a deep understanding of key philosophical issues in the study of religion, enhancing their ability to critically evaluate and engage with religious beliefs, arguments, and worldviews.

Suggested Readings:

1. John Hick., Philosophy of Religion, Englewood Cliffs, N.J., 1983.
2. Nielson, K., An Introduction to Philosophy of Religion, MacMillan,1974.
3. Smart, N., The Religious Experience of Mankind, MacMillan, London,1984
4. S. Miri, "Introduction to the Study of Tribal Religion", in Mawrie, O., Khasi Melieu, Concept Publishing Company, Delhi , 1983
5. W. D Hudson, A Philosophical Approach to Religion, MacMillan, 1974.

6. R. C. Gandhi, Availability of Religious Ideas, MacMillan, 1976.
7. S. Miri., Suffering, Shimla, AHS, 1976.
8. T.M.P. Mahadevan, Outline of Hinduism, Chetana Limited, Bombay, 19

6th Semester
PHI -351- Philosophy of Mind
Credit: 4

Course Objective : The course aims to explore theories and debates concerning the nature of consciousness, mental states, and the mind-body relationship, fostering a deeper understanding of the philosophical implications of cognitive science and neuroscience.

Unit-I Introduction

- (a) The Problem of Mind
- (b) Philosophy of Mind and Psychology
- (c) Conscious and the Unconscious

Unit-II Theories of Mind

- (a) Mind-Body Dualism
- (b) Behaviourism
- (c) Brain-Mind Identity Theory

Unit-III Mind and Knowledge

- (a) Feelings and Sensations
- (b) Emotions and Volitions
- (c) Self-knowledge and Knowledge of Others

Unit-IV Meaning and States of Consciousness

- (a) Swapna
- (b) Jagrata
- (c) Susupti
- (d) Turiya

Learning Outcome (LC): Students will develop a comprehensive understanding of key concepts and debates in the philosophy of mind, enhancing their ability to critically analyze and evaluate theories about consciousness, cognition, and the nature of mental phenomena.

Suggested Readings:

1. Jerome A Shaffer, Philosophy of Mind, Prentice Hall of Indian Private Limited, New Delhi, 1982.
2. Gilbert Ryle, The Concept of Mind, Penguin Books, Baltimore, 1949.
3. S. Radhakrishnan, Indian Philosophy, Vol. I & II, George Allen & Unwin Ltd., London 1971.
4. P. T Raju, Structural Depths of Indian Thought, South-Asian Publishers, New Delhi, 1985.
5. T. M. P Mahadevan, Invitation to Indian Philosophy, Arnold Heinemann, New Delhi, 1974.
6. Colin McGinn, The Problems of Consciousness: Essays towards a Resolution, Blackwell Oxford, 1991.

7. Paul Edwards, (Ed), The Encyclopaedia of Philosophy, the MacMillan Company, New York, 1967, (Articles titled 'Behaviourism', 'Emotion and Feelings,' 'Materialism', 'Mind-Body Problem', 'Other Minds', 'Personal Identity)•
8. Alasdair C MacIntyre, The Unconscious: A Conceptual Analysis, Humanities Press, New York , 1958.
9. Eight Upanishads, Vol.II, trans. Gambhir Ananda, Advaita Ashram, Pithoragarh, 1992.
10. M. Hiriyana, Outlines of Indian Philosophy, Blackis & Sons
Publication, Pvt. Ltd., Delhi, 1983
11. C. D. Sharma, Critical Survey of Indian Philosophy, Motilal Banarasidass, Delhi, 1975.

6th Semester
PHI -352- Applied Ethics
Credit: 4

Course Objective (CO): To teach students about how ethics can be applied in particle life

Unit-I Nature and Scope of Applied Ethics

- (a) Theoretical Approach: Consequentialism and Non-Consequentialism
- (b) Value of life: Human and Non-human
- © The Private and Public Morality

Unit-II Life and Death

- (a) Pre-natal Sex Determination
- (b) Abortion
- (c) Euthanasia
- (d) Suicide

Unit-III War and Peace

- (a) Pacifism, Activism and Slacktivism
- (b) Conventional War, Nuclear War, Nuclear Deterrence
- © Revolution and Counter-Revolution

Unit-IV Professional Ethics

- (a) Medical Ethics
- (b) Business Ethics
- c) Media Ethics

Learning Outcome (LC): Students will aware of the significance the particle life

Suggested Readings:

1. Andrew, Altman, "Pragmatism and Applied Ethics", *American Philosophical Quarterly*, 20 (April,1983), 227.
2. Bernard Gert, "Licensing Profession", *Business and Professional Ethics journal*, 1 (Summer, 1982), p.51.
3. Gerald Dworkin, "Autonomy and Informed Consent", in *Medicine and Biomedical Behavioural Research Health care Decisions* Vol. 3 (Washington D.C., U.S. government Printing Office, 1982) pp.63-82.
4. Michael D., *Professional Ethics*, Belmont CA Wordsworth, 1981.
5. Alan H. Golman, *The Moral Foundations of Professional Ethics*, Ottawa N. J Rowman & Littlefield, 1980.

6. Feinberg Joel (Ed), *The Problem of Abortion*, Elmont CA Wadsworth, 1973.
7. Jane English, "Abortion and the Concept of a Person", *Canadian Journal of Philosophy*, Vol.2, October, 1975: 235.
8. Robert Young, "revolutionary, Terrorism, Crime and Morality", *Social Theory and Practice*, Vol. 4, No.3.(Fall 1977), 287-302.
9. Richard A. Wassertro, M, "On the Morality of War: A Preliminary Enquiry", *Stanford Law Review*, 1969.
10. Peter Winch, *Applied Ethics*, Oxford University Press, 1986.
11. Anthony Weston, "Drawing Lines: The Abortion Perplex and the Presupposition of Applied Ethics", *The Monist*, Vol.67, October, 1984, pp.589.
12. Beauchamp, Tom, "On Eliminating the Distinction Between Applied Ethics and Ethical Theory", *The Monist*, Vol.67, October, 1984, pp.514.
13. Battin, MP., "Applied Professional Ethics and Institutional Religion: The o Issued", *The Monist*, Vol.67, October, 1984,pp.569.
14. Bernard Gert, "Moral Theory and Applied Ethics", *The Monist*, Vo.l.67, October, 1984, pp.532.

6th SEMESTER

PHI – 353

Contemporary Indian Philosophy

Course Objective: The course aims to explore the major philosophical trends, debates, and thinkers in contemporary Indian philosophy, highlighting its relevance and contributions to global philosophical discourse.

UNIT – I

- a) Debate between Universalism & relativism in Contemporary Indian Philosophy
- b) Transcendence vs Phenomenal and everyday world
- c) Daya Krishna's critique of concept of schools in Indian Philosophy

UNIT – II

Swami Vivekananda

- a) Neo-Vedanta
- b) Concept of Brahman and Man
- c) Synthesis of Four types of Yoga

UNIT – III

- a) Rabindranath Tagore's idea of surplus
- b) Iqbal's concept of selfhood
- c) Raimondo Pannikar's Pluralism

UNIT – IV

IV M. K Gandhi

- a) Truth and God
- b) Satyagraha
- c) Sarvodaya

Learning Outcome (LC): Students will gain a deep understanding of the key philosophical concepts, theories, and debates in contemporary Indian philosophy, enhancing their ability to critically engage with its ideas and their broader implications.

Suggested Readings:

1. Tagore, RN., "Sadhana: The Realization of Life", The MacMillan Company Canada, Ltd. Toronto 1913.
2. Tagore, RN., The Essential Tagore, edited by Fakrul Alam & Radha Chakravarty, Harvard University

Press 2011.

3. Tagore, R N., The Religion of Man, MacMillan Company 1931.
4. Bharathi, K S ., The Political Thought of Gandhi, Vol.2 Dattsons 1995.
5. [9:25 pm, 24/04/2024] +91 60093 73869: 5. Mishra, AD., Fundamentals of Gandhism, New Delhi, Mittal publication, 1995.
6. Iyer, Raghav., The Moral and Political Thought of Gandhi, Oxford University Press, 2000.
7. Parekh, ., Gandhi A Very short Introduction, Oxford University Press, 2001.
8. Puri, B., Gandhi and the Moral life, Mittal Publication New Delhi 2004.
9. Vivekananda, S., Raja yoga, Published 1896.
10. R. Panikar, "Religious Pluralism : The Metaphysical Challenge", in Religious Pluralism, ed Leroy, S Rouner (Nota Dam Press, 1984, pp.97-115.
11. Daya Krishna, Indian Philosophy : A Counter perspective, Oxford University Press, 1971, Delhi.
12. Muhammed "Iqbal : The secrets of the self, 1920, Machmillan Co. Ltd., London.
13. Basant Kumar Lal, Contemporary Philosophy, (2020) Motilal Banarasisdass, Publishing House, 2020.
14. The Idea of Surplus: Tagore and Contemporary Human Sciences Edited by Mrinal Miri, (2019), Routledge, India.

7th Semester

PHI: 400

Research Methodology and Proposal Writing

Objective: To equip students with proper knowledge about and how to write research proposals systematically and to prepare them for research.

Unit – I **Methods**

- a) Positivist
- b) Hermeneutic
- c) Ethnographic
- d) Experimental Designs

Unit – II **Philosophical Research**

- a) Conceptual Analysis
- b) Phenomenological Analysis
- c) Arguments: Instuitive, Heuristic, Computational, Linguistic
- d) Case studies: Social, Moral, Aesthetic, Political etc.

Unit – III **Textual Research**

- a) Preparation of Research Bibliography
- b) Use of digital and physical archives and data bases
- c) Reading and selection from Texts
- d) Deconstruction and reconstruction of texts

Unit – IV **Proposal Writing**

- a) Main Questions
- b) Statement
- c) Objectives
- d) Outcome

Learning outcome: Students will be able to understand research techniques and to prepare research proposals.

Suggested Readings:

1. Timothy Williamson (2020), *Philosophical Method: A Very short introduction*, New Delhi: Oxford University Press.
2. Michael Shaffer (2020), "S. Necessary and Sufficient conditions". Introduction to Philosophy: Logic. Rebus Foundation.
3. Sebastian Luft (20215). "Hermann Cohen: the Transcendental Method and Philosophy as a Foundational Science (Grundlegungswissenschaft) of Culture". The Space of Culture, Oxford University Press.
4. Gelan, Victor Eugen (2020). Husserl's Idea of Rigorous Science and Its Relevance for the Human and Social Sciences". The Subject(s) of Phenomenology: Rereading Husserl. Contributions to Phenomenology.vol.108. Springer International Publishing.
5. Norbert Paulo (2020). ""Moral Intuitions Between Higher-Order Evidence and Wishful Thinking". Higher-Order Evidence and Moral Epistemology. Routledge.
6. Donna E. West (2022). *Narrative as Dialectic Abduction*. Frankfurt: Springer.
7. Morten S. Thaning (2016).The Problem of Objectivity in Gadamer's Hermeneutics in Light of McDowell's Empiricism. Frankfurt: Springer.
8. Dimitri Ginev (2016). Hermeneutic Realism.: Reality Within Scientific Inquiry, Frankfurt. SPpringer.
9. Antonio Carlos Zamroni de Souza, Maarten J. Verkerk, Paulo Fernondo Ribeiro (Eds.) (2022). Interdisciplinary and Social Nature of Engineering Practices: Philosophy, Examples and Approaches. Frankfurt: Springer.
10. Heelan, P.A Hermeneutic of experimental; science in the context of the life-world. *Zeitschrift fur Allgemeine Wissenschaftstheorie* 5, 123-124 (1974).
11. Tymieniecka, . AT. (eds.) Manifestations of Reason: Life, Historicity, Culture Reason, Life, Culture part II. *Analecta Husserliana*, Vol. 40. Springer, Dordrecht.
12. Jacques Derrida (1996). *Archive Fever: A Freudian Impression*. Chicago: University of Chicago Press.
13. A J Allan, LJ Randy (2005). *Writing the Winning Thesis or Dissertation. A Step-by-Step Guide*. California: Corwin Press.
14. N S Walliman, & N. Walliman (2011). *Research Methods: the basics*. London: Taylor and Francis.
15. Z. O'Leary. (2004). *The essential guide to doing research*. London: Sage.
16. Jessica Brown, (2011). Thought Experiments, Intuitions and Philosophical Evidence". *Dialectica*. 65 (4): 493-516.

7th Semester

PHI - 401

Philosophy of Artificial Intelligence

Credits: 4

Objective: To introduce to students about the philosophical issues related to AI and to understand how philosophy and AI can be related.

Unit-1 Philosophical Foundations of Artificial Intelligence

- a. Can a machine think? Turing Test
- b. Introducing basic concepts of Machine Learning, Natural Language Processing and Connectionist Neural Networks
- c. Intentionality- Searle's Chinese Room Argument

Unit-2 Objections against AI and Philosophical Responses

- a. Computationalism and its Incompleteness
- b. 'Brittleness' of Rule Bound Machine Behaviour and Lack of Feeling Objection
- c. Subjectivity based objections- freewill and agency, Qualia and Consciousness

Unit-3 Advances in AI

- a. Deep Learning and Large Language Models (LLMs)
- b. Are LLMs sentient?
- c. J.R.Lucas and Roger Penrose's (Lucas-Penrose) idea of non-computability of Brain states and its application in AI systems

Unit-4 Ethical and Design Issues

- a. Kinds of Risks of violation of ethical principles in AI designs
- b. Principles like non-maleficence, autonomy and justice as basis for AI Ethics
- c. Regulations covering Algorithmic Biases, Open Source and Privacy of information

Learning outcome:

Students will acquire some idea about how philosophy of Artificial Intelligence in an integral part of philosophical discourse.

Suggested Readings:

- 1) Luciano Floridi 2023. *The Ethics of Artificial Intelligence*. Oxford: Oxford University Press.
- 2) Carissa Véliz 2024. *Oxford Handbook of Digital Ethics*. Oxford: Oxford University Press.
- 3) David J. Chalmers 2023. "Could a Large Language Model be Conscious?",
<https://philpapers.org/archive/CHACAL-3.pdf>.
- 4) Sandro Skansi (ed.) 2020. *Guide to Deep Learning Basics: Logical, Historical and Philosophical Perspectives*. New York and Berlin: Springer Verlag.

7th Semester

PHI - 402 - Phenomenology

Credits: 4

Objective: This course will introduce students to a new way of philosophizing and to have a comprehensive understanding of philosophical methods in philosophy.

Unit-1 **Phenomenology and Reduction**

- a. Phenomenology as a method
- b. Phenomenological reduction
- c. Transcendental ego
- d. Being-in-itself and Being-for-itself

Unit-2 **Perception and Consciousness**

- a. Constituting-constituted relationship in perception
- b. Intentionality
- c. Nature of Consciousness
- d. Being

Unit 3 **Life-World(s) and Sociality**

- a. Conceptions of Life-World
- b. Emotions and Expressions
- c. Collective Intentionality
- d. Difference and Différance

Unit-4 **Applications of Phenomenology**

- a. Narrative
- b. Digital, Virtual and Augmented Reality
- c. Art, Music and Literature
- d. Artificial Intelligence

Learning outcome: students will learn the development and importance of phenomenology and how it can be applied in various aspects of study.

Suggested Readings:

1. Dermot Moran and Lester Embree 2004. Phenomenology: Critical Concepts in Philosophy. London and New York: Routledge
2. Dermot Moran 1999. Introduction to Phenomenology. London and New York: Routledge

3. Edmund Husserl 1988. Aufsätze und Vorträge. 1922-1937. (Essays and lectures.) Edited by T. Nenon
H.R. Sepp. The Hague, Netherlands: Kluwer Academic Publishers.
4. Peter McCormick and Frederick. A. Elliston (eds.) 1981. Husserl: Shorter Works. Notre Dame, IN:
University of Notre Dame Press.
5. Marvin Farber 1943. The Foundation of Phenomenology: Edmund Husserl and the Quest for a
Rigorous Science of Philosophy. 3rd ed. Albany, NY: State University of New York Press.
6. Joseph J. Kockelmans 1994. Edmund Husserl's Phenomenology. West Lafayette, IN: Purdue
University Press, 349-351.
7. Herbert Spiegelberg 1982. The Phenomenological Movement: A Historical Introduction. 3rd ed. The
Hague, Netherlands: Martinus Nijhoff Publishers.
8. Donn Welton (Ed.) 2003. The New Husserl: A Critical Reader. Indianapolis: Indiana University Press.
Readings:
 - (i) Chapters 1 and 2 by Klaus Held for Life-World(s)
 - (ii) Chapter 3 by John J. Drummond for Intentionality
 - (iii) Chapter 9 by Don Welton for Life-World and Sociality
9. Edmund Husserl 1989. "Epilogue." In Ideas Pertaining to a Pure Phenomenology and to a
Phenomenological Philosophy, Second Book: Studies in the Phenomenology of Constitution. Translated by Richard Rojcewicz and André Schuwer. Collected Works: Volume 3. The
Hague, Netherlands: Kluwer Academic, pp. 407-430. see also: Gurwitsch, Aron. "Critical Study
of Husserl's Nachwort." in Studies in Phenomenology and Psychology. Evanston, IL:
Northwestern University Press, 1966, 107-115.
10. Thomas Szanto, Hilge Landweer, The Routledge Handbook of Emotions, London: Routledge, 2020.
11. Maurice Merleau-Ponty 2008. The World of Perception. London and New York: Routledge
12. Maurice Merleau-Ponty (Author), Claude Lefort (Editor), Alphonso Lingis (Translator). The Visible
and the Invisible. Evanston: Northwestern University Press.
13. Alfred Schutz, Thomas Luckmann 1973. The Structures of the Life- World, Vol. I and II (Hardback
edition) Evanston: Northwestern University Press.
14. Lee Braver (ed.) 2015. Division III of Heidegger's Being and Time: The Unanswered Question of
Being. Massachusetts: MIT Press. Chapters 2,6,11,12 and 15.

15. Jacques Derrida 1984. *Margins of Philosophy*. Chicago: University of Chicago Press.
Chapter 1:
Différance
16. Gilles Deleuze (Author) Paul Patton (Translator) 1995. *Difference and Repetition*. New York:
Columbia University Press. Chapter 1, 4 and 5.
17. Robert Rosenberger , Peter-Paul Verbeek (eds.)2017. *Postphenomenological Investigations: Essays on Human–Technology Relations*. London: Lexington Books. Chapters 1,7,8,16.
18. Roman Ingarden1974. *The Cognition of the Literary Work of Art (Hardcover)*. Evanston: Northwestern University Press
19. Daniel O’Shiel 2024. *The Phenomenology of Virtual Technology : Perception and Imagination in a Digital Age*. London: Bloomsbury Academic.

7th Semester

PHI – 403 – Contemporary Philosophy of Language

Credits: 4

Course Objective: Creating awareness of language Models and Cognitive Sciences based theories and arguments in Philosophy of Language

Unit-1- Nativism

- (a) Face recognition
- (b) Linguistic nativism
- (c) Perceptual Symbol System

Unit-2- Perception

- (a) Conceptual and Non-conceptual perception
- (b) Colour and Colour Perception
- (c) Phenomenal and access consciousness

Unit-3- Consciousness

- (a) Consciousness and neuroscience
- (b) Cognition and Imagery
- (c) Molyneux's problem

Unit-4- Brain, Mind and Language

- (a) Correlation between Mental states and Brain states in Language
- (b) Neural correlates of consciousness
- (c) Hard Problem of Consciousness

Learning Outcome: Knowledge of how human consciousness deals with cognitive enhancements.

Suggested Readings:

1. Barsalou, L. W. (1999). Perceptual symbol systems. *Behavioral and Brain Sciences*, 22(4), 577–660.
2. Brian Beakley and Peter Ludlow (eds.) 2006. *The Philosophy of Mind: Classical/Contemporary Issues*, Indian Reprint. MIT Press, Cambridge, MA. Chapters 69, 70, 71, 73.
3. Chomsky, N. & Lasnik, H. (1993). The theory of principles and parameters. In J. Jacobs, A. von Stechow, W. Sternfeld, & T. Vennemann (Eds.), *Syntax: An international handbook of contemporary research* (pp. 506-569). Berlin: Walter de Gruyter.
4. Chomsky, N. (1988). *Language and the problems of knowledge: The Managua lectures*. Cambridge, MA: MIT Press.
5. Clark, A. (1993). *Associative engines: Connectionism, concepts, and representational change*. Cambridge, MA: MIT Press.
6. Cook, V. J. (1988). *Chomsky's universal grammar: An introduction*. London: Blackwell.
7. Cowper, E. A. (1992). *A concise introduction to syntactic theory: The government-binding approach*. Chicago: University of Chicago Press.
8. Craver CF 2007. *Explaining the Brain: Mechanisms and the Mosaic Unity of Neuroscience*. Oxford University Press, London.
9. Daniel C. Dennett & Marcel Kinsbourne. Time and the observer: The where and when of consciousness in the brain. - 1992 - *Behavioral and Brain Sciences* 15 (2):183-201.
10. Fallon F. Dennett on consciousness: realism without the hysterics. *Topoi* 2020. 39: 35-44.
11. Frankish K. 2017. *Illusionism*. Imprint Academic, Exeter.
12. Gallagher S, Zahavi D 2008. *The Phenomenological Mind*. Routledge, London.
13. Haun A, Tononi, G. 2019. Why does space feel the way it does? Towards a principled account of spatial experience. *Entropy*, 21: 1160.
14. Jackendoff, R. (1994). *Patterns in the mind*. New York: Basic Books.
15. Jonathon Shear (ed.) 1997. *Explaining Consciousness: The Hard Problem*. Bradford Books, New York.
16. Kanwisher, Nancy; Yovel, Galit (2009). "Face Perception". *Handbook of Neuroscience for the Behavioral Sciences*.
17. Krawczyk, Daniel C. (2018). *Reasoning; The Neuroscience of How We Think*. Academic Press. pp. 283–311.
18. November, J. (2015). *Biomedical computing*. Baltimore, MD: Johns Hopkins Press.
19. Young, Andrew W.; Haan, Edward H. F.; Bauer, Russell M. (March 2008). "Face perception: A very special issue". *Journal of Neuropsychology*. 2 (1): 1–14.

8th Semester

PHI -450-Philosophy of Science

Credits:4

Objective: To teach students about the relationship of science and philosophy of science and to introduce to them debate between science and philosophy.

Unit - 1 **Science and Philosophy of Science**

- a. Natural Sciences (NS) as Deterministic Worldview
- b. Social Sciences (SS) as Human Sciences (HS)
- c. Convergences and Divergences between NS, SS and HS

Unit - 2 **Quantum, Gene and Microtubule**

- a. Schrodinger's Cat Experiment and idea of superposition
- b. Genes and the Mind
- c. Penrose and Hameroff's collapse experiments in microtubules within human brains

Unit - 3 **Dialogues among Sciences**

- a. Dialogues concerning two chief solar system in Copernicus and Ptolemy
- b. David Bohm and Jiddu Krishnamurti dialogues on nature of Reality
- c. Tagore-Einstein Dialogue on nature of Cosmos

Unit – 4 **Critical debates**

- a. Insider versus Outsider point of view in HS
- b. Observer dependence and anti-realist epistemology in NS and HS
- c. Fact-Value distinction.

Learning outcome: Students will be able to know the debates between science and philosophy and how to explore them in today's science.

Suggested Readings:

1. Thomas S. Kuhn 2022. *The Last Writings of Thomas S. Kuhn*, Chicago: University of Chicago Press.
2. Peter Winch 2008(1958). *The Idea of a Social Science and its Relation to Philosophy*, London: Routledge.
3. Galileo Galilei 1962(1953). *Dialogues Concerning the Two Chief World Systems, Copernican and Ptolemaic*, trans. Stillman Drake, Foreword by Albert Einstein, Indianapolis: Indian University Press.
4. Charles Taylor 1985. *Philosophy and the Human Sciences: Philosophical Papers, Vol.2*. Cambridge University Press, New York: Cambridge University Press.
5. Fritjof Kapra 2010 (1977). *The Tao of Physics: An Exploration of the Parallels between Modern Physics and Eastern Mysticism*. New York: Harper Collins
6. Dr. Lukas Neumeier (Author), Dr. James Douglas (Author), Jun Matsuura (Illustrator) 2021, *Quantum Physics for Hippies*, Independent Publication, Amazon.com
7. Paul Halpern 2016. *Einstein's Dice and Schrödinger's Cat: How Two Great Minds Battled Quantum Randomness to Create a Unified Theory of Physics (Paperback)*. New York: Basic Books
8. Roger Penrose 2016. *The Emperor's New Mind: Concerning Computers, Minds, and the Laws of Physics (Oxford Landmark Science) Revised Edition*. Oxford: Oxford University Science
9. Jiddu Krishnamurti, Ray McCoy et al. 1998. *The Limits of Thought: Discussions between J. Krishnamurti and David Bohm*. London and New York: Routledge.
10. Partha Ghose (Ed.) 2019. *Tagore, Einstein and the Nature of Reality: Literary and Philosophical Reflections*. London and New York: Routledge
11. Randolph R Croxton 2023. *Co-GENESIS: The RNA MIND: Perception & Consciousness (Paperback)*. New York: Palustris Press LLC.
12. Hilary Putnam (Author), Mario De Caro (Editor), David Macarthur (Editor) 2022. *Philosophy as Dialogue*. New York: Belknap Press.
13. Hilary Putnam 2008. *Realism and Reason: Philosophical Papers Volume 3 (Reprint Edition)*. Cambridge University Press, Cambridge, Massachusetts: Cambridge University Press.
14. Hilary Putnam 2004. *The Collapse of the Fact/Value Dichotomy and Other Essays (Paperback)*. Cambridge, Massachusetts: Harvard University Press

8th Semester

PHI -451

Contemporary Continental and Indian Philosophy

Credits:4

Objective: To teach students the contemporary thoughts that have emerged in these two traditions and their interface.

UNIT-1:

- a) Derrida's notion of Writing
- b) Maurice Blanchot's critique of Realism
- c) Deleuze and Guattari on Schizophrenia

UNIT-2:

- a) Subject as Freedom: K.C. Bhattacharya and Hegel
- b) Emotions and Reasons: Daya Krishna and Jacques Ranciere
- c) Categories and Senses: Jonardon Ganeri and Jean-Luc Nancy

Unit-3:

- a) Collective Intentionality and Social Imagination
- b) Hans Kelsen and Critique of Legal Theories
- c) Decolonial Epistemology

Unit-4:

- a) Care, Privacy and Mahakaruna
- b) Social Ontology of Meaning and Action, Karmavada
- c) Heidegger and End of Metaphysics.

Learning outcome: Students know the kind of debates and thoughts that have emerged in contemporary philosophical circles.

Suggested Readings:

- ☐ Cutrofello, Andrew, ed., *Continental Philosophy: a Contemporary Introduction*, (NY: Routledge, 2005).
- ☐ Kearney, Richard, ed., *Debates in Continental Philosophy*, (NY: Fordham University, 2004).
- ☐ D'Amico, Robert, ed., *Contemporary Continental Philosophy*, (Boulder: Westview Press, 1999).
- ☐ Kearney, Richard and Mara Rainwater, eds., *The Continental Philosophy Reader*, (NY: Routledge, 1996).
- ☐ Critchley, Simon and William Schroeder, eds., *A Companion to Continental Philosophy*, (Oxford: Blackwell, 1998).
- ☐ Kearney, Richard, ed., *Continental Philosophy in the Twentieth Century*, (NY: Routledge, 1994).
- ☐ May, Todd, ed., *Twentieth Century Continental Philosophy*, (NJ: PrenticeHall, 1997).
- ☐ K.C.Bhattacharyaa, *Studies in Philosophy*, Motilal Banarasidas, 1956.
- ☐ Shail Mayaram (ed.) *Daya Krishna and Ramchandra Gandhi*, SAGE, 2013
- ☐ Jonardon Ganeri, *The Self*, OUP, 2012.

Additional Reading:

1. Simon Glendinning, *The Idea of Continental Philosophy* (Edinburgh Univ. Press 2006).
2. *The Edinburgh Encyclopedia of Continental Philosophy* (Edinburgh Univ.Press 1999).
3. H.J. Silverman (ed.), *Philosophy and Non-Philosophy Since Merleau-Ponty* (Routledge 1988).
4. H.J. Silverman (ed.), *Derrida and Deconstruction* (Routledge 1989).
5. H.J. Silverman (ed.), *Postmodernism: Philosophy and the Arts* (Routledge 1990).
6. H.J. Silverman (ed.), *Gadamer and Hermeneutics* (Routledge 1991).
7. W.R. Schroeder, *Continental Philosophy: A Critical Approach* (Blackwell 2005).
8. R. Kearney and M. Rainwater, *The Continental Philosophy Reader* London: Routledge

8th Semester

PHI – 452: Research Project/Dissertation

Credits: 12

- a) Choosing a Philosophical Problem/issue for Research Proposal
- b) Literature Review
- c) Guided Readings, writings and contemplative exercises in the area chosen for research
- d) Preparation of report

8th Semester

PHI-453-Contemporary Western Philosophy

Credits: 4

Course Objective: Latest epistemology that combines Science and Philosophy; theoretical grasp over scientific arguments

Unit-1 **Basic and Advanced Concepts**

- (a) Subjectivity, objectivity and intersubjectivity
- (b) Evolutionary epistemology
- (c) Social epistemology

Unit-2 **Data and Models**

- (a) Link between Data and Models: Patrick Suppes
- (b) Data, Image and Coding
- (c) Data and Theories of representation

Unit-3 **Probability and Knowledge**

- (a) Theories of probability: apriori, relative frequency, subjectivist
- (b) Probability calculus: conjunction method, disjunction method and negation method
- (c) Bayesianism and its application in hypothesis testing.

Unit-4 **Belief revision**

- (a) Belief and Revisability of Beliefs
- (b) Ways of world making

(c) Counterfactuals

Learning Outcome: Capability to integrate Science and Philosophy. Better Understanding of contemporary developments in Science and Technology.

Suggested Readings:

1. Donald Davidson, *Subjective, Intersubjective, Objective: Philosophical Essays Volume 3*, Oxford University Press, 2001
2. Renzi, Barbara G. and Napolitano Giulio, 2011, *Evolutionary Analogies: Is the Process of Scientific Change Analogous to the Organic Change?*, Newcastle: Cambridge Scholars Publishing.
3. Zagzebski, L. 2012. *Epistemic Authority: A Theory of Trust, Authority, and Autonomy in Belief*. Oxford: Oxford University Press.
4. Baylis, F. 2019. *Altered Inheritance: CRISPR and the Ethics of Human Genome Editing*. Cambridge, MA: Harvard University Press.
5. Patrick Suppes 1962. *Models of Data*. In E. Nagel, P. Suppes, & A. Tarski (Eds.), *Logic, Methodology and Philosophy of Science: Proceedings of the 1960 International Congress* (pp. 252-261). Stanford University Press.
6. Sabina Leonelli 2016. *Data-centric biology: A philosophical study*. Chicago University Press, Chicago
7. Leonelli, S. 2019. What distinguishes data from models?. *Euro Jnl Phil Sci* 9, 22.
8. -----What counts as scientific data? A relational framework. *Philosophy of Science* 82 (5), 810-821
9. Toon.A.2012. *Models as make-Believe*. Palgrave.
10. Gärdenfors, P., 1988, *Knowledge in Flux. Modeling the Dynamics of Epistemic States*, Cambridge, MA: MIT Press.
11. Nelson Goodman 1978. *Ways of worldmaking*. Harvester Press, Hassocks.
12. Stan Baronett and Madhucchanda Sen, 2009. *Logic*. Pearson, New Delhi. Section 9.2
13. Anderson, Alan Ross, 1951, "A Note on Subjunctive and Counterfactual Conditionals", *Analysis*, 12(2): 35–38.

8th Semester

PHI-454-Contemporary European Philosophy

Credits:4

Objective: To teach students about Contemporary European Philosophy to appraise them of latest developments, especially in the interface between language, ethics and theology.

Unit-1- Ethical Singularity

- (a) Alain Badiou's ethics of transformation
- (b) Francoise Laruelle's everyday ethics
- (c) Martin Heidegger's authenticity

Unit-2- Being-towards-sense

- (a) Jean-Luc Nancy's notion of sense
- (b) Jean-Luc Marion's ethics of love
- (c) Jean Paul Sartre's ethics of practico-inert.

Unit-3- Temporality

- (a) Ethics and politics of Temporality
- (b) Tactics
- (c) Plurality

Unit-4- Alterity

- (a) Otherness and othering
- (b) Alternatives
- (c) Relationality

Learning Outcome: A philosophically and culturally informed learning able to cope with Globally European styles of thinking and philosophization with a better humane understanding.

Suggested Readings:

1. Alain Badiou, 2011. *Ethics: An Essay on Understanding Evil*, Trans. Peter Hallward, Verso, London.
2. Bass. Zimmerman, M. E. (1981). *Eclipse of the self: The development of Heidegger's concept of authenticity*. Athens, Ohio: Ohio University Press. E. Levinas 1974 [1981]. *Otherwise than Being, or, Beyond Essence*. Translated by A. Lingis. Pittsburgh, PA: Duquesne University Press.
3. Ford, D. (1999). *Self and salvation: Being transformed*. Cambridge: Cambridge University Press.
Francoise Laruelle, 2013. *Philosophy and Non-Philosophy*, trans. Taylor Adkins, Minneapolis, Univocal.
Gavin Rae, Emma Ingala, 2020. *Historical Traces and Future Pathways of Poststructuralism*, Routledge, London.
4. Heidegger, M. (1962). *Being and time* (J. Macquarrie and E. Robinson, Trans.). New York: Harper & Row. (Original work published 1927). Jean-Luc Marion, 2006. *The Erotic Phenomenon*, University of Chicago press, Chicago.
5. Jean-Luc Nancy 2002. *The Sense of the World*. Translated and with a Foreword by Jeremy Libbett. Minneapolis: University of Minnesota Press.
Jean-Paul Sartre, 1977. *Notebook for an Ethics*, University of Chicago Press, Chicago.
John Mullarkey, *Post-Continental Philosophy: An Outline*, Continuum International Publishing Group, 2007.
Nancy, Jean-Luc. 2005. *The Ground of the Image*. Trans. Jeffrey Fort. New York: Fordham University Press.
6. Peter Osborne, 1995. 'Tactics, ethics, or temporality?: Heidegger's reviewed, *Radical Philosophy* 70.
7. Sanford, N. (1967). *Where colleges fail: A study of the student*.

PHI-455-Philosophy of Wittgenstein

Credits:4

Objective: To teach students about philosophy of language and especially Wittgenstein's philosophy of language which is widely applied in every spheres of human activity.

UNIT – I : Philosophy of Language

- a) The Picture Theory of Meaning
- b) The Use Theory of Meaning
- c) The Impossibility of Private Language

UNIT – II : Philosophy of Mind

- a) Sensations
- b) The Problem of Other Minds
- c) On Psychoanalysis

UNIT – III : Ethics, Aesthetics and Religion

- a) Ethics and Aesthetics in the Tractatus
- b) On Religious Belief
- c) On God, Gospel, Theology and Faith

UNIT – IV : Philosophy of Mathematics and Metaphilosophy

- a) Mathematical Certainty and Mathematical Generality
- b) The Idea of Discovery and the Limits of Mathematical Language
- c) The Role of Philosophy

Learning outcome: Students will understand the significance of philosophy of language and the meaningful, structure and function of language in the context of personal and social life.

Suggested Readings:

1. L. Wittgenstein, *Tractatus Logico Philosophicus*, (tr.) D.F Pears and B.F McGuinness, Routledge and Kegan Paul, London, 1961.
2. L. Wittgenstein, *Philosophical Investigations*, 3 rd edn.,(Ed) G.E.M. Anscombe, Blackwell, Oxford, 1958.
3. L. Wittgenstein, *Remarks on the Philosophy of Psychology*, Vol. 1,(Ed) G.H. Von Wright and H. Nyman, (tr.) C. G. Luckhardt and M.A.E Aue, Blackwell, Oxford, 1980.
4. L. Wittgenstein, *Remarks on the Philosophy of Psychology*, Vol.II, (Ed),

- G. H. Von Wright and H. Nyman, (tr.) C.G Luckhardt and M.A.E. Aue, Blackwell, Oxford, 1982.
5. L. Wittgenstein, Last Writings on the Philosophy of Psychology, Vol.I, (Ed.) G.H. Von Wright and Heikki Nyman, (tr.) C. G. Luckhardt and M.A.E Aue, Blackwell and Chicago University Press. Oxford and Chicago, 1982.
6. L. Wittgenstein, Last Writings on the Philosophy of Psychology, Vol.II, (Ed.) G.H. Von Wright and Heikki Nyman, (tr.) C. G. Luckhardt and M.A.E. Aue, Blackwell and Chicago University Press, Oxford and Chicago, 1992.
7. L. Wittgenstein, 'Lectures on Ethics', *Philosophical Review*, 74, 1965, pp.3-26.
8. L. Wittgenstein, Lectures and Conversations on Aesthetics, Psychology and Religious Belief, (Ed.) C. Barrett, Blackwell, Oxford, 1966.
9. L. Wittgenstein, Culture and Value, (Ed.) G.H. Von wright in collaboration with H.Nyman (tr.) P. Winch, Blackwell, Oxford, 1980.
10. L. Wittgenstein, Remarks on the Foundations of Mathematics, (Ed.) G. H. Von Wright, R. Rhees and G.E.M Anscombe, rev. edn., Blackwell, Oxford, 1978.
11. L. Wittgenstein, On Certainty, (ed.) G.E. M Anscombe and G.H. Von Wright, (tr.) D. Paul and G.E.M. Anscombe, Blackwell, Oxford, 1969.
12. L. Wittgenstein, Philosophical Grammar, (Ed.) R. Rhees, (tr.) A. Kenny, Blackwell, Oxford, 1974.

Additional Readings:

1. N. Malcolm, 'Wittgenstein on Language and Rule' *Philosophy*, 64, 1989, pp.5-28.
2. G. P. Baker, 'Malcolm on Language and Rule', *Philosophy*, 65, 1990, pp.167-179.
3. S. A. Kripke, Wittgenstein on Rules and Private Language: An Elementary Exposition, Harvard University Press, Cambridge, 1982.
4. M. Budd, Wittgenstein's Philosophy of Psychology, Routledge and Kegan Paul, London, 1989.
5. G. Pitcher, (Ed.) Wittgenstein: The Philosophical Investigations, Macmillan, London, 1966.
6. R. L. Arrington and M. Addis (Eds.) Wittgenstein and Philosophy of Religion, Routledge London and New York, 2001.
7. N. Malcolm, Wittgenstein: A Religious Point of View?, edited with a response by Peter Winch, Cornell University Press, Ithaca, New York, 1994.
8. B. R. tilghman, Wittgenstein, Ethics and Aesthetics, Macmillan, London, 1991.
9. P. Johnston, Wittgenstein: Rethinking the Inner, Routledge, London, 1993.
10. A. Ambrose and M. Lazerowitz, Ludwig Wittgenstein: Philosophy and Language, Thoemmes Press, Bristol, 1996.

