Learning Outcome Based Curriculum Framework (LOCF)
for
Philosophy

Postgraduate Programme

Department of Philosophy

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1.1 Introduction

> "Philosophy is a rigorous, disciplined, guarded analysis of some of the most difficult problems which men have ever faced" – Henderson

The word 'philosophy' comes from the words *philos* and *Sophia* which means *the love of wisdom*. Philosophy is a rational speculation of life and experience as a whole and of their ultimate value and significance. It works towards foundations of each and every subject that is investigating the nature of the world. It not only deals with foundations of science but also with foundations of humanities as well. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about every aspect of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through positive reflection about its various aspects. In pursuing these aims, the postgraduate programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

The postgraduate programme in Philosophy at Cotton University is an attempt to both introduce and, at the same time, provide an in-depth study of Philosophy which is considered as the Mother of all Sciences. The programme will introduce students to the great philosophers and their ideas and how one thinks about contemporary problems. It will give a comprehensive view of Indian and Western philosophy. It will also make the students aware of the main currents of thought in ethics, social and political philosophy, contemporary philosophy, and philosophy of religion. Students can also explore philosophy of science, logic, feminism and practical ethics amongst many other core papers. The core idea of the programme is to make the student aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief, or religion or science. Philosophy is vast in scope and intense in analysis, and the postgraduate programme tries to provide a glimpse of the extent of philosophy and equip the students with the art of logical argumentation and analysis at the same time.

1.2 Learning Outcomes-based Approach to Curriculum Planning and Development

The basic objective of the learning outcome based approach to curriculum planning and development is to focus on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study is expected to know, understand and be able to do at the end of their programme of study.

The expected learning outcomes are used to set the benchmark to formulate the course outcomes, programme specific outcomes, programme outcomes and graduate attributes. These outcomes are essential for curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general direction and guidance to the teaching-learning process and assessment of student learning levels under a specific programme.

The overall objectives of the learning outcomes-based curriculum framework are to:
- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

1.3 Key Outcomes Underpinning Curriculum Planning and Development

The learning outcomes-based curriculum framework is a framework based on the expected learning outcomes and academic standards that are expected to be attained by graduates of a programme of study. The key outcomes that underpin curriculum planning and development

include Graduate Attributes, Programme Outcomes, Programme Specific Outcomes, and Course Outcomes.

1.3.1 Graduate Attributes

The disciplinary expertise or technical knowledge has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future.

Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating.
3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others.
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge.
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.
6. **Communication skills:** Ability to express thoughts and ideas effectively in writing and orally.
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams.
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective.

13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.

15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

1.3.2 Programme Outcomes (POs) for Postgraduate programme

POs are statements that describe what the students graduating from any of the educational programmes should able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth Knowledge:** Acquire a systematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.

2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.

3. **Analytical and Critical Thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

4. **Critical Assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.

5. **Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with

various sources employing a range of disciplinary techniques and scientific methods applicable.

6. **Interdisciplinary Perspective:** Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.

7. **Communication Competence:** Demonstrate effective oral and written communicative skills to covey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study.

8. **Career Development:** Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.

9. **Teamwork:** Work in teams with enhanced interpersonal skills and leadership qualities.

10. **Commitment to the Society and to the Nation:** Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

1.3.3 Programme Specific Outcomes (PSOs) in Philosophy

Programme specific outcomes include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of the degree. The programme specific outcomes would also focus on knowledge and skills that prepare students for further study, employment, and citizenship. They help ensure comparability of learning levels and academic standards across universities and provide a broad picture of the level of competence of graduates of a given programme of study. The attainment of PSOs for a programme is computed by accumulating PSO attainment in all the courses comprising the programme.

POS1: Fundamentals of Philosophy: Ability to understand, interpret, and analyze the nature and evolution of philosophy along with various fundamental concepts and theories therein.

POS2: Understanding the Nature of Human Knowledge: An understanding of what and how of human knowledge – its nature, sources, justification, and limits.

POS3: Understanding Metaphysical Dimensions of Man and the World: Explain and illustrate the ontological dimensions of human Body and mind and other metaphysical questions associated with the nature of the phenomenal and spatio-temporal world.

POS4: Knowledge of Ethics and Contemporary Debates in Applied Ethics: Ability to argue what is good and bad in human actions and intensions. Understand, remember, and appraise ethical issues having great significance in the contemporary world including ethico-philosophical implications of ideas like sustainable development.

POS5: Synthesis of Ideas: Critically analyze epistemological, metaphysical and ethical ideas pertaining to various epochs and trends in philosophy. Explain the noteworthy contributions of individual philosophers in the history of philosophy from ancient to modern times (both in India and the West) together with identification of major periods, movements and perspectives in philosophy.

POS6: Applied Dimension (Practical Utilisation of Concepts): Philosophically analyse contemporary ethical issues in the field of environment, medicine, profession, law and politics and thereby to deliberate on a given issue involving ethical dilemma.

POS7: Logical Reasoning and Critical Thinking: Develop logical, analytical, phenomenological and critical thinking skills in the students which immensely contribute towards developing employable human resources. Motivate students to question things and events and thereby to develop their abilities of rationalisation.

POS8: Research and Innovation: Shed a light on interface areas and thereby creating a scope for developing trans-disciplinary possibilities.

1.3.4   Course-Level Learning Outcomes Matrix

Course Level Learning Outcomes Matrix – **Core Course**

Programme Specific Outcomes	701	702	703	704	705	801	802	803	804	805	901	902	903	1001
Fundamentals of Philosophy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding the Nature of Human Knowledge	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Outcomes														
Understanding Metaphysical Dimensions of Man and the World	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Ethics and Contemporary Debates in Applied Ethics	✓	✓				✓		✓	✓		✓	✓		✓
Synthesis of Ideas	✓	✓		✓	✓	✓	✓	✓	✓				✓	✓
Applied Dimension (Practical Utilisation of Concepts)			✓		✓		✓	✓		✓				
Logical Reasoning and Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research and Innovation		✓	✓		✓	✓		✓		✓			✓	✓

Course Level Learning Outcomes Matrix – **Special papers**

Outcomes	904 SP1	904 SP2	904 SP3	905 OE1	1002 SP1	1002 SP2	1002 SP3	1003 OE 2	1004 DPW
Fundamentals of Philosophy	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding the Nature of Human Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understanding Metaphysical Dimensions of Man and the World	✓	✓		✓	✓	✓	✓	✓	✓
Knowledge of Ethics and Contemporary Debates in Applied Ethics	✓	✓				✓		✓	✓
Synthesis of Ideas	✓	✓		✓	✓	✓	✓	✓	✓
Applied Dimension			✓		✓		✓	✓	

(Practical Utilisation of Concepts)									
Logical Reasoning and Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research and Innovation	✓		✓			✓		✓	✓

1.4 Teaching/ Learning Process:

The department of Philosophy, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Most of the teachers use ICT facilities with power-point presentations, e-learning platforms and other innovative e-content platforms for student-centric learning methods.

The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning practices are included in the curricula of almost all the courses. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

The short-term projects, research projects and assignments, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in analysis works of the in-house and external research projects for acquiring experiential learning.

1.5 Assessment Methods:

A variety of assessment methods that are appropriate to the discipline are used to assess the progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem-based assignments; practical assignment; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context.

PART II

Structure of Post-Graduate Programme in Philosophy

1. Outline of the Courses Under Choice Based Credit System:

The Postgraduate programmes consist of four semesters with minimum credits required for the complete programme being 80.Each course in a programme will be from one of the following categories:

1. **Core Course (Core):** A course that should compulsorily be studied by a candidate as a core requirement is termed a Core Course. Each core course is of 4 credits.

2. **Elective Course:** A course that can be chosen from a pool of courses and which may extend the discipline/subject of study or provides exposure to some other discipline/subject or which enhances the student's proficiency or skill is termed an Elective course.

   (i) **Special Paper (SPL):** A course within the parent department that will lead to specialized knowledge and expertise. Each SPL course is of 5 credits.

   (ii) **Open Elective (OPE):** An elective course offered under the main discipline/subject of study is an Open Elective and may be offered to students of other disciplines. A student from a given discipline will be eligible to take one open elective in the third semester and one in the fourth semester. Each OPE course is of 4 credits.

   (iii) **Skill Enhancement Course (SEC):** These courses may be chosen from a pool of courses designed to provide skill-based knowledge and should ideally contain both theory and lab/hands-on/training/fieldwork. The primary purpose is to provide students with life skills in hands-on mode to increase their employability. Each SEC course is of 2 credits.

4. **Practical/Tutorials:** A practical or tutorial component (or both) is to be provided with every core and special paper/open elective paper.

5. **Dissertation/Project Work (DPW):** A course designed for students to acquire special/advanced knowledge that they study on their own with advisory support by a teacher/faculty member is a dissertation/project work. A DPW course is of 6 credits.

- The credits for a course will be of the structure L+T+P, where L, T and P stand for lecture, tutorial and practical respectively.
- Each 4 credit course is of the pattern 3+1+0=4.
- For the 5 credit courses the structure will be 4+1+0=5.
- Each Open Elective OPE course will be open to students from other disciplines subject to requirements of previous knowledge required to take that course.
- A student may choose an OPE course from his/her own discipline or any other discipline. The decision of whether an OPE course may be offered to students of other departments as well as students of the parent department will be taken by the department and the course designed accordingly.

- For the purpose of computation of workload, the mechanism adopted will be:

  1 credit = 1 theory period of 1 hour duration per week.

  1 credit = 1 tutorial period of 1 hour duration per week.

  1 credit = 1 practical period of 2 hours duration per week.

2. Distribution of Courses and Credits

Postgraduate Programme (Arts)

A student in the M.A. programme will take the following minimum number of courses indifferent categories of courses:

Table 1: Credit distribution for courses: M.A.

Category	Number of courses	Credits for each course	Total Credits
Core	14	4	56
SEC	2	2	04
SPL	2	5	10
OPE	2	4	8
DPW	1	6	6
			84

The distribution of credits and courses in each of the four semesters for the M.A. programme will be according to the following scheme:

Sem	Core	SEC	SPL	OPE	DPW	Credit
I	C1(4) C2(4) C3(4) C4(4) C5(4)	SEC1(2)				**22**
II	C6(4) C7(4) C8(4) C9(4) C10(4)	SEC2(2)				**22**
III	C11(4) C12(4) C13(4)		SPL 1(5)	OPE 1(4)		**21**
IV	C14(4)		SPL 2(5)	OPE 2(4)	DPW (6)	**19**
Credit	**56**	**04**	**10**	**08**	**06**	**84**

COTTON UNIVERSITY

DEPARTMENT OF PHILOSOPHY
Postgraduate Syllabus
COURSE STRUCTURE OF PHILOSOPHY (POSTGRAGUATE PROGRAMME)

<u>**Semester-I**</u>

Paper Code	Paper Title	Credits
PHL701 Core	Western Metaphysics	3+1+0=4 (L+T+P)
PHL 702 Core	Indian Metaphysics	3+1+0=4 (L+T+P)
PHL 703 Core	Formal Logic-1	3+1+0=4 (L+T+P)
PHL 704 Core	Ethical Theories	3+1+0=4 (L+T+P)
PHL 705 Core	Practical Ethics	3+1+0=4 (L+T+P)
		20

<u>**Semester-II**</u>

Paper No	Paper Title	Credits
PHL 801 Core	Western Epistemology	3+1+0=4 (L+T+P)
PHL 802 Core	Epistemology and Logic	3+1+0=4 (L+T+P)
PHL 803 Core	Political Philosophy	3+1+0=4 (L+T+P)
PHL 804 Core	Analytic Philosophy	3+1+0=4 (L+T+P)
PHL 805 Core	Philosophy of Art	3+1+0=4 (L+T+P)
		20

<u>**Semester-III**</u>

Paper Code	Paper Title	Credits
PHL 901 Core	Asian Philosophy	3+1+0=4 (L+T+P)

Paper Code	Paper Title	Credits
PHL 902 Core	Phenomenology and Existentialism	3+1+0=4 (L+T+P)
PHL 903 Core	Philosophy of Religion	3+1+0=4 (L+T+P)
PHL 904 SP 1 or PHL 904 SP 2 or PHL 904 SP 3	Philosophy of Science-I or Modern Logic-I or Philosophy of Culture-I	4+1+0=5 (L+T+P)
PHL 905 OE 1	Philosophical Traditions and Great Philosophers-I	3+1+0=4 (L+T+P)
		21

Semester-IV

Paper Code	Paper Title	Credits
PHL1001 Core	Recent Trends in Philosophy	3+1+0=4 (L+T+P)
PHL1002 SP 1 or PHL1002 SP 2 or PHL 1002 SP 3	Philosophy of Science-II or Philosophical Logic or Philosophy of Culture-II	4+1+0=5 (L+T+P)
PHL1003 OE 2	Philosophical Traditions and Great Philosophers-II	3+1+0=4 (L+T+P)
PHL 1004 DPW	Research Work or Philosophical Method	6
		19

Core Courses

Semester I

Paper Code: PHL 701C
Paper Title: Western Metaphysics (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

The course will focus on Metaphysical concepts such as Plato's philosophy of the reality of ideas, Aristotle's view on the four types of causes. It also covers the concept of substance right from the monistic view of Spinoza where God is regarded as sole substance, dualistic view of Descartes where matter and mind are regarded as two substances and pluralistic standpoint of Leibniz where monads are conceived to be infinite. The nature of self is also covered through Hume's view of personal identity.

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

1. Analyse and compare the distinction between Ideas and Worldly things.
2. Understand Aristotle's philosophy and explain causes behind the physical things.
3. Understand the philosophy of rationalists' philosophers and analyse their nature of Substance.
4. Analyse the nature of Hume's Concept of Self.

Unit	Contents	No. of lectures
1	Plato's Doctrine of Ideas and Aristotle's Critique of Plato's Ideas	15
2	Aristotle's Form and Matter, Causality	15
3	Substance: Cartesian Dualism, Spinoza's Monism, Leibnizian Pluralism, Monadology	19
4	Causality: Hume's view on Causation and Personal Identity	15

Recommended Readings:

1. Cooper, D. E., ed. 200. *Metaphysics: The Classic Readings*. Malden, MA: Wiley-Blackwell.

2. Copleston, F. 1993. *A History of Philosophy*.11 Volumes. New York: Doubleday.(relevant portions).

3. Taylor, R. 1991. *Metaphysics, Series: Foundations of Philosophy*. New Delhi: Prentice Hall.

4. Zalta, E. N. ed. *Stanford Encyclopedia of Philosophy*. URL: http://plato.stanford.edu/ (relevant articles)

Paper Code: PHL702C
Paper Title: Indian Metaphysics (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

The Indian Metaphysics is expressed through a rich variety of thoughts and practices. It has developed over more than three thousand years. It is a plurality of the ways of understanding Being, from a rich source of ideas reflected in the Vedas, the Upanishads and particularly in the classical systems of Buddhism, Jainism etc. This course will give an overview of the main metaphysical trends in India. It will also provide the students with an opportunity to appreciate the metaphysical heritage of India.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Differentiate between the philosophical standpoints of different schools of Indian Philosophy regarding soul, God, substances, universals, time, change, permanence/ impermanence, one and many etc.

2. Understand the fundamental debates in Indian Philosophy with regard to metaphysics, epistemology and ethics.

3. Classify different schools of Indian Philosophy in accordance with their views on causation, creation, evolution and reality.

4. Analyse each schools contributions in forming different worldviews to be practiced in life.

Unit	Contents	No. of lectures
1	Theories of Causation: Satkaryavada of Samkhya; Asatkaryavada of	20

	Nyaya, Pratityasamutpada of Buddhism, Vivartavada of Advaita; Brahma Parinamavada of Visistadvaita	
2	Theories of the World: World as manifestation of Prakriti in Samkhya; Vaisesika	15
3	World as vyavaharika sattva in Advaita; world as inseparable from Brahman in Visistadvaita	15
4	Theory of human essence (jiva/atman): Samkhya-Yoga, Advaita, Visistadvaita, Buddhism	14

Recommended Readings:

1. Dasgupta, S. 2000. *History of Indian Philosophy*. 5 vols. New Delhi.

2. Hiriyana, M. 1993. *Outlines of Indian Philosophy*. New Delhi: Motilal Banarsidass.

3. Phillips, Stephen. H. 1997. *Classical Indian Metaphysics*. New Delhi: Motilal Banarsidass.

4. Radhakrishnan, S. 1967. *A Sourcebook in Indian Philosophy*. Princeton, NJ: Princeton University Press.

Paper Code: PHL703C
Paper Title: Formal Logic-1 (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

The objective of the course is to introduce the students to the basic concepts and techniques of formal logic which would enhance their reasoning skills. The students will be acquainted with different methods of deduction in propositional logic. They will be taught to formalize and evaluate the logical forms of arguments in symbolic language. The course would also include the axiomatic system and the basic elements of set theory.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Distinguish between argument and argument form, truth and validity.

2. Construct truth table, shorter truth table and truth tree.

3. Construct formal proofs of validity, conditional proof, strengthened conditional proof and indirect proof.

4. Prove invalidity of arguments in propositional logic.

5. Understand the nature, consistency, completeness and independence of axiomatic system. Deduce theorems from axioms of the Principia- Mathematical system.

6. Define set and basic operations of set theory. Translate sentences in set notation.

Unit	Contents	No of Lectures
1	Propositional Logic: Argument, truth and validity, truth function, decision procedures, truth tables, truth tree	15
2	Method of Deduction: Rules of inference, rules of replacement, Formal proof of validity, Conditional Proof, strengthened conditional proof, Indirect proof, Proving invalidity	20
3	Axiomatic system: Its nature, construction, conditions- consistency, completeness, independence PM axiomatic system	14
4	Set theory: Definition of sets, Basic operations, Domains of individuals, Translating everyday language in set notation, Venn diagrams	15

Recommended Readings:

1. Copi, Irving M., and Carl Cohen. *Introduction to Logic*. 11th Edition. Harlow, UK: Pearson.

2. Copi, Irving M. 2009.*Symbolic Logic*. Fifth Edition. New Delhi: Prentice Hall India.

3. Jacquette, Dale, ed. 2001. *Philosophy of Logic: An Anthology*. Oxford: Blackwell.

4. Klenk, Virginia. 2007. *Understanding Symbolic Logic*. Upper Saddle River, NJ: Pearson.5 Version 1.0, 2014.

5. Suppers, Patrick. 1999. *Introduction to Logic*. Series: Dover Books on Mathematics. Mineola, NY: Dover Publications.

6. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*. URL: http:// plato.stanford.edu/ (relevant articles).

Paper Code: PHL 704C
Paper Title: Ethical Theories (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

This course leads us to read the relevant textbook of ethical thinkers of the western world. It will give the students a scope to directly go the text book of the relevant authors. This will help the students learn about various ethical theories of the famous thinkers.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Understand and remember various ethical grounds and standpoints.

2. Analyse and evaluate various ethical and moral theories of human societies.

3. Apply the right and best possible approach to make the society morally sound and accountable.

4. Appraise these ethical laws in various fields like politics, economics, and other social issues.

Unit	Content	No. Of lectures
1	Virtue ethics: Textual studies: Nicomachean ethics of Aristotle (Book I: The good for man)	20
2	Utilitarian Ethics: Mill's Utilitarianism (Chapter 2)	14
3	Deontological ethics: Kant's ground work of Metaphysics of morals (Preface and Section1)	15
4	Metaphysics: Moore's Principia ethica (Chapter 1)	15

Recommended Readings:

1. Copleston, Frederick. 1993. *A History of Philosophy*. volume 11. New York, Image (relevant portions).

2. Copp, David.ed.2006. *The Oxford Hand Book of Ethical Theory*. Oxford: Oxford university press.

3. Darwall, Stephen.1997. *Philosophical Ethics*. Series: Dimension of philosophy, Boulder CO: Westwiew press.

4. Follesdal, Andreas, and Reider Maliks, eds.2014. *Kantian Theory and Human Rights*. Series: Routledge innovation in political theory. New York, Routledge.

5. Miller, Alexander.2013. *Contemporary Metaphysics: An Introduction*. Cambridge. Polity press.

6. Pojman, Louis.2005. *An Introduction to Ethics*. Series name: Cambridge introduction to philosophy. Cambridge. Cambridge university press.

7. Russell, Deniel C.2013. *The Cambridge Companion to Virtue Ethics*. Cambridge, Cambridge university press.

8. Sher, George, 2012. *Essential Readings in Moral Theory*. New York, Routledge.

9. Zalta, Edward N. Ed. *Stanford Encyclopedia of Philosophy*. URL:http://plato.stanford.edu/ (relevant portions).

Paper Code: PHL705C
Paper Title: Practical Ethics (L+T+P: 3+1+0 = 4 credits)
Total number of classes: 64

Course Objectives:

In conformity with the very essence of Practical Ethics this course will explore a number of issues in this field that bear a crucial significance in the present context. It will extensively explore philosophical debates in the field of environment, medicine and biomedical research. Ethical debates concerning relation between man and nature will be discussed with reference to perspectives like Deep ecology and GAIA Hypothesis. Arguments in connection with issues like abortion, euthanasia and genetic engineering will be analysed. The course will also discuss ethical dimensions involved in questions like human rights, animal rights, rights of the disable and so on. Ethics of governance is another important aspect the course is going to deal with. Philosophical disputes concerning nationalism, corruption, terrorism, and genocide will carefully be discussed and critiqued too.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Define notions like 'anthropocentrism' and 'ecocentrism' in connection with movement like 'Deep Ecology', and recognize the essence of the standpoints like 'GAIA Hypothesis'.

2. Explain applied ethico-philosophical arguments surrounding issues like abortion, euthanasia, and genetic engineering.

3. Differentiate among ethical perspectives with reference to the notions of rights and equality.

4. Compare ethical intricacies involved in the issues like nationalism, corruption, terrorism, and genocide.

Unit	Content	No. of Lectures
1	Environmental Ethics: Intrinsic worth of nature, Deep ecology, Relation between Man and nature, GAIA hypothesis	15
2	Bioethics: Abortion, Euthanasia, Ethical implications of genetic engineering.	14
3	Rights and equality: Human Rights, Animal rights, right of the disabled, Reverse discrimination, right to secession, Ethics of affirmative action	20
4	Some social issues: Nationalism, Corruption and whistle blowing, Terrorism, Genocide.	15

Recommended Readings:

1. Almond, Brenda, ed. 1995. *Introducing Applied Ethics*. Oxford: Blackwell.

2. Camp, Julie C. Van, Jeffrey Olen, and Vincent Barry, eds. 2013. *Applying Ethics: A Text with Readings*. Eleventh Edition. Stamford, CT: Wadsworth Cengage Learning.

3. Frey, R. G., and Christopher Heath Wellman, eds. 2005. *A Companion to Applied Ethics*. Series: Blackwell Companions to Philosophy. Malden, MA: Blackwell.

4. Lafollette, Hugh, ed. 2003.*The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.

5. May, Larry, Kai Wong, and Jill Delgston. 2010. *Applied Ethics: A Multicultural Approach*. Upper Saddle River, NJ: Pearson.

6. Singer, Peter, ed. 1986. *Applied Ethics*. Series: Oxford Readings in Philosophy. Oxford: Oxford University Press.

7. Singer, Peter. 2011. *Practical Ethics*. Third Edition. Cambridge: Cambridge University Press.

8. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*. URL: http://plato.stanford.edu/ (relevant articles).

Semester II

Paper Code: PHL 801C
Paper Title: Western Epistemology (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

In the history of western philosophy, epistemology has a long part and the epistemic searches are still very much present. This paper starts with modern epistemological foundations and tries to include the rationalist-empiricist debate by discussing the epistemic philosophies of rationalists, Descartes, Spinoza, Leibnitz and the empiricist Locke, Berkeley and Hume. This paper aims to give students a broad understanding of Kant's epistemology. Another important topic of the traditional definition of knowledge as justified true belief has been included along with Gettier's problem and responses to it.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Appraise epistemological foundation of modern philosophy.
2. Compare Rationalism and Empiricism and explain their debate
3. Restate Spinoza, Leibnitz, Locke and Berkeley's contribution to epistemological theory.
4. Explain Kant's epistemology and appraise Copernican revolution, transcendental idealism, structure of sensibility and understanding and synthetic a priori judgements.
5. Illustrate knowledge as justified true belief. They will also be able to point out to the Gettier's problem.

Unit	Contents	No. of Lectures
1	Rationalism-empiricism debate Cartesian method of Doubt and modern epistemological foundationalism; Spinoza's threefold division of knowledge; Leibnitz on knowledge, Rationalist notion of innate ideas and Locke's critique of it; Locke's account of knowledge acquisition, Berkeley's idealistic empiricism; Hume's sceptical empiricism; Relations of ideas and matters of fact	20

2	Kant's critical idealism: Kant's Copernican revolution; Notion of the transcendental; structure of sensibility and understanding; Division of judgements and possibility of synthetic a Priori judgements; Transcendental idealism	18
3	Knowledge as justified true belief	13
4	The Gettier problem; Responses to it	13

Recommended Readings:

1. Cahn, Steven M., ed. 2012. *Classics of Western Philosophy*. Eighth Edition. Indianapolis, IN: Hackett Publishing.

2. Copleston, Frederick. 1993. *A History of Philosophy*. 11 Volumes. New York: Image. (relevant portions).

3. Crumley II, Jack S. 2009. *An Introduction to Epistemology*. Second Edition, Series: Broadview Guides to Philosophy. Peterborough, ON: Broadview Press.

4. Pojman, Louis P. 2003. *Theory of Knowledge: Classic and Contemporary Readings*. Third Edition. Andover, UK: Cengage Learning.

5. Rescher, Nicholas. 2003. *Epistemology: An Introduction to the Theory of Knowledge*. Series: SUNY Series in Philosophy. Albany, NY: State University of New York.

6. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*. URL:http://plato.stanford.edu/ (relevant articles).

Paper Code: PHL 802C
Paper Title: Indian Epistemology and Logic (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

Epistemology deals with the source, nature, extent and value of knowledge. It also tries to deal with the problem of whether we have any knowledge at all, and if we do have knowledge, then whether it has any foundations or not. The subject has ancient roots and modern discussion is rich and varied. There are many branches of epistemology as well from classical epistemology to virtue epistemology to knowledge first epistemology. In this course we will cover just a few of the questions that are raised in the subject. Our approach will try to cover some of the classical issues. The course will focus on the valid source of knowledge

as well as the Theories of Error. It is important to note that anumāna is not logic in the Western sense, because it has its own way of doing logic, which is technically called anumāna-pramāṇa.

Course Learning Outcomes:

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

1. Understand the concepts of Indian Logic.

2. Evaluate the Theories of Error of different Indian Philosophical Schools.

3. Analyse the valid and invalid sources of knowledge.

4. Illustrate and classify various sources of knowledge.

Unit	Contents	No. of lectures
1	The Indian method of Purvapaksa and Siddhanta; Anviksiki and Anumiti	14
2	Theories of Error (Khyativada): Yogacara Buddhist's Atmakhyativada; Prabhakara Mimamsaka's Akhyativada; Naiyayika's Anyathakhyativada; Advaitin's Anirvacaniyakhyativada; Bhatta imamsaka's Viparitakhyativada; Samkhya's Sadasad-Khyativada; Visistadvaitin's Satkhyativada	20
3	Valid means of Knowledge (Pramana): Pratyaksa, Anumana, Sabda, Upamana, Arthapatti, Anupalabdhi; The special status of Sabda Pramana; Svatah Pramanyavada and Paratahpramanyavada; Valid (Prama) and Invalid (Aprama) Cognition	16
4	AnumanaPramana: Definition, Constituents and Types of Anumana in Nyaya and Buddhism	14

Recommended Readings:

1. Barlingay, S.S. 1965. *A Modern Introduction to Indian Logic*. New Delhi: National Publishing House.

2. Dasgupta, S. 2000. *History of Indian Philosophy*. 5 Volumes Set. New Delhi: Motilal Bnarsidass. (relevant portions).

3. Datta, D. M. 1997. *The Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge*. New Delhi: Motilal Banarsidass.

4. Matilal, B.K. 1992. *Perception: An Essay on Classical Indian Theories of Knowledge*. Series: Clarendon Paperbacks. New York: Oxford University Press.

5. Matilala, B.K. 1998. *The Character of Logic in India*. eds. Jonardon Ganeri and Heeraman Tiwari, Series: SUNY Series in Indian Thought, Texts and Studies. Albany, NY: State University of New York Press.

6. Prasad, J. 1987. *History of Indian Epistemology*. Third Edition. New Delhi: Munshiram Manoharlal.

7. Potter, K.H. 2011. *The Encyclopedia of Indian Philosophies*. Currently in 19 Volumes. New Delhi: Motilal Banarsidass, (relevant portions).

8. Rao, S. 1998. *Perceptual Error: The Indian Theories*. Series: Monographs of the Society for Asian and Comparative Philosophy, No. 15, Book 16. Honolulu, HI: University of Hawaii Press.

Paper Code: PHL 803C
Paper Title: Political Philosophy (L+T+P: 3+1+0= 4 Credits)
Total number of classes: 64

Course Objectives:

This course will familiarise the students about the growth and gradual development of the Greek political thought. Along with the Greek political thought, this course unfolds the various philosophers' political thought especially British empiricists political thought. It also deals with the modern political liberal theories and their critical arguments.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Know and remember the development of political thought since the primitive age.

2. Analyse and evaluate the various political theories.

3. Identify the best possible political thought for development of the society and the state.

4. Apply the best political thought and their implementation in the society as well as states.

Unit	Content	No. of lectures
1	Introduction: Greek Political thought (Sophist, Socrates, Plato, Aristotle) Plato's concept of Justice, Aristotle's concept of state and constitution	16
2	The social contract tradition of Political thought: Hobbes, Locke,	20

	Rousseau; Marx's class struggle, radical challenge of liberalism	
3	Contemporary linearism: Rawlsian liberal egalitarian justice theory; Nozick's libertarian critique of liberalism	14
4	Contemporary Secularism: Western Secularism; Indian Secularism	14

Recommended Readings:

1. Bailey, Andrew, and others. 2012. *The Broadview Anthology of Social and Political Thought: Essential Reading*. New York: Broadway Press.

1. Bhargava, Rajeev, and Ashoka Acharya. 2012. *Political Theory: An Introduction*. New Delhi: Person Education India, (relevant articles).

2. Christmas, John. 2022. *Social and Political Philosophy: A Contemporary Introduction*. Series: Contemporary Introduction to Philosophy. London: Rutledge.

3. Gaus, Geald F., and Fred D'Agostino, eds. 2013. *The Rutledge Companion to Social and Political Philosophy*, Malden, MA: Wiley- Blackwell, (Relevant Articles).

4. Goodin, Robert E., Phillip Pettit and Thomas W. Pogge, eds. 2012. *A Companion to Philosophy*. Malden, MA: Wiley-Blackwell, (relevant articles).

5. Kimlicka, Will. 2002. *Contemporary Politician Philosophy: An Introduction*. Second Edition. Oxford: Oxford University Press.

6. Pettit, Phillip, and Robert E. Goodin, eds. 1997. Contemporary Political Philosophy: An Anthology, Malden, MA: Willey-Blackwell.

7. Zalta, Edward N. Ed. *Stanford Encyclopaedia of Philosophy*, URL: http://plato.standfordd.edu (relevant articles).

Paper Code: PHL804C
Paper Title: Analytic Philosophy (L+T+P: 3+1+0 = 4 credits)
Total number of classes: 64

Course Objectives:

This paper explores the essential questions pertaining to the field of Analytic Philosophy with special reference to the theories of Russell, Wittgenstein, Strawson, and Ryle. It discusses the evolution of arguments concerning ideal language on the one hand and ordinary language on the other hand. The course analyses Russell's theory of Logical Atomism, Wittgenstein's picture theory of meaning as well as the verification theory of meaning of the logical positivists while discussing arguments on ideal language. With regard to arguments on

ordinary language, the course discusses Wittgenstein's use theory of meaning. There are, further, discussions on Strawson's concept of Person and Gilbert Ryle's concept of self-knowledge to exemplify views on mind within Analytic Philosophy.

Course Learning Outcomes:

By the end of the course students will be able to understand –

1. Define the basic premises of Russell's Logical Atomism and Wittgenstein's Picture Theory of Meaning.

2. Explain the basic premises of the theory of Logical Positivism and its associated method of the verification theory of meaning.

3. Analyse the philosophical merit of Wittgenstein's use theory of meaning and its associated notion of 'language game'.

4. Appraise Strawson's concept of Person and Gilbert Ryle's concept of self-knowledge.

Unit	Content	No. of Lectures
1	The Ideal language phase I: logical atomism of Russell; Theory of descriptions of Russell; Wittgenstein's picture theory of meaning	16
2	The Ideal language phase II: Vienna circle's logical positivism: verification theory of meaning	16
3	The ordinary language phase: Later Wittgenstein's notion of language game and the use theory of meaning	16
4	Strawson's concept of Person, Ryle's Self Knowledge- (Ch.6, The Concept of Mind)	16

Recommended Readings:

1. Glock, Hans-Johann, ed. 1997. *The Rise of Analytic Philosophy*. Oxford: Blackwell.

2. Glock, Hans-Johann. 2008. *What is Analytic Philosophy*? Cambridge: Cambridge University Press.

3. Mandik, Pete. 2014. *This is Philosophy of Mind: An Introduction*. Malden, MA: Wiley-Blackwell.

4. Martinich, A. P., and David Sosa, eds. 2011. *Analytic Philosophy: An Anthology*. Second Edition. Malden, MA: Wiley-Blackwell.

5. Schwartz, Stephen P. 2012. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Malden, MA: Wiley-Blackwell.

6. Stroll, Avrum. 2000. *Twentieth-Century Analytic Philosophy*. New York: Columbia University Press.

7. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*, URL: http://plato.stanford.edu/ (relevant articles).

Paper Code: PHL805C
Paper Title: Philosophy of Art (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

Philosophy of art is the study of the nature of art, including concepts such as interpretation, representation and expression, and form. It is closely related to aesthetics, the philosophical study of beauty and taste. This paper will explain the relation between philosophy and art. It will discuss various problems relating to art. It also will encourage students to express their thoughts, perspective & emotion in a creative way and help them to see the world from a different perspective.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Identify the different art works like modern sculpture.

2. Analyse the significance of their own cultures.

3. Understand the work of art which helps open up their mindset.

4. Construct different perspectives and views as well as interpretations of art.

Unit	Contents	No. of lectures
1	Platonic and Aristotelian theories of art	16
2	Aesthetic Philosophies of Kant, Hegel	16
3	Schopenhauer, Nietzsche	16
4	Heidegger and Sartre	16

Recommended Readings:

1. Cahn, Steve, Aaron Meskin, eds.2008. *Aesthetics: A Comprehensive Anthology*. Malden, MA: Blackwell.

2. Cazeaux, Clive ed. *The Continental Aesthetics Reader*. Abingdon: Routledge.

3. Lamargue, Peter and Stein Haugom Olsen.2003. *Aesthetics and the Philosophy of Art: The Analytics Tradition-An Anthology*. Malden, MA: Blackwell.

4. Wood, Robert E.1999. *Placing Aesthetics: Reflections on Philosophic Tradition*. Athens, OH: Ohio University Press.

5. Beardsley, Monroe C.1975.*Aesthetics from Classical Greece to the Present: A Short History*. Tuscaloosa, AL: University of Albama Press.

Semester III

Paper Code: PHL901C
Paper Title: Asian Philosophy (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

Asian philosophy includes the various philosophies of East and South Asia, like Chinese philosophy, Japanese philosophy, and Buddhist philosophy. Asian philosophy is concerned with the rich and varied philosophical traditions of the East. This paper will cover the various philosophical traditions, beliefs, practices, values discussed in Zoroastrianism, Taoism, Confucianism, Buddhism (Tibetan and Zen) and in Shintoism.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Identify the different philosophical traditions of the East.

2. Understand the fundamental philosophical perspectives of different philosophical systems of Asia origin.

3. Analyse the points of agreement and disagreement of all the Asian philosophical systems.

4. Classify and differentiate the respective ethical positions of those systems in providing man with an ethical way of life.

Unit	Contents	No. of lectures
1	Zoroastrianism: Ahura Mazda and Ahriman	16
2	Taoism: The concept of Tao; Confucianism: Moral teachings of *The Analects*	18
3	Buddhism: Tibetan Buddhism and Zen Buddhism	16
4	Shintoism: The concept of Kami	14

Recommended Readings:

1. Boyce, M. *Zorastrians: Their Religious Beliefs and Practices*. London: Routledge and Kegan Paul, 1987.

1. Chan, W. *A Sourcebook of Chinese Philosophy*. Princeton: Princeton University Press, 1963.

2. Nakamura, H. *A History of the Development of Japanese Thought*. 2 vols, Tokyo: Kokusai Bunka Shinkokai, 1967.

Paper Title: PHL902C
Paper Title: Phenomenology and Existentialism (4 credits L+T+P = 3+1+0)
Total number of classes: 64

Course Objectives:

The course aims at an in-depth survey of two of the most significant currents of thoughts in 20th century Continental Philosophy – Phenomenology and Existentialism. The former is a method per se which studies the structures of human experience and/or consciousness from the first-person perspective. The latter is a philosophical movement that largely adopts the phenomenological method to delve into issues of human subjectivity, freedom and meaning of life. The course discusses in details Husserl's Phenomenology along with the ideas like intentionality and phenomenological reduction. While discussing existentialism, the course explores ideas of a range of existentialist philosophers like Kierkegaard's notion of subjectivity, Nietzsche's nihilism, Heidegger's Dasein and authenticity, and Jean-Paul Sartre's ideas of bad faith, freedom, and existential humanism.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Explain the nature of phenomenology as a descriptive science as proposed by Husserl along with other Husserlian ideas of intentionality and epoche or phenomenological reduction.

2. Analyse the initial foundation of existential thoughts in Kierkegaard's idea of subjectivity as well as Nietzsche's nihilism and the notion of the death of god.

3. Recognise the distinctive use of the phenomenological method by Heidegger to arrive at ideas like *dasein*, authenticity and being-towards-death.

4. Defend the significance of Sartrean existentialism with crucial most ideas like being-for-itself and being-in-itself, nothingness, bad faith, freedom, and existential humanism.

Unit	Content	No. of Lectures
1	Husserl's descriptive science of phenomenology; structure of intentionality; Epoche or phenomenological reduction.	16
2	Existentialism as foreshadowed in Kierkegaard's notions of subjectivity as truth and the leap of faith, Nietzsche's notion of the death of God, nihilism and the over man	16
3	Heidegger- Existential Phenomenology; Being and Dasein, Authenticity: Being- towards-death	16
4	Sartre: Existentialism; Being-for-itself and being-in-itself; Being and nothingness; Bad faith; Authenticity and freedom. Existential Humanism.	16

Recommended Readings:

1. Kauffman, Walter, ed. 1975. *Existentialism from Dostoevsky to Sartre*. Revised and Expanded Edition. New York: Penguin.

2. Moran, Dermot. 2000. *Introduction to Phenomenology*. London: Routledge.

3. Moran, Dermot, and Timothy Mooney, eds. 2002. *The Phenomenology Reader*. London: Routledge.

4. Lewis, Michael, and Tanja Staehler. 2010. *Phenomenology: An Introduction*. London: Continuum.

Paper Code: PHL 903C
Paper Title: Philosophy of Religion (L+T+P: 3+1+0 = 4 Credits)
Total number of classes: 64

Course Objectives:

This course will give an opportunity to introduce with the nature and scope of religious philosophy. It covers various religious concepts like revelation, faith and belief; along with prove for the existence of God in both eastern and western traditions.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Remember and learn various religious doctrine and ethos.

2. Understand and identify the religious traditions and dogmas.

3. Analyse and evaluate critical judgement on religions.

4. Understand and formulate their own views on religion and thus make rational and logical arguments about God and other issues related with God and absolute power.

Unit	Content	No. of lectures
1	Nature of Religious Language	12
2	Arguments for and against the existence of God: Indian and western.	17
3	Certain fundamental concepts of philosophy of religion: Revelation and faith, karma, salvation (Moksa).	18
4	Textual studies: William James Varieties of religious experiences (Lectures XVI and XVII: 'Mysticism')	17

Recommended Readings:

1. Clark, Kelly James, ed. 2008. *Reading in the Philosophy of Religion*.2nd edition. New York: Broadview press.

2. Copleston, Federich.1993.*A History of Philosophy*. vol. 11, New York: Image.

3. Eshleman, Andrew, ed.2008. *Reading in the Philosophy of Religion: East Meets West*. Malden, MA, Blackwell.

4. Hick, John H.1991.*Philosophy of Religion*. Fourth edition. New Delhi: Prentice Hall.

5. Murry, Michael, J. And Michael C. Rea, 2008.*An Introduction to Philosophy of Religion*. Cambridge: Cambridge University press.

6. Parret, R. W. Ed. 1989.*Studies in Philosophy and Religion*. New York: Springer.

7. Ramamurty, A.2002.*Indian Philosophy of Religion*. Series: Hyderabad studies in philosophy, Delhi: D. K. Print world.

8. Taliaferro, Charles, Paul Draper and Philip L. QUINN, ed.2010. *A Companion to Philosophy of Religion*. Series: Blackwell companion to philosophy. Malden, MA: Wiley-Blackwell.

9. Zagzebski, Linda, and Timothy D. Miller, eds. *Readings in Philosophy of Religion: Ancient to Contemporary*. Malden, MA: Willey Blackwell.

10. Zalta, Edward N. Ed. *Stanford Encyclopaedia of Philosophy*, URL:http://plato.stanford.edu/ (relevant chapters).

Paper Code: PHL 904 SP1
Paper Title: Philosophy of Science - I (L+T+P: 4+1+0 = 5 Credits)
Total number of classes: 70

Special Paper - I (Group A)

Course Objectives:

Philosophy of science deals with the foundations and methodological questions of science. Broadly, we can divide philosophy of science into epistemology of science. This special paper of philosophy of science starts by introducing the nature of philosophy of science and proceeds to discussions on scientific explanation and scientific theories and laws. The paper introduces some fundamental concepts of Karl Popper's philosophy of science such as Falsifiability, Accumulation of human knowledge, Probability, Verisimilitude. This paper also introduces Thomas Kuhn's philosophy of science and discusses on the idea of development of science, paradigm and paradigm shift, concept of incommensurability and Kuhn's view on social science.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Explain the nature of philosophy of science.

2. Summarize what scientific explanation is.

3. Distinguish between scientific theories and laws.

4. Appraise Popper's concept of Falsifiability, human knowledge, Probability and Verisimilitude.

5. Restate Thomas Kuhn's concepts of Philosophy of Science such as paradigm-paradigm shift, incommensurability, development of science and views of Kuhn on social science.

Unit	Content	No. of Lectures
1	Nature of Philosophy of Science; Explanation	12
2	Scientific theories and laws	13
3	Karl Popper's Philosophy of science: Falsifiability, Accumulation of human knowledge; Probability; knowledge and verisimilitude	16
4	Thomas Kuhn's Philosophy of Science: The idea of the development of science	13
5.	Kuhn's concept of paradigm; Incommensurability; Paradigm shift; Kuhn and the social sciences	16

Recommended Readings:

1. Fuller, Steve. 2004. *Kuhn vs. Popper: The Struggle for the Soul of Science*. Series: Revolutions in Science. New York: Columbia University Press.

2. Gattei, Stefano. 2009. *Karl Popper's Philosophy of Science: Rationality without Foundations*. New York: Routledge.

1. Hempel, Carl.1966.*Philosophy of Natural Science*. New Jersey. Prentice Hall.

2. Hoyningen-Guene, Paul. 1993. *Reconstructing Scientific Revolutions: Thomas S. Kuhn's Philosophy of Science*. Trans. Alex Levine. Chicago, IL: The Chicago University Press.

3. Kuhn, Thomas S. 2012. *The Structure of Scientific Revolutions*. Fiftieth Anniversary Edition. Chicago, IL: The Chicago University Press.

4. Popper, Karl. 2002. *The Logic of Scientific Discovery*. New York: Routledge.

5. Rosenberg, Alex. 2012. *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

6. Salmon, Wesley. 1998. *Scientific Explanation: How we get from There to Here in Causation and Explanation*. Oxford University Press.

7. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*. URL:http://plato.stanford.edu/ (relevant articles).

Paper Code: PHL 904 SP1
Paper Title: Modern Logic - I (L+T+P: 4+1+0 = 5 Credits)
Total number of classes: 70

SP - 1 (Group B)

Learning Objective:

The objective of the course is to highlight the necessity of predicate logic, logic of relations and set theory. Students will be introduced to proof construction with single quantifier and multiple quantifiers and relational arguments. The course will also include the fundamental concepts of elementary intuitive set theory.

Learning Outcomes:

By the end of the course students will be available –

1. Distinguish between singular and general propositions, proposition and propositional function, free variables and bound variables.
2. Construct formal proofs of validity in predicate and relational logic.
3. Symbolize relational and general propositions.
4. Prove invalidity of arguments in predicate logic.
5. Explain the concepts of ordered couples equivalence relations, operations on relations and functions.

Unit	Contents	No of Lectures
1	Predicate Logic: Need for Predicate Logic, Singular and General propositions, Proof construction with single quantifier, Revised quantification rules, proof construction in multiple quantification.	16
2	Proving invalidity, Logical truth involving quantifiers	13
3	Logic of Relations: Symbolising relations, Arguments involving relations, Attributes of relations, identity	12
4	Set theory: Ordered Couples, Relations, Binary relations, Equivalence relations, ordering relations, operations on relations	16
5	Functions: Definition of function, operations on functions	13

Recommended Readings:

1. Copi, Irving M., and Carl Cohen. *Introduction to Logic*. 11th Edition. Harlow, UK: Pearson.

2. Copi, Irving M. 2009. *Symbolic Logic*. Fifth Edition. New Delhi: Prentice Hall India.

3. Jacquette, Dale, ed. 2001. *Philosophy of Logic: An Anthology*. Oxford: Blackwell.

4. Klenk, Virginia. 2007. *Understanding Symbolic Logic*. Upper Saddle River, NJ: Pearson.5 Version 1.0, 2014.

5. Suppes, Patrick. 1999. *Introduction to Logic*. Series: Dover Books on Mathematics. Mineola, NY: Dover Publications.

6. Zalta, Edward N. ed. *Stanford Encyclopedia of Philosophy*. URL:http://plato.stanford.edu/ (relevant articles).

Paper Code: PHL905 OE1
Paper Title: Philosophical traditions and great philosophers - I
Total Credits: 4 (L+T+P: 3+1+0)
Total number of classes: 64

Course Objectives:

The theme of this course is how philosophical thinking emerged and developed in human civilisation and how these philosophical practices and values are penetrated in our day to day life. In group A, it deals with how philosophy as a discipline is different from the other subjects, and the usefulness of philosophy in one's life. This course also focuses on philosophical traditions of Assam with special reference to Sankardeva's philosophy in socio-religious spheres. In group B, it deals with the emergence and development of philosophical thinking in human civilisation through ancient Greek Philosophy.

Learning Outcomes:

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

1. Understand how philosophy as a discipline is distinct from other disciplines.

2. Explain the philosophical traditions of Assam.

3. Analyse the philosophy of Sankardeva in respect to religious and social practices.

4. Remember the origin and development of philosophical thinking.

Unit	Contents	No. of lectures
	A	
1	Concept of Philosophy – Its Nature	4
2	Philosophical Practice	5
3	Philosophy of Values	5
4	Philosophical Tradition of Assam	8
5	Philosophy of Sankardeva: The Concept of God, Bhakti and the Concept of Egalitarian Society	12
	B	
1	Hellenic Philosophy	5
2	Epicurus	5
3	Sophists	5
4	Stoics	5

Recommended Readings:

1. Baruah, G. (2014). *Sankardeva- A Critical Appraisal of his Philosophy and Religion.* Purbanchal Prakash: Guwahati.

2. Bhattacharyya, H.M. (1944). *The Principles of Philosophy.* University of Calcutta: Calcutta.

3. Burnet, J. (1892). *Early Greek Philosophy*. A. & C. Black, Ltd.: London.

4. Copleston, F. (1946). *History of Philosophy.* Paulist Press: US & Canada.

5. Marinoff, L. (2001). *Philosophical Practice.* Academic Press.

6. Neog, M. (1965). *Sankaradeva and his Times: Early History of the Vaisnava Faith and Movement in Assam*. Motilal Banarsidass: Delhi.

7. Patgiri, J. (2014). *The Philosophical Tradition of Assam.* Chandra Prakash: Guwahati.

8. Patgiri, J. (2014). *Thinking and Reasoning.* Assam Book Hive: Guwahati.

9. Raju, P.T. (2007). *Introduction to Comparative Philosophy.* Motilal Banarsidass: Delhi.

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

Semester IV

Paper Code: PHL1001C
Paper Title: Recent Trends in Philosophy (Indian and Western)
Total Credits: 4 (L+T+P: 3+1+0)
Total number of classes: 64

Course Objectives:

Recent trends in philosophy include the recent developments in philosophy. It mainly focuses on the issues of knowledge, skepticism, justification, Rationalism and reliance on science. This paper will cover the recent philosophical ideas during modern period. It includes the philosophical ideas of the modern philosophers like K.C. Bhattacharya, Radhakrishnan, Foucault, Derrida etc.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Analyse the recent philosophic discourses of both India and the West.
2. Define and differentiate crucial ideas pertaining to philosophies of KCB, Radhakrishnan an Daya Krishna
3. Understand and illustrate basic ideas of philosophical trends like Hermeneutics, critical theory and postmodernism.
4. Appraise the current philosophic understanding of man, world and human interpersonal relationships.

	Unit	Contents	No. Of lectures
Group A	1	K.C. Bhattacharyya: The concept of philosophy, The Absolute and its alternative forms	10
	2	Radhakrishnan: The concept of man, Spirit, Absolute	8
	3	Dayakrishna: Field Theory of Indian Philosophy	8
Group B	1	Hermeneutics: Ricoeur- the narrative view of self and identity	8
	2	Critical Theory: Marcuse's one-dimensional society; Habermas and universal pragmatics, critique and practical	10

		action	
Group C	1	Postmodernism: Post structuralism and postmodernism; Difference with modernity; Foucault's notion of power-knowledge and the death of the subject	10
	2	Derrida's critique of the metaphysics of presence and his method of deconstruction	10

Recommended Readings:

1. Guha, Ramachandra. ed. 2001. *The Makers of Modern India*. Cambridge, MA: Belknap Press (readings).

2. Lal, B. K. 2010. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarsidass.

3. Porter, Stanley E, and Jason Robinson.2011. *Hermeneutics: An Introduction to Interpretive Theory*. Cambridge: Wm. B. Eeedmans Publishing.

4. Radhakrishnan, S., and Muirhead, J.H. 1936. *Contemporary Indian Philosophy*. London: Macmillan (readings).

5. Raju, P.T. 2008. *Idealistic Thought of India*. Abingdon: Routledge.

6. Sarup, Madan. 1993. *An Introductory Guide to Post-Structuralism*. 2nd Edition. Athens, GA: Georgia University Press.

7. Singh, Mahendra Prasad, and Himansu Roy, eds. 2011. *Indian Political Thought: Themes and Thinkers*. Noida: Dorling Kindersley (India).

8. West, David. 2010.*Continental Philosophy: An Introduction*. Cambridge: Polity Press.

Paper Code: 1002 SP2
Paper Title: Philosophy of Science - II (L+T+P: 4+1+0 = 5 Credits)
Total number of classes: 70

Course Objectives:

This is the second paper of philosophy of science as a special paper and it passes on to topics beyond the introductory level. This paper focuses on some important solutions of four philosophers of science namely Braithwaite, Feyarabend, Lakatos and Loudon with an opening discussion on scientific realism, Anti-realism and scientific empiricism. This paper intends to clearly present the issues of scientific realism and anti-realism and make students aware of the difference of approaches in the scientific domain. Two important topics-

Braithwaite's scientific explanations and Lassy Loudon's Research Tradition has been incorporated and the important debate between Feyarabend and Lakatos regarding scientific method is taught.

Course Learning Outcomes:

By the end of the course students will be able to –

1. Summarize the concepts of Scientific Realism, Scientific Anti-Realism and Scientific Empiricism.
2. Explain the idea of scientific explanation in Braithwaite.
3. Point out to the new points in Larry Loudon's concept of Research Tradition and its applicability.
4. Compare the perspectives of Feyarabend and Lakatos regarding scientific method.
5. Give a sketch of Feyarabend's anarchism in science and appraise the idea of development of science in a free society.

Unit	Contents	No. of lectures
1.	Scientific Realism and Antirealism, Scientific empiricism	16
2.	R.B. Braithwaite- Scientific Explanation	16
3.	Paul Feyarabend- Against Method, Science in a Free society	15
4.	Feyarabend-Lakatos debate about scientific method	13
5.	Larry Loudon- Research Tradition	10

Recommended Readings:

1. Braithwaite, R.B. (1968). *Scientific Explanation: A Study of the Function of Theory, Probability and Law in Science*. Cambridge University Press.
2. Feyerabend, Paul. (1975). *Against Method*. New Left Books.
3. Feyerabend, Paul. (1982). *Science in a Free Society*. Verso.
4. Loudon, Larry. (1996). *Beyond Positivism and Relativism*. Routledge.
5. Loudon, Larry. (1978). *Progress and Its Problems: Towards a Theory of Scientific Growth*. University of California Press.
6. Osaka, Samir. (2002). *Philosophy of Science: A Very Short Introduction*. Oxford University Press.

Paper Code: PHL1002 SP2
Paper Title: Philosophical Logic - II (5 Credits L+T+P= 4+1+0)
Total number of classes: 70

Course Objectives:

Philosophy is closely associated with science. Science gives us accurate result through its mathematical method. Philosophy uses logic and achieves deductive certainty. Along with the close relation there are some differences between Philosophical Logic and Mathematical Logic. It also covers the work of language in logic, how sense and reference of particular words may differ. How two different words may refer to the same thing, conversely how the same word may refer to two different things.

Course Learning Outcomes:

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

1. Understand the nature of Philosophical Logic.

2. Compare Philosophical Logic with Mathematical Logic.

3. Understand and analyse linguistic philosophy.

4. Distinguish between sense and reference.

Unit	Contents	No. of lectures
1	Nature of Philosophical Logic, Distinction between Philosophical Logic and Mathematical Logic	15
2	Reasoning, Entailment, Necessity of Strawson, Freges' distinction between Sense and Reference	15
3	Strawson: Generality, Form, System	12
4	Quine- Meaning and Truth: Critique of Propositionalism, Theory of Translation	15
5	Tarski- Semantic Conception of Truth	13

Recommended Readings:

1. Globe, L. ed. (2001). *The Blackwell Guide to Philosophical Logic*. Wiley Blackwell: US.

2. Jacquette, D. (2005). *A Companion to Philosophical Logic*. Wiley Blackwell: US.

3. Quine, W.V.O. (1986). *Philosophy of Logic*. Harvard University Press: Cambridge.

4. Strawson, P.F. (2014). *Introduction to Logical Theory*. Routledge: New York.

5. Strawson, P.F ed. (1967). *Philosophical logic*. Oxford: England.

6. Tarski, A. (1983). *Logic, Semantics, Metamathematics Papers from 1923 to 1938.* Hackett Publishing Company: Indiana.

Paper Code: PHL1003 OE2
Paper Title: Philosophical Traditions and Great Philosophers - II
Total Credits: 4 (L+T+P: 3+1+0)
Total number of classes: 64

Course Objectives:

This course explores a number of quintessential philosophical notions in the history of philosophy (both Indian and Western) that mark the contribution of the discipline in bringing about some new revolutions the intellectual history of humanity. In the context of India, the course discusses the contribution of Gandhi and his ideas of truth and non-violence as well as Tagore's idea of humanism. In the context of Assam, the course analyses the contribution of the philosophical ideas of Radhanath Phukan and Bhabananda Dutta on the one hand, and Assamese Neo-Vaishnavite reformer Madhavadeva on the other hand to the socio-intellectual sphere of Assam. Further, in connection with the Western world, the course will also study Bacon's inductive methods and four idols as well as Nietzsche's idea of death of God and Superman.

Course Learning Outcomes:
By the end of the course students will be able to –

1. Identify the importance of Gandhi's ideas of truth and non-violence and recognise the philosophical intricacies of Tagore's humanism.

2. Explain Radhanath Phukan's reinterpretation of Indian Philosophy as well as Bhabananda Dutta's reinterpretation of the nature of philosophy.

3. Distinguish the philosophical significance of Madhavadeva's Nama-Ghosa in the socio-religious sphere of Assam.

4. Appraise Bacon's idea of inductive method as well as his idea of Four Idols. Students will also be able to evaluate Nietzsche's ideas of death of God, Superman and moral nihilism.

Unit	Content	No. of Lectures
A1	Outlines of Gandhian Philosophy, truth and non-violence	10
A2	Rabindranath Tagore's Humanism	08
B1	Radhanath Phukan as an interpreter of Indian Philosophy and concept of philosophy of Bhabananda Dutta	12
B2	Textual study of Nam Ghosha by Madhabdev	14
C1	Bacon- Inductive method, Four Idols	10
C2	Nietzsche- Death of God, Superman, Moral Nihilism	10

Recommended Readings:

(A)

1. Datta, D. M. 1961. *Chief Currents of Contemporary Philosophy*. The University of Calcutta.

2. Datta, D. M. 1953. *The Philosophy of Mahatma Gandhi*. University of Wisconsin Press.

3. Lal, B. K. 1973. *Contemporary Indian Philosophy*. Motilal Banarsidass.

4. Parekh, Bhikhu. 2001. *Gandhi: A Short Introduction*. Oxford University Press.

(B)

1. Datta, Bhabananda. 2020. *Collected Essay*. Edited by Dr. Paramananda Rajbangshi. Assam Publishing Company.

2. *Naam Ghosa* by Shree Madhavadeva. 2005. Translated by Pranabananda Pathak. Promilla.

(C)

1. Bhadra, M. K. 1990. *A Critical Survey of Phenomenology and Existentialism*. New Delhi: ICPR.
2. Mill, J. S. *Novum Organum*. 1889. Thomas Fowler, ed. Oxford: The Clarendon Press.

PAPER: PHL1004DPW

The students will read, research and write a long essay of 8,000-10,000 words on a philosophical topic. The students will be assigned a supervisor who will help him to prepare a proposal. The supervisor will make sure, as far as practicable: (a) the list of references are actually read and properly used in the essay, (b) the essay indeed reflects new work for the student such that s/he has simply not compiled term papers written earlier. However, no claim of originality, beyond adequate understanding, is required at this stage.