

# **FYUGP**

Curriculum for 2025



**Department of Philosophy**  
**Gauhati University**  
GUWAHATI, ASSAM 781014

**Four Year Undergraduate Programme**

**Subject: Philosophy**

**Template for Philosophy**

Programme name	Eligibility Criteria of the programme, if any	Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Internal marks	External Marks
						L	T	P			
FYUGP in Philosophy  (Major/Minor)	No	1	Ancient Indian Thought  <b>Major 1 &amp;</b> <b>Minor1 (for Minor stream) &amp;</b> <b>Minor 1 (For Major in other subject)</b>	PHI0100104	4	4	0	0	No	40	60
		2	Greek Philosophy  <b>Major 2 &amp;</b> <b>Minor2 (for Minor</b>	PHI0200104	4	4	0	0	No	40	60

	<b>stream ) &amp;</b>								
	<b>Minor 2 (For Major in other subject)</b>								
3	Introduction to Systems of Indian Philosophy  <b>Major 3 &amp; Minor 3 (for Minor stream)</b>	PHI0300104	4	4	0	0	No	40	60
3	Ethics  <b>Major 4 &amp; Minor 4 (For Minor Stream) and Minor 3 (for Major in other subject)</b>	PHI0300204	4	4	0	0	No	40	60
4	Introduction to Western Philosophy	PHI0400104	4	4	0	0	No	40	60

		<b>Major 5 &amp; Minor 5 (for Minor stream)</b>								
		Traditional Logic	PHI0400204	4	4	0	0	No	40	60
		<b>Major 6 &amp; Minor 6 (for Minor stream) and Minor 4 ( For Major in other subject)</b>								
		Theory of Knowledge (Indian)	PHI0400304	4	4	0	0	PHI0300104	40	60
		<b>Major 7</b>								
		Philosophy of Religion	PHI0400404	4	4	0	0	NO	40	60
		<b>Major 8</b>								
	5	Theory of Reality ( Indian)	PHI0500104	4	4	0	0	PHI0300104	40	60
		<b>Major 9 &amp; Minor 7 (for Minor stream)</b>								

		Analytic Philosophy <b>Major10</b>	PHI0500204	4	4	0	0	PHI0400104	40	60
		Symbolic Logic <b>Major11 &amp; Minor 8 (for Minor stream) &amp; Minor 5 (for major in other subject)</b>	PHI0500304	4	4	0	0	PHI0400204	40	60
	6	Social and Political Philosophy <b>Major 12 &amp; Minor 9 (for Minor stream) &amp; Minor 6 (for Major in other subject)</b>	PHI0600104	4	4	0	0	NO	40	60
	6	Philosophy of Language <b>Major 13</b>	PHI0600204	4	4	0	0	PHI0500204	40	60
	6	Contemporary Indian Philosophy	PHI0600304	4	4	0	0	No	40	60

			<b>Major 14 &amp; Minor 10 (for Minor stream)</b>								
		6	Existentialism <b>Major 15 &amp; Minor 11 (for Minor stream)</b>	PHI0600404	4	4	0	0	No	40	60

Template for Philosophy (Fourth Year) (FYUGP in Philosophy with Honours)

**Students need to take 5 papers in 7<sup>th</sup> and 8<sup>th</sup> semester each**

Programme name	Eligibility Criteria of the programme, if any	Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Internal marks	External Marks
						L	T	P			
FYUGP in Philosophy (Honors)	Philosophy as a MAJOR or MINOR Subject upto 3 <sup>rd</sup> Year	7	Bhuddist Philosophy (C)	PHI0700104	4	4	0	0	<a href="#">PHI0300104</a>	40	60
			Philosophy of <i>Prasthanatrayi</i> (C)	PHI0700204	4	4	0	0	<a href="#">PHI0300104</a>	40	60
			Comparative Religion (C)	PHI0700304	4	4	0	0	No	40	60
			Meta-Ethics (C)	PHI0700404	4	4	0	0	<a href="#">PHI0300204</a>	40	60
			Research Methodology (C)	PHI0700504	4	4	0	0	No	40	60
		8	Vedanta (C)	PHI0800104	4	4	0	0	<a href="#">PHI0700204</a>	40	60
			Phenomenology (C)	PHI0800204	4	4	0	0	No	40	60

		Philosophy of B.R.Ambedkar (C)	PHI0800304	4	4	0	0	No	40	60
		Philosophy of Mind (C)	PHI0800404	4	4	0	0	PHI0500204	40	60
		Project Formulation and Execution (C)	PHI0800504	4				PHI0700504		

## Seven and Eighth Semester

### OPTION B: Template for Philosophy (Fourth Year) (FYUGP in Philosophy Honours with Research)

Programme name	Eligibility Criteria of the programme, if any	Semester	Course name	Course code	Credits	Credit distribution of the course			Pre-requisite of the course (if any)	Internal marks	External Marks
						L	T	P			
FYUGP in Philosophy (Honors with Research)	Philosophy as a MAJOR or MINOR Subject upto 3 <sup>rd</sup> Year	7	Bhuddist Philosophy (C)	PHI0700104	4	4	0	0	<a href="#">PHI0300104</a>	40	60
			Philosophy of <i>Prasthanatrayi</i> (C)	PHI0700204	4	4	0	0	<a href="#">PHI0300104</a>	40	60
			Comparative Religion (C)	PHI0700304	4	4	0	0	No	40	60
			Meta-Ethics (C)	PHI0700404	4	4	0	0	<a href="#">PHI0300204</a>	40	60
			Research Methodology (C)	PHI0700504	4	4	0	0	No	40	60

	8	Dissertation (C)	PHI0800116	16				PHI0700504		
		Project Formulation and Execution (C)	PHI0800204	4		0	0	PHI0700504		

**Template for Common courses: VAC & SEC**

Program me name (VAC/SEC)	Eligibility Criteria of the programme, if any	Semest er	Course name	Course code	Credit s	Credit distribution of the course			Pre-requisi te of the course (if any)	Internal marks	External Marks
						L	T	P			
VAC	No	1	Cyber Ethics		2	2	0	0	NO	20	30
VAC	No	2	Film and Philosophy		2	1	0	1	NO	20	30
VAC	No	3	Yoga: Theory and Practice		2	1	0	1	NO	20	30
SEC	NO	1	Philosophical Counselling	<b>SEC0107503</b>	3	2	0	1	NO	45	30
SEC	NO	2	Critical Thinking	<b>SEC0202703</b>	3	2	0	1	NO	45	30
SEC	NO	3	Logic and Reasoning	<b>SEC0302603</b>	3	2	0	1	NO	45	30

## **Programme Specific Outcomes for FYUGP**

PSO1 : Identify the concepts and theories of both Indian and Western Knowledge Systems.

PSO2: Describe the various theories of ethics, and philosophy of religion.

PSO3: Explain the various social and political philosophies with special focus on contemporary Indian Philosophy.

PSO4: Illustrates the significance of comparative studies and examine the insights of existentialism approach to life, freedom, choice and responsibility.

PSO5: Develop an account of specific philosophical thoughts like Buddhism, Vedanta, as well as philosophy of mind and text based projects and seminars.

PSO6: Develop reasoning skill through logical analysis and philosophy of language

**First Semester**  
**Course Name: Ancient Indian Thought**  
**Course Code: PHI0100104**  
**Course Level: 100-199**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Articulate the distinct areas of thoughts of ancient India.

**CO2:** Determine the characteristics/ distinguishing marks of a specific area of thought in ancient India.

**CO3:** Identify/ trace ideas of ancient India that have continued.

<b>Unit No.</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Vedic Thought</b>	15	25
	<i>Ṣaṅhita</i> : Meaning, Theology, Cosmology, Ethics <i>Brahmaṇas</i> : Meaning, General Character, Theory of Sacrifice, Ethics <i>Aranyakas</i> and <i>Upanisads</i> : Meaning, Doctrines of <i>Upanisads</i>		
<b>2</b>	<b>Non-Vedic Thought</b>	15	25
	<i>Bauddha</i> : Four Noble Truths, Impermanence and Momentariness, No-soul <i>Jaina</i> : <i>Anekantavada</i> , <i>Syadvada</i> , Bondage and Liberation <i>Carvaka</i> : Theory of Knowledge, Rejection of Transcendental Entities, Ethics		
<b>3</b>	<b>Epics and Smṛti</b>	15	25
	<i>Mahabharata</i> : <i>Dharma</i> <i>Ramayana</i> : Idea of Perfect Life <i>Manusāṅhita</i> : <i>Dharma</i>		

4	<b>Purāṇas</b>	15	25
	Meaning, Origin Content Ethics		

**Readings:**

Chatterjee, S. & D. Datta. *An Introduction to Indian Philosophy*. University of Calcutta, 1950.

Dasgupta, S. *A History of Indian Philosophy*. Volume I. Cambridge University Press, 1922.

De, S.K., U. N. Ghosal, A. D. Pusalker, R.C. Hazra (eds). *The Cultural Heritage of India*,

Volume II. The Ramkrishna Mission Institute of Culture, Calcutta, 1937.

Keith, A. B. *The Religion and Philosophy of the Veda and Upanishads*. Part II. Motilal Banarsidass, Delhi, 1925.

Puligandha, R. *Fundamentals of Indian Philosophy*. Abingdon Press, New York, 1930.

Radhakrishnan, S. *Indian Philosophy*. Volume I. George Allen & Unwin, London, 1923.

----- -. *The Principal Upanisads*. London, 1960.

Sinha, J. *Indian Philosophy*. Volume I. Motilal Banarsidass, Delhi, 1956.

Winternitz, M. *A History of Indian Literature*. Motilal Banarsidass, Delhi, 1981.

**Second Semester**  
**Course Name: Greek Philosophy**  
**Course Code: PHI0200104**  
**Course Level: 100-199**

**Prerequisites:** NIL  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

**CO1:** It will give the students a comprehensive understanding of early Greek Philosophy.

**CO2:** The students will learn about the questions concerning virtue, justice, theory of forms, and causality.

**CO3:** The students will learn about different philosophical theories regarding the composition of the stuff that makes up the world.

<b>Unit No.</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Pre- Socratics</b>	15	25
	The Milesians: Thales, Anaximander The Eleatics: Parmenides, Zeno The Physicists: Heraclitus, Empedocles		
<b>2</b>	<b>Sophists and Socrates</b>	15	25
	Protagoras and Gorgias Socrates' Method Socrates' Virtue		
<b>3</b>	<b>Plato</b>	15	25
	Knowledge and Opinion Theory of Forms Justice		
<b>4</b>	<b>Aristotle</b>	15	25
	Form and Matter Causation Actuality and Potentiality		

**Readings:**

Burnet, J. *Early Greek Philosophy*. Penguin, Revised ed, 2002.

Copleston, F. *History of Philosophy. Vol I*. Continuum International Publishing Group Ltd., New ed., 2003.

Fuller, B.A.G. *History of Greek Philosophy*. Surjeet Publications, 2019

Gomperz, T. *The Greek Thinkers*. Vol. 3. Forgotten Books, 2019.

Guthrie, W.K.C. *History of Greek Philosophy*. Cambridge University Press, Reprint ed., 1990.

O'Connor, D. J. *A Critical History of Western Philosophy*. Free Press, Reprint ed., 1985.

Stace, W.T. *A Critical History of Greek Philosophy*. Surjeet Publications, 2019.

Zeller. *Outlines of History of Greek Philosophy*. 1<sup>st</sup> ed., Routledge, 2010.

**Third Semester**  
**Course Name: Introduction to Systems of Indian Philosophy**  
**Course Code: PHI0300104**  
**Course Level: 200-299**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Name the systems of philosophy that originated in India.

**CO2:** Identify the Texts and scholars to be studied to develop an understanding of a definite system of Indian Philosophy.

**CO3:** State the basic concepts and theories that are specific to a system.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b><i>Bauddha-Jaina</i></b>	15	25
	<i>Bauddha: Source Books and Doctrines of Abhidhamma/ Abhidharma Buddhism, Source Books and Doctrines of Mahayana Buddhism</i> <i>Jaina: Source Books, Sects, Atheism</i>		
<b>2</b>	<b><i>Sākhya-Yoga</i></b>	15	25
	<i>Sākhya: Early School of Sākhya, Source Books, Basic Doctrines</i> <i>Yoga: Source Books, Basic Doctrines</i>		
<b>3</b>	<b><i>Nyaya-Vaiśeṣika</i></b>	15	25
	<i>Nyaya: Source Books, Aim and Scope, Basic Doctrines</i> <i>Vaisesika: Source Books, Aim and Purpose, Basic Doctrines</i>		
<b>4</b>	<b><i>Mīmāṃsā-Vedānta</i></b>	15	25
	<i>Purva-Mīmāṃsā: Source Books, Aim and Purpose, Basic Doctrines</i> <i>Vedānta: Source Books, Aim and Purpose, Basic Doctrines</i>		

**Readings:**

Chatterjee, S. and D. Datta. *An Introduction to Indian Philosophy*. University of Calcutta, 1950.

Dasgupta, S. *A History of Indian Philosophy*, Volume I. Cambridge University Press, 1922.

Muller, M. *The Six Systems of Indian Philosophy*. Longmans, Green and Co., London and Bombay, 1899.

Radhakrishnan, S. *Indian Philosophy*. Volume I. George Allen & Unwin, London, 1923.

----- . *Indian Philosophy*. Volume II. George Allen & Unwin, London, 1927.

Raju, P. T. *Structural Depth of Indian Thought*. South Asian Publication Limited, Delhi, 1985.

Sharma, C. *A Critical Survey of Indian Philosophy*. Barnes & Noble, 1962.

Sinha, J. *Indian Philosophy*. Volume I. Sinha Publishing House, Calcutta, 1956.

----- . *Indian Philosophy*. Volume II. Central Book Agency, Calcutta, 1952.

## Third Semester

Course Name: Ethics

Course Code: PHI0300204

Course Level: 200-299

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

### Course Outcomes:

**CO1:** Develops analytical and critical thinking regarding ethical dilemmas.

**CO2:** Enhances the ability to apply ethical principles in decision-making.

**CO3:** Enables students to recognize how moral principles are involved in various concrete situations.

**CO4:** Develops critical thinking about prejudices, superstitions, and dogmatic behaviour in the domain of ethics.

Unit No	Unit Contents	No. of Classes	Marks
1	<b>Introduction</b> Introduction to Ethics, Definition, Nature and Scope of Ethics, Utility of Ethics The Psychological Basis of Ethics: Moral and Non-moral action Voluntary and Non-Voluntary actions	15	25
2	<b>Moral Theories</b> Virtue Ethics: Aristotle Deontological Ethics: Kant Utilitarianism: Bentham & Mill	15	25
3	<b>Moral Concepts and Moral Judgments</b> Moral Concepts: Right and Wrong, Good and Bad, Duty, Virtue, Justice Moral Judgments: Nature of Moral Judgments, Object of Moral Judgments Distinction between value judgment and factual judgment	15	25

4	<b>Moral Conflict, Responsibility and Theories of Punishment</b> Ethics, Conflict of Interests and Duties Freedom and Responsibility Theories of Punishment: Deterrent, Reformative and Retributive Theory	15	25
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**Readings:**

Aristotle. *Nicomachean Ethics*. Penguin UK, 2004.

Bostock, D. *Aristotle's Ethics*. OUP Oxford, 2000.

Frankena, W. K. *Ethics*. Pearson Education India, 2015.

Kant, I. *Groundwork for the Metaphysic of Morals*. OUP Oxford, 2019.

Mackenzie, J. S. *Manual of Ethics*. Forgotten Books, 2018.

Mill, J.S. *Utilitarianism*. Penguin Classics, 1987.

Ross, W. David. *Foundations of Ethics*. Read Books, 2008.

Singer, P. (Ed.). *Applied Ethics*. Oxford University Press, 2012.

Smart, J. J. C., and Bernard Williams. *Utilitarianism: For and Against*. Cambridge University Press, 1973.

Williams. B. *Ethics and the Limits of Philosophy*. Routledge, 2011.

**Fourth Semester**  
**Course Name: Introduction to Western Philosophy**  
**Course Code: PHI0400104**  
**Course Level: 200-299**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** The course will enable students to understand the various philosophical concepts like substance, causality, space and time, etc.

**CO2:** Students will become familiar with certain ways of putting arguments about the concepts

**CO3:** Students will also learn the different approaches taken up by rationalism, empiricism and critical thinkers in understanding the concepts.

<b>Unit No.</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction</b>	15	25
	Definition of Philosophy Nature and Scope of Philosophy Branches of Philosophy		
<b>2</b>	<b>Metaphysics</b>	15	25
	Substance : Descartes, Spinoza, Leibnitz Causality : Hume Space and Time : Kant		
<b>3</b>	<b>Epistemology</b>	15	25
	Rationalism: Descartes, Spinoza, Leibnitz Empiricism: Locke, Berkeley, Hume Critical Theory: Kant		

<b>4</b>	<b>Realism, Idealism, Absolutism</b>	<b>15</b>	<b>25</b>
	Realism: Naive Realism, Scientific Realism, Neo Realism, and Critical Realism Idealism: Subjective Idealism, Objective Idealism Absolutism: Hegel, Bradley		

**Readings:**

- Berkeley, G. *Three Dialogues between Hylas and Philonous* (The First Dialogue). Notion Press, 2020.
- Descartes, R. *Meditations on First Philosophy*. Trans. Cottingham. J. Cambridge University Press, 2<sup>nd</sup> ed. Cambridge University Press, 2017.
- Descartes, R. Spinoza, B. Leibniz, G.W. *The Rationalist*. Anchor Books, 1960.
- Garrett, T. *An Introduction to Modern Philosophy*. Wadsworth Publishing Co Inc., 1993.
- Hamlyn, D.W. *History of Western Philosophy*. Penguin Books, New ed., 2000.
- Metaphysics*. Cambridge University Press, 1984.
- Hegel, G. W. F. *Phenomenology of the Spirit*. Motilal Banarsidass, 1st Ed., 1998.
- Hume, D. *An Enquiry Concerning Human Understanding* (Part I, Section II and III: The Origin and Association of Ideas; Part II, Section VII: Of the Idea of Necessary Connexion). Notion Press, 1st ed., 2020.
- Kant, I. and Hatfield, G. *Prolegomena to Any Future Metaphysics*. Cambridge University Press, Revised ed., 2004.
- Kenny, A. *A New History of Western Philosophy*. Oxford University Press, UK. Reprint ed., 2012.
- Leibniz, G.W. *Monadology and Other Philosophical Writings*. Legare Street Press, 2022.
- Locke, J. *An Essay Concerning Human Understanding* (Book I: Neither Principles nor Ideas Are Innate; and Book 2: Of Ideas and 2). Penguin Classics, Reprint ed., 1997.
- Scruton, R. *A Short History of Modern Philosophy*. Manohar Publishers & Distributors, 2009.
- Spinoza, B. *Ethics* (Part I: Concerning God; and Part 2: On the Nature and Origin of the Mind). Penguin, UK, 2000.

**Fourth Semester**  
**Course Name: Traditional Logic**  
**Course Code: PHI0400204**  
**Course Level: 200-299**

**Prerequisites:** NIL  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

**CO1:** Students will be able to distinguish between valid and invalid deductive arguments.

**CO2:** Students will be able to identify the basic logical structure of arguments in ordinary language by translating them into proper logical form.

**CO3:** Students will be able to construct valid syllogisms, and they will learn about syllogisms in ordinary language.

Unit No	Unit Contents	No. of Classes	Marks
<b>1</b>	<b>Basic Logical Concepts</b>	15	25
	Nature and Scope of Logic, Use of Logic Argument and Argument Form, Differences between Deduction and Induction Truth and Validity		
<b>2</b>	<b>Categorical Propositions and Immediate Inference</b>	15	25
	Four Categorical Propositions—A, E, I and O; Distribution of Terms Translating Ordinary Proposition into Categorical Form, Traditional Square of Opposition Immediate Inference: Conversion, Obversion and Contraposition		
<b>3</b>	<b>Categorical Syllogism</b>	15	25
	Mediate Inference: Standard Form Syllogisms, Figure and Mood Venn Diagrams for Categorical Propositions		

	Testing validity of Syllogisms by Venn Diagram		
<b>4</b>	<b>Syllogism in Ordinary Language</b>	15	25
	Enthymemes, Sorites Disjunctive and Hypothetical Syllogisms Dilemma		

**Readings:**

Chakraborti, C. *Logic: Informal, Symbolic and Inductive*. Prentice Hall of India, New Delhi, 2007.

Copi, I.M., et al. *Introduction to Logic*. 14<sup>th</sup> ed., Routledge: Taylor & Francis Group, 2016.

Hurley, P. *A Concise Introduction to Logic*. 12<sup>th</sup> ed., Cengage Learning, 2015.

**Fourth Semester**  
**Course Name: Theory of Knowledge (Indian)**  
**Course Code: PHI0400304**  
**Course Level: 200-299**

<b>Pre-requisites:</b>	PHI0300104
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** The course is expected to make the students know how to categorize various theories of knowledge advocated by the schools of Indian Philosophy.

**CO2:** The course is expected to make the students know how to distinguish various kinds of valid knowledge and to explain the sources of valid knowledge.

**CO3:** The course is expected to make the students able to analyse various theories of validity and invalidity of knowledge and theories of error.

Unit No.	Unit Contents	No. of Classes	Marks
1	<b>Introduction</b> <i>Pramā and Apramā</i> <i>Prāmānyavāda</i> Debate on <i>Smṛti</i>	15	25
2	<b>Pramāna (I)</b> <i>Pratyakṣa</i> : Definition; Meaning ( <i>Nyāya, Buddhism, Jaina, Mimāṃsā, Vedānta</i> ) <i>Anumāna</i> : Definition; Meaning ( <i>Nyāya, Buddhism, Jaina</i> ) <i>Anumāna</i> : Definition; Meaning ( <i>Mimāṃsā, Vedānta</i> )	15	25
3	<b>Pramāna (II)</b> <i>Śabda</i> : Definition; Meaning ( <i>Nyāya, Jaina, Mimāṃsā, Vedānta</i> ) <i>Upamāna</i> : Definition; Meaning ( <i>Nyāya, Mimāṃsā, Vedānta</i> ) <i>Arthāpatti, Anupalabdhi</i> : Definition; Meaning ( <i>Mimāṃsā, Vedānta</i> )	15	25

4	<b><i>Khyātivada</i></b> <i>Anyāthakhyāti, Vīparitakhyāti</i> <i>Akhyāti, Ātmakhyāti</i> <i>Satkhyāti, Anīrvācaniyakhyāti</i>	15	25
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**Readings:**

- Chatterjee, Satish Chandra. *Nyaya theory of Knowledge*. Bharatiya Kala Prakashan, 2008.
- Datta, Dharendra Mohan. *Six Ways of Knowing*. Motilal Banarsidass Publishers Private Limited, 2017.
- Kar, Bijayananda. *The Theories of Error in Indian Philosophy*. Ajanta Publication, 1978.
- Phillips, Stephen. *Epistemology in Classical India: The Knowledge Sources of the Nyaya School*. Routledge, 2012.
- Sinha, Jadunath. *Indian Philosophy (Volume I & II)*. Motilal Banarsidass Publishers Private Limited, 2015.
- Tuske, Joerg. *Indian Epistemology and Metaphysics*. Bloomsbury Academic, 2017.



**Fourth Semester**  
**Course Name: Philosophy of Religion**  
**Course Code: PHI0400404**  
**Course Level: 200-299**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** The course is expected to enable the students to provide philosophical justification of the important religious concepts like proofs for the existence of God, relation between God and the world, faith and reason, etc.

**CO2:** The course is expected to enable the students to justify the issues of immortality of the soul, freedom of the will, miracle, incarnation, etc.

**CO3:** The course is expected to provide the students with proper understanding and clarification of the concepts.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No.of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction</b>  Definition, Nature and Scope Distinction between Philosophy of Religion and Theology	15	25
<b>2</b>	<b>Philosophy of Religion and its Underpinning</b>  Immortality of Soul Miracle; Incarnation Freedom of will	15	25
<b>3</b>	<b>Grounds of Religious Experience</b>  Reason, Faith Revelation Mysticism	15	25

4	<b>Proofs for the Existence of God</b>  Cosmological Argument Ontological Argument Teleological Argument; Moral Argument	15	25
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**Readings:**

Hick, John. *Classical and Contemporary Readings in Philosophy of Religion*. Pearson, 1989.

------. *Philosophy of Religion*. Pearson, 2015.

Masih, Y. *Introduction to Religious Philosophy*. Motilal Banarsidass Publishers Pvt.

Ltd.,2017.

Mitchell, Basil. *Philosophy of Religion*. Oxford University Press, 1971.

Peterson, M., et al. *Philosophy of Religion (Selected Readings)*. Oxford University Press, 2001.

**Fifth Semester**  
**Course Name: Theory of Reality (Indian)**  
**Course Code: PHI0500104**  
**Course Level: 300-399**

<b>Prerequisites:</b>	PHI0300104
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** State clearly what are the different realities admitted by different systems of Indian Philosophy.

**CO2:** Explain the nature of the realities as accepted by systems of Indian Philosophy.

**CO3:** Point out and elucidate the concepts whose understanding is considered as important by systems of Indian Philosophy for understanding the nature of reality.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
1	<i>Maya and Jagat: Advaita Vedanta</i> <i>Acit: Visistadvaita Vedanta</i> <i>Guṇa &amp; Prakṛti: Sākhya</i>	15	25
2	<i>Brahman and Isvara: Advaita Vedanta, Visistadvaita Vedanta, Nyaya-Vaisesika</i> <i>Jiva: Advaita Vedanta, Visistadvaita Vedanta</i> <i>Purusa: Sākhya</i>	15	25
3	<i>Padartha: Nyaya</i> <i>Padartha: Vaisesika</i> <i>Tattva: Jaina</i>	15	25
4	Theories of Evolution and Illusion ( <i>Parīṇamavada, Vivartavada</i> ) Theory of Atomic Agglomeration ( <i>Arambhavada</i> ) Theory of Dependent Co-origination ( <i>Pratityasamutpada</i> )	15	25

### Readings:

Chatterjee, S. and D. Datta. *An Introduction to Indian Philosophy*. University of Calcutta, 1950.

Dasgupta, S. *A History of Indian Philosophy*. Volume I. Cambridge University Press, 1922.

Muller, Max. *The Six Systems of Indian Philosophy*. Longmans, Green and Co., London and Bombay, 1899.

Radhakrishnan, S. *Indian Philosophy*. Volume I. George Allen & Unwin, London, 1923.

----- . *Indian Philosophy*. Volume II. George Allen & Unwin, London, 1927.

Sharma, C. *A Critical Survey of Indian Philosophy*. Barnes & Noble, 1962.

Sinha, Jadunath. *Indian Philosophy*. Volume I. Sinha Publishing House, Calcutta, 1956.

----- . *Indian Philosophy*. Volume II. Central Book Agency, Calcutta, 1952.

Sinha, J. *Indian Realism*. Kegan Paul, London, 1938.

**Fifth Semester**  
**Course Name: Analytic Philosophy**  
**Course Code: PHI0500204**  
**Course Level: 300-399**

**Prerequisites:** PHI 0400104  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

**CO1:** Students will be able to explain the significance of the emergence of Analytic Philosophy.

**CO2:** Students will be able to identify the differences between Classical Philosophy and Analytic Philosophy.

**CO3:** Students will be able to recognize the key philosophers in the domain of Analytic Philosophy.

**CO4:** Students will be able to understand the fundamental essays authored by distinguished analytic philosophers.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction</b>	<b>15</b>	<b>25</b>
	Introduction to Analytic Philosophy Distinction between Classical Philosophy and Analytic Philosophy Brief introduction to the prominent philosophers of Analytic Philosophy		
<b>2</b>	<b>Moore</b>	<b>15</b>	<b>25</b>
	Moore: <i>A Defence of Common Sense</i> (Defence against Scepticism, Certainty of Common Sense Beliefs, Ordinary Language)		

<b>3</b>	<b>Russell</b>	<b>15</b>	<b>25</b>
	Bertrand Russell: <i>On Denoting</i> (Denoting phrases, Theory of Definite Descriptions)		
<b>4</b>	<b>Wittgenstein</b>	<b>15</b>	<b>25</b>
	Wittgenstein: <i>Tractatus Logico-Philosophicus</i> (Picture Theory of Meaning)		

**Readings:**

Ammerman, R.R. (Ed.). *Classics of Analytic Philosophy*. Hackett Pub Co Inc, 1990.

Martinich, A. P. & Sosa, D. (Eds.). *A Companion to Analytic Philosophy*. Blackwell Publishers, 2001.

Moore, G. E. *Philosophical Papers*. Vol XVII, Routledge: Taylor & Francis Group, 2010.

Pitcher, G. *The Philosophy of Wittgenstein*. Prentice Hall, 1964.

Pradhan, R.C., *Recent Developments in Analytic Philosophy*. Indian Council of Philosophical Research, 2001.

Russell, B. "On Denoting." *Mind*, New Series, Vol. 14, No. 56 (Oct. 1905), pp. 479-493.

Stroll, A. *Twentieth Century Analytic Philosophy*. Motilal Banarsidass, 2018.

Wittgenstein, L. *Tractatus Logico-Philosophicus*. Routledge, 2001.

**Fifth Semester**  
**Course Name: Symbolic Logic**  
**Course Code: PHI0500304**  
**Course Level: 300-399**

**Prerequisites:** PHI0400204  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

- CO1:** Students will be able to trace the development and scope of Symbolic Logic.  
**CO2:** Students will be able to translate everyday language into logical language through the use of symbols.  
**CO3:** Students will be able to construct, analyze and evaluate arguments.  
**CO4:** Students will be able to evaluate arguments with the help of direct and indirect truth tables.  
**CO5:** Students will be able to use Rules of Inference and Rules of Replacement to construct symbolic proofs for the evaluation of arguments.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction to Symbolic Logic</b>	15	25
	Symbolic Logic –its development Nature and Scope of Symbolic Logic Symbols and their uses		
<b>2</b>	<b>Logical Connectives and Symbolization</b>	15	25
	Simple and Compound Statements Logical Connectives and Variables Symbolization of everyday language		

<b>3</b>	<b>Truth Function and Truth Table Method</b>	15	25
	Truth Functions, Interdefinability of Logical Connectives Construction of Truth Tables Determining Tautology, Contradiction and Contingent Statements; and validity of arguments (Direct and Indirect) by using Truth Tables, Decision Procedure		
<b>4</b>	<b>Method of Deduction</b>	15	25
	Formal Proof of Validity Rules of Inference and Rules of Replacement Construction of Formal Proof of validity for arguments		

**Readings:**

Basson, A. H. & D. J. O'Connor. *Introduction to Symbolic Logic*. The Free Press of Glencoe, Illinois, 1960.

Chakraborti, C. *Logic: Informal, Symbolic and Inductive*. Prentice Hall of India, New Delhi, 2007.

Copi, I.M. *Symbolic Logic*. 5<sup>th</sup> ed., Pearson Education India, 2015.

Copi, I.M., et. al. *Introduction to Logic*. 14<sup>th</sup> ed., Routledge, 2013.

Hurley, P. *A Concise Introduction to Logic*. 12<sup>th</sup> ed., Cengage Learning, 2015.

Smith, Nicholas. J.J. *Logic: The Laws of Truth*. Princeton University Press, New Jersey, 2012.

**Sixth Semester**  
**Course Name: Social & Political Philosophy**  
**Course Code: PHI0600104**  
**Course Level: 300-399**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Learners will be able to express thoughts on some major philosophical questions in the area of social philosophy with respect to the intellectual and historical developments of the questions.

**CO2:** Learners will be able to articulate some of the major problems.

**CO3:** Students will be able to think about questions like ‘how should human beings live together?’, ‘what sort of society should we aim at?’ etc.

**CO4:** Learners will have a clear vision of human rights and gender discrimination which will help them understand some social and political prejudices.

**CO5:** The course is expected to make the students describe as well as analyse the social and political concepts such as *Rājadharma*, *Daṇḍanīti*, *Lokasaṁgraha*, seven pillars of state craft as found in these two *Śāstras*.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Foundations of Social and Political Philosophy</b>	15	25
	Nature and Scope of Social and Political Philosophy Concept of Individual and Society—their Relation Different Theories concerning evolution of society		
<b>2</b>	<b>Key Political Ideologies and Contemporary Issues</b>	15	25
	Liberalism , Socialism & Marxism Democracy Human Rights and Gender Justice	15	25
<b>3</b>	<b>Socio-political Philosophy of the Mahabharata</b>	15	25
	<i>Mahabharata: Daṇḍanīti,</i> <i>Rājadharma</i> Law and Governance <i>Lokasaṁgraha</i>		

<b>4</b>	<b>Socio-political Philosophy of Kautilya</b>  <i>Kautilya: Sovereignty, Seven Pillars of statecraft</i> Society, Social Life Internal security, External affair	15	25

**Readings:**

Berlin, Isaiah . *Two Concepts of Liberty*. Portal Friki, 2025.

Chakravarti, S. *Ethics in the Mahabharata*. Munshiram Manoharlal Publisher. 2006.

Gaus, G., et. al.,(Eds.). *The Routledge Companion to Social and Political Philosophy*. 2<sup>nd</sup>ed., Routledge, 2025.

Heywood, A. *Political Theory: An Introduction*. 4th ed., Palgrave Macmillan, 2012.

Kautilya-Chanakya. *Arthasastra*. F. V. Editions. 2020.

Lichtheim, G. *Marxism: An Historical and Critical Study*. Routledge, 2<sup>nd</sup>ed., 1964.

Mill, J.S. *On Liberty*. Simon & Brown. 2011.

Sabine, G. H. *A History of Political Theory*. 4<sup>th</sup>ed., Oxford UP, 2019.

Shaw, W. H. *Social and Political Philosophy*. Pearson, 1992.

**Sixth Semester**  
**Course Name: Philosophy of Language**  
**Course Code: PHI0600204**  
**Course Level: 300-399**

**Prerequisites:** PHI 0500204  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

- CO1:** Students will be able to draw the basic difference between philosophical study of Language and scientific study of Language.  
**CO2:** Students will be able to appreciate different approaches to meaning.  
**CO3:** Students will be able to explain different theories of truth.  
**CO4:** Students will be able to understand different acts that are performed by different utterances.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction</b>	<b>15</b>	<b>25</b>
	Nature of Philosophy of Language Scope of Philosophy of Language History of Philosophy of Language		
<b>2</b>	<b>Theories of Meaning</b>	<b>15</b>	<b>25</b>
	Ideational Theory of Meaning: Locke Verifiability Theory of Meaning: Ayer Use Theory of Meaning: Wittgenstein		
<b>3</b>	<b>Theories of Truth</b>	<b>15</b>	<b>25</b>
	Correspondence Theory of Truth Coherence Theory of Truth Pragmatic Theory of Truth		
<b>4</b>	<b>Speech Act Theory</b>	<b>15</b>	<b>25</b>
	Speech Act Theory of Austin Performative and Constative Utterance Locutionary Act, Illocutionary Act		

## Readings:

Alston, W. P. *Philosophy of Language*. Prentice Hall India Learning Private Limited, 1988.

Austin, J. L. *How to Do Things with Words*. Ingram Short Title, 2018.

Devitt, M. & Richard Hanley (Eds.). *The Blackwell Guide to Philosophy of Language*. Blackwell Publishing, 2006.

Frege, G. "On Sense and Reference", *The Philosophical Review*, Vol. 57, No. 3 (May, 1948), Duke, University Press, pp. 209-230.

Lycan, G. *Philosophy of Language: A Contemporary Introduction*. Routledge, 2008.

Russell, B. "On Denoting." *Mind*, New Series, Vol. 14, No. 56 (Oct. 1905), Oxford University Press, pp. 479-493.

Searle, J. R. (Ed.). *Philosophy of Language*. Oxford University Press, 1971.

Wittgenstein, L. *Philosophical Investigations*. Wiley-Blackwell, 2009



## Sixth Semester

Course Name: Contemporary Indian Philosophy

Course Code: PHI0600304

Course Level:300-399

Prerequisites:	NIL
Theory Credit:	04
Practical Credit:	NIL
No. of Required Classes:	-
No. of Contact Classes:	60
No. of Non-contact Classes:	NIL

### Course Outcomes:

**CO1:** The course is expected to make the students learn how to compare the contemporary approach to philosophy with the traditional one.

**CO2:** The course is expected to make the students explain as well as analyze the concepts as found in the philosophies of these philosophers.

**CO3:** The course is expected to make the students revise their philosophical outlook in the light of contemporary Indian philosophy.

Unit No	Unit Contents	No of Classes	Marks
1	<b>Swami Vivekananda and R. N. Tagore</b> Vivekananda: Practical Vedanta Vivekananda: Universal Religion R.N. Tagore: Concept of Man	15	25
2	<b>M. K. Gandhi and B.R. Ambedkar</b> Gandhi: Truth and Non-violence, Religion Gandhi: <i>Sarvodaya</i> , Trusteeship Ambedkar: Social Justice, Democracy	15	25
3	<b>S. Radhakrishnan and B.G. Tilak</b> Radhakrishnan: Religious Experience Radhakrishnan: Intellect and Intuition B.G.Tilak : Interpretation of the <i>Gita</i>	15	25
4	<b>K.C. Bhattacharyya and Sri Aurobindo</b> K. C. Bhattacharyya: Concept of Philosophy Aurobindo: Evolution Aurobindo: Integral Yoga	15	25

## Readings:

- Bagchi, Kalyan Kumar. *The Philosophy of Krishna Chandra Bhattacharya*. University of Calcutta, 2012.
- Bhattacharya, Krishna Chandra. *Studies in Philosophy, Vol II*. Motilal Banarsidass Publishers Pvt.Ltd. 2017.
- Bhusan, Nalini & Garfield, Jay (Ed.). *Indian Philosophy in English*. Oxford University Press, 2011.
- Datta, Dharendra Mohan. *Chief Currents of Contemporary Philosophy*. University of Calcutta, 1950.
- Datta, Dharendra Mohan. *The Philosophy of Mahatma Gandhi*. University of Wisconsin Print,1953.
- Gandhi, Mahatma. *The Story of My Experiments with Truth*. Fingerprint Publishing, 2009.
- Ganeri, Jonardon. *The Oxford Handbook of Indian Philosophy*. Oxford University Press, 2017.
- Radhakrishnan, Sarvepalli. *An Idealist View of Life*. Harpercollins,2009.
- Raghuramaraju. *Debates in Indian Philosophy: Classical, Colonial and Contemporary*. Oxford University Press, 2006.
- Tagore, Rabindra Nath. *The Religion of Man*. Rupa, 2005.
- Tilak, Bal Gangadhar. *Srimad Bhagavadgita Rahasya or Karma-Yoga-Sastra*. Wave Books, New Delhi. 2025.
- Valerian, Rodrigues. *Ambedkar's Political Philosophy*. Oxford University Press, 2024.
- Vivekananda. *The Collected Works of Swami Vivekananda*. Om Sai Tech Books, 2021.



**Sixth Semester**  
**Course Name: Existentialism**  
**Course Code: PHI0600404**  
**Course Level: 300-399**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** The learning objective of the course is to enable students to understand the meaning of life that is not superficial.

**CO2:** The learning objective is to make the students come face-to-face with real life-problems and also various ways to improve and work on their will to live life well.

<b>Unit No.</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
1	<b>Kierkegaard</b>	15	25
	The three stages of human existence Subjectivity and Truth		
2	<b>Nietzsche</b>	15	25
	Nihilism, Perspectivism, The Death of God The Superman, The Will to Power		
3	<b>Heidegger</b>	15	25
	Dasein; Being-in-the-world Care and the Problem of Primordial Truth		
4	<b>Sartre</b>	15	25
	Existentialism; Being Freedom and Bad-Faith		

**Readings:**

Bhadra, M.K. *Phenomenology and Existentialism*. Indian Council of Philosophical Research, New Delhi, 2004.

Blackham, H. J. *Six Existentialist Thinkers*. Routledge, Reprint ed., 1983.

Heidegger, M. *Being and Time* [Part One: Division One: Preparatory Fundamental Analysis of Dasein]. State University of New York Press, Revised ed., 2010.

Hubert, L. Dreyfus. *Being-in-the-World: A Commentary on Heidegger's Being and Time*, Division I. The MIT Press, 1990.

Kierkegaard, S. *Concluding Unscientific Postscript*. Cambridge University Press, 1st ed. 2009.

Nietzsche, F. *Basic Writings of Nietzsche*. RHUS, New ed., 2000.

Sartre, J. *Basic Writings*. Routledge, 1st ed., 2000.

------.*Being and Nothingness*. Washington Square Press, 2021.

Warnock. M. *Existentialism*. Oxford University Press, Revised ed., 1970.

**Seventh Semester**  
**Course Name: Buddhist Philosophy**  
**Course Code: PHI0700104**  
**Course Level: 400-499**

<b>Prerequisites:</b>	PHI0300104
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Understand meanings of technical terms in Buddhist thought.

**CO2:** Explain the ideas that are important in schools of Buddhism.

**CO3:** Present the basic concepts of *Abhidhamma/ Abhidharma Buddhism* and *Mahayana Buddhism*.

**CO4:** Examine the special thoughts that make each Buddhist school distinct.

**CO5:** Arrange the common characteristics of ideas that make various philosophical schools come under the same umbrella of Buddhist thought.

Unit No	Unit Contents	No. of Classes	Marks
1	<b><i>Theravada</i></b>	15	25
	Material <i>Dhamma</i> ; Mind Mental Factors Cognitive Process		
2	<b><i>Sautrantika</i></b>	15	25
	Doctrine of 'everything exists' Causes and Conditions; Classification of Dharma Dharma; Theory of Momentariness; Theory of ' <i>Bija</i> '		
3	<b><i>Madhyamaka</i></b>	15	25
	Dialectic Knowledge and Freedom Phenomena and Reality		
4	<b><i>Yogacara</i></b>	15	25
	Criticism of Realism		
	Doctrine of <i>Vijnana</i> Doctrine of three <i>Svabhava</i>		

## Readings:

- Chatterjee, A.K. *The Yogacara Idealism*. Motilal Banarsidass, New Delhi, 1962.
- Dutt, N. *Early History of the Spread of Buddhism and the Buddhist Schools*. Luzac & Co., London, 1925.
- Dutt, N. *Mahayana Buddhism*. Motilal Banarsidass, 1978.
- Frauwallner, E. *The Philosophy of Buddhism*. Motilal Banarsidass, New Delhi, 1956.
- Hamilton, Sue. *Identity And Experience: The Constitution of the Human Being According to Early Buddhism*. Luzac Oriental, 1996
- Hirakawa, Akira. *A History of Indian Buddhism. From Sakyamuni to Early Mahayana*. Trans. and Ed., Paul Groner. Asian Studies at Hawaii, University of Hawaii Press, 1990.
- Murti, T.R.V. *The Central Philosophy of Buddhism*. George Allen & Unwin, 1960.
- Nakamura, H. *Indian Buddhism*. Motilal Banarsidass New Delhi, 1980.
- Potter, K.H (ed). *Encyclopedia of Indian Philosophy*, Vol. VII. Motilal Banarsidass, New Delhi, 1996.
- *Encyclopedia of Indian Philosophy*, Vol. VIII. Motilal Banarsidass, New Delhi, 1999.
- *Encyclopedia of Indian Philosophy*, Vol. IX, Motilal Banarsidass, New Delhi, 2003.
- Radhakrishnan, S. *Indian Philosophy*. Volume I. George Allen & Unwin, London, 1923.
- *The Principal Upanisads*. London, 1960.
- Sangarakshita. *A Survey of Buddhism*. Windhorse Publication, 2001.
- Scheepers, A. *A Survey of Buddhist Thought*. Motilal Banarsidass, 2008.
- Schumann, H. W. *Buddhism and Outlines of its Teachings and Schools*. Reidel and Co., London, 1986.
- Sinha, Jadunath. *Indian Philosophy*. Volume II. Central Book Agency, Calcutta, 1952.
- Varma, V.P. *Early Buddhism and Its Origins*. Munshiram Manoharlal, New Delhi, 1973.
- Warder, A.K. *Indian Buddhism*. Motilal Banarsidass, New Delhi, 2004.
- Williams, Paul. *Buddhist Thought*. Routledge, 2000.

**Seventh Semester**  
**Course Name: Philosophy of Prasthanatrayi**  
**Course Code: PHI0700204**  
**Course Level: 400-499**

<b>Prerequisites:</b>	PHI0300104
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Name and state the meanings of the foundational books on which Vedānta systems rest.

**CO2:** Discuss the basic concepts and ideas available in the source books of Vedānta systems

**CO3:** Discover the importance of Prasthānatrayi

**CO4:** Analyze the distinguishing features of each source book of Vedānta systems

**CO5:** Arrange the common features of the source of books of Vedānta systems

Unit No	Unit Contents	No. of Classes	Marks
1	<b>Introduction</b>	15	25
	<i>Vedanta/ Upanisad (SrutiPrasthanana): Philosophical importance, Different Upanisads</i> <i>Bhagavadgita (Smṛti-Prasthanana): Philosophical importance</i> <i>Vedantasutra (Nyaya-Prasthanana): Philosophical importance</i>		
2	<b>Upanisad</b>	15	25
	<i>Atman and Brahman</i> <i>Ethics</i> <i>Moksa</i>		
3	<b>Bhagavadgita</b>	15	25
	<i>The Ultimate Reality and Virata Purusa</i> <i>Jiva and Jagat</i> <i>The Margas (Karma, Bhakti and Jnana), Moksa</i>		
4	<b>Vedantasutra</b>	15	25
	<i>Brahman</i> <i>Jiva and Jagat</i> <i>Sadhana</i>		

**Readings :**

Chari, S. M. Srinivasa. *The Philosophy of the Vedantasutra*. Munshiram Manoharlal, New Delhi, 1998.

Ghate, V. S. *The Vedanta – A Study of Brahmasutras with the Bhasyas of Samkara, Ramanuja, Nimbarka, Madhva and Vallabha*. 3<sup>rd</sup> Ed., Poona, 1981.

Hume, R.E. *The Thirteen Principal Upanishads*. Oxford University Press, 1921.

Radhakrishnan, S. *Bhagavadgita*. George Allen & Unwin, 1948.

----- -. *Indian Philosophy*. Volume II. George Allen & Unwin, London, 1927.

----- . *The Brahmasutras*, George Allen & Unwin, London, 1960.

----- . *The Principal Upanisads*. London, 1960.

Thibault, G. *Vedanta Sutras with Commentary Sankaracarya*. SBE Series Volume 34,38. Clarendon Press, 1904.

Telang, K. T. *The Bhagavadgita with The Sanatsujatiya Anugita*. SBE Series Volume 8. Clarendon Press, 1882.

**Seventh Semester**  
**Course Name: Comparative Religion**  
**Course Code: PHI0700304**  
**Course Level: 400- 499**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** State the meaning of comparative religion.

**CO2:** Illustrate some of the basic principles of Hinduism, Buddhism, Jainism, Islam and Christianity.

**CO3:** Distinguish between Ramanuja's concept of Bhakti and that of Sankaradeva.

**CO4:** Compare the basic principles of one religion with those of the others.

**CO5:** Analyse the underlying unity among religions.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Hinduism</b> <i>Varnasramadharma, Purusartha</i> Law of Karma, Liberation <i>Bhakti: Ramanuja, Sankaradeva, Sri Chaitanya</i>	15	25
<b>2</b>	<b>Buddhism and Jainism</b> Buddhism: Law of Karma Buddhism: Ethics Jainism: <i>Triratna, Panchamahavrata</i>	15	25
<b>3</b>	<b>Christianity</b> Role of Jesus Christ Sin and Atonement Ethics	15	25

4	<b>Islam</b> Role of Muhammad Five Pillars Ethics	15	25
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**Readings:**

Bouquet, Alan Coates. *Comparative Religion*. Penguin Books, 1973.

Chatterjee, Pritibhusan. *Studies in Comparative Religion*. Niharika Niketan, 1971.

Eliade, Mircea. *The Patterns in Comparative Religion*. Bison Books, 1996.

James, Edwin Oliver. *Comparative Religion*. Literary Licensing, 2013.

Radhakrishnan, Sarvepalli. *Eastern Religion and Western Thought*. Oxford University Press, 1997.

Wach, Joachim. *The Comparative Study of Religion*. Columbia University Press, 1961.

Zaehner, Robert Charles. *The Comparison of Religions*. Hassell Street Press, 2021.

**Seventh Semester**  
**Course Name: Meta-Ethics**  
**Course Code: PHI0700404**  
**Course Level: 400-499**

<b>Prerequisites:</b>	PHI0300204
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Define the basic concepts of meta-ethics and explain the key features of ethical cognitivism, including naturalism and non-naturalism.

**CO2:** Distinguish between ethical cognitivism and non-cognitivism, and evaluate the theories of Ayer, Stevenson, and Hare.

**CO3:** Analyze substantial moral theories such as moral universalism, relativism, and absolutism.

**CO4:** Examine the is-ought problem and the fact-value dichotomy with reference to Hume's view and its interpretations.

**CO5:** Assess the scope, strengths, and limitations of various meta-ethical theories.

Unit No	Unit Contents	No. of Classes	Marks
<b>1</b>	<b>Ethical Cognitivism</b>	15	25
	Meaning and Definition of Meta-ethics Cognitivism and Moral Realism Ethical Naturalism and Ethical non-naturalism (G.E. Moore's Indefinability of good)		
<b>2</b>	<b>Ethical Non-Cognitivism</b>	15	25
	Emotivism : Ayer & Stevenson Prescriptivism: R. M. Hare Attitude Theory : Philippa Foot		
<b>3</b>	<b>Substantial Theory</b>	15	25
	Moral Universalism Moral Relativism Moral Absolutism		

4	Is-Ought Problem	15	25
	Fact-Value Dichotomy, Is-Ought Controversy Hume's view and its Interpretations Searle's view on Derivability of 'Ought' from 'Is'		

**Readings:**

- Ayer, A. J. *Language, Truth and Logic*. Penguin Classics, 2001.
- Chakravarty, D. K. *Problems of Analytic Ethics*. Omsons Publications, 1996.
- Foot, Philippa. *Moral Dilemmas and Other Topics in Moral Philosophy*. Oxford. Oxford University Press, 2002.
- Hare, R. M. *The Language of Morals*. Oxford University Press, 1991.
- Hudson, W. T. *Introduction to Modern Moral Philosophy*. 2<sup>nd</sup> ed., Palgrave Macmillan, 1983.
- Hume, David. *A Treatise of Human Nature*. Penguin, 1985.
- Jhingran, S. *Ethical Relativism and Universalism*. Motilal Banarsidass Publishers Pvt. Ltd., 2001.
- Moore, G. E. *Principia Ethica*. Cambridge University Press, 1903.
- Searle, John. R. "How to Derive 'Ought' from 'Is'." In *The Philosophical Review*, vol. 73, no. 1. Duke University Press. 1964, pp.43-58.
- Stevenson, C. L. *Ethics and Language*. Yale University Press, 1944.

**Seventh Semester**  
**Course Name: Research Methodology**  
**Course Code: PHI0700504**  
**Course Level: 400-499**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Explain the nature, objectives, and types of research methodologies, and distinguish between qualitative and quantitative approaches.

**CO2:** Demonstrate understanding of ethical practices in research, including plagiarism, referencing, and justification of methodological choices.

**CO3:** Identify and formulate research problems, and differentiate between various research types and their applications.

**CO4:** Apply research techniques such as hypothesis formulation, data collection, literature review, and prepare a synopsis for publication or presentation.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Introduction</b>	15	25
	Research: Nature, Meaning and Objective of Research Research methodology vs research method Qualitative and Quantitative Research		
<b>2</b>	<b>Defining Research Problem</b>	15	25
	Research Problem, Defining research problem Selecting research Problem Hypothesis		
<b>3</b>	<b>Conducting Research</b>	15	25
	Research Ethics Plagiarism: meaning, types Literature review, Reference and bibliography		

<b>4</b>	<b>Disseminating Research</b>	15	25
	Library Visit Preparation of Synopsis Publication and Seminar presentation		

**Readings:**

Eco, Umberto. *How to Write a Thesis*. The MIT Press, Translation ed., 2015.

Kothari, C.R. *Research Methodology: Methods and Techniques*. 4<sup>th</sup>ed., New Age International Publishers, 2019.

Marczyk, Geoffrey., et al. *Essentials of Research Design and Methodology*, John Wiley & Sons, Inc., 2005.

**Eighth Semester**  
**Course Name: Vedanta Philosophy**  
**Course Code: PHI0800104**  
**Course Level: 400-499**

<b>Prerequisites:</b>	PHI0700204
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** State the names of different schools of *Vedanta*.

**CO2:** State and explain the basic concepts of six schools of *Vedanta*.

**CO3:** Present the thoughts of various schools of *Vedanta*.

**CO4:** Analyze the common features of different features of schools of *Vedanta*.

**CO5:** Construct how ways of interpreting can help in emergence of different schools or thoughts.

Unit No	Unit Contents	No. of Classes	Marks
1	<b><i>Advaita Vedanta (Sankara)</i></b>	15	25
	<i>Avidya; Maya Atman; Brahman Karaṇa-Karya; Moksa</i>		
2	<b><i>Bhedabheda (Bhaskara) and Dvaitadvaita (Nimbarka)</i></b>	15	25
	<i>Bhedabheda: Brahman; Cit Bhedabheda: Criticism of Sankara and Bauddha Dvaitadvaita: Brahman, Cit, Acit</i>		
3	<b><i>Viśiṣṭadvaita (Ramanuja)</i></b>	15	25
	<i>Brahman/Īvara, Cit, Acit Criticism against Sankara's Concept of Maya Moksa</i>		
4	<b><i>Dvaita (Madhva) and Suddhadvaita (Vallabha)</i></b>	15	25
	<i>Dvaita: Brahman, ParatantraPadartha Dvaita: Theory of Bheda; Theory of Vīesa Suddhadvaita: Brahman, Jiva, Bhakti</i>		

## Readings:

Agarwal, M. M. and Potter, Karl H (Ed). *Encyclopedia of Indian Philosophy*. Volume XV. Motilal Banarsidass, New Delhi, 2013.

Balasubramaniam, R. *The Traditions of Advaita*. Munshiram Manoharlal, 1994.

Hebbar, B. N. *Vīṣṭadvaita and Dvaita*. Bharatiya Granth Niketan, New Delhi, 2004.

Mahadevan, T.M.P. *Invitation to Indian Philosophy*. Arnold-Heinemann Publishers (India) Private Limited, 1974.

----- . *The Philosophy of Advaita*. Bharatiya Kala Prakashan, 1957.

Narain, K. *The Philosophy of the Vallabha School of Vedanta*. Indological Research Centre, Varanasi, 2022.

Nikhilananda, Swami. *Vedanta-Sara, by Sadananda Yogindra*. Advaita Ashrama, 1931.

Pandurangi, K. T. *Dvaita Vedanta Daṛana of Sri Madhvacarya*. Rashtriya Sanskrit Sansthan, New Delhi, 1995.

Paramahansa, K.R. *Dvaita Vedanta*. Tirumala Tirupati Devasthanams, Tirupati, 2012.

Potter, Karl H. (ed). *Encyclopedia of Indian Philosophy*. Volume XVIII. Motilal Banarsidass, 2015.

Radhakrishnan, S. *Indian Philosophy*. Volume II. George Allen & Unwin, London, 1927.

Sen Gupta, Anima. *A Critical Study of the Philosophy of Ramanuja*. Chaukhamba Amarabharati Prakashan, Varanasi, 1956.

Sharma, B. N. K. *Philosophy of Sri Madhvacarya*. Motilal Banarsidass, Delhi, 2014.

Shastri, Prabhu Dutt. *The Doctrine of Maya in the philosophy of the Vedanta*. Luzac and Co., London, 1911.

Srinivasachari, P.N. *The Philosophy of Bhedabheda*, Nabu Press, 1972.

----- . *The Philosophy of Visistadvaita*, The Adyar Library, 1943.

Srinivasacari, S.M. *Advaita and Visistadvaita*. Asia Publishing House, 1961.

**Eighth Semester**  
**Course Name: Phenomenology**  
**Course Code: PHI0800204**  
**Course Level: 400-499**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

- CO1:** Define the phenomenology of Edmund Husserl, the father of phenomenology.  
**CO2:** Explain the basic ideas and concepts of Husserl's phenomenology.  
**CO3:** Discuss the various phenomenal issues concerning Husserl's phenomenology.  
**CO4:** Examine the range and limits of phenomenological methodology.  
**CO5:** Evaluate the significance of phenomenological approach in any field of knowledge.

<b>Unit No.</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
1	<b>Critique of Psychologism</b>	15	25
	Psychologism- Its arguments and its position with respect to the common counter-argument ( <i>Logical Investigations</i> : Chapter 3, sections :17,18,19,20) Empiricist consequences of psychologism ( <i>Logical Investigations</i> : Chapter 4, sections: 21,22,23,24) Psychologism as sceptical relativism ( <i>Logical Investigations</i> : Chapter 7, sections: 34, 35,36,37,38)		
2	<b>Phenomena and Phenomenological Reduction</b>	15	25
	The position that belongs to the natural attitude and its exclusion ( <i>Ideas</i> , Part II, Chapter One, sections: 30, 31, 32) The question about the range of phenomenological reduction ( <i>Ideas</i> , Part II, Chapter Four, sections: 56, 57, 61) The way to the Transcendental Ego ( <i>Cartesian Meditations</i> , First Meditation: sections 3, 7, 12)		

3	<b>Intentionality</b>	15	25
	Husserl: The Idea of Phenomenology: Lecture II Dreyfus: <i>Sinn</i> and intentional object Ryle: Phenomenology		
4	<b>Meaning, Constitution, Facts and Essence</b>	15	25
	Facts and Essence ( <i>Ideas</i> , Part I, Chapter Two, sections: 22, 23, 24) Noema and Noesis ( <i>Ideas</i> , Part II, Chapter Four, sections, 97, 98, 99) Constitution, "Reason" and "Unreason" ( <i>Cartesian Meditation</i> , Third Meditation, section 23)		

### Readings:

Husserl, E. *Cartesian Meditations. An Introduction to Phenomenology*. Kluwer Academic Publishers, 5<sup>th</sup> ed., 1977.

----- Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy. First Book: *General Introduction to a Pure Phenomenology*. Trans. F. Kersten . Martinus Nijhoff Publishers. The Hague, 1982.

----- *Logical Investigations*. (vol I, vol II). Tran. Findlay. J.N. Routledge, 2001.

----- "Philosophy as a Rigorous Science". In *New Yearbook for Phenomenology and Philosophical Philosophy*. Vol 2, 2002, p.247-295.

Follesdal . D. "Husserl's Notion of Noema." In *The Journal of Philosophy*. Vol. 66, No. 20, Sixty-Sixth Annual Meeting of the American Philosophical Association Eastern Division. 1969, pp. 680-687

Mohanty, J.N. *Husserl's Concept of Intentionality*. In *Analecta Husserliana*, 1:100-132. 1971.  
Smith. A.D. *Husserl and the Cartesian Meditations* . Routledge, 2003.

Sokolowski, R. *The formation of Husserl's concept of constitution*. Martinus Nijhoff. 1970.

Solomon, R.C. *Phenomenology and Existentialism*. Rowman & Littlefield Publishers, Inc. 2<sup>nd</sup> Ed., 2001.

## Eighth Semester

**Course Name: Philosophy of B. R. Ambedkar**

**Course Code: PHI0800304**

**Course Level: 400-499**

<b>Prerequisites:</b>	NIL
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

### Course Outcomes:

**CO1:** Recognize the philosophy of Ambedkar.

**CO2:** Explain the social and political philosophy of Ambedkar.

**CO3:** Discuss the concept of economic development as developed by Ambedkar and other relevant concepts coming under his economic philosophy.

**CO4:** Illustrate Ambedkar's view on religion and morality in general and Buddhism in particular.

**CO5:** Assess Ambedkar's philosophical ideas.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Social</b> Critique of Hindu Social Order Annihilation of Caste; Untouchability Education	15	25
<b>2</b>	<b>Political</b> Reorganization of states Democracy; Social Justice Constitutional morality	15	25
<b>3</b>	<b>Economic</b> Concept of economic development and distinction between economic development and human development Labour economics National economy and society	15	25

4	<b>Religious</b> Concept of religion, idea of ideal religion View on morality Neo-Buddhism	15	25
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**Readings:**

- Ambedkar, Bhimrao Ramji. *Constitution of India*. Educreation Publishing, 2020.
- .*State and Minorities*. Maven Books, 2021.
- .*The Buddha and His Dhamma*. Samyak Prakashan, 2019.
- .*The Philosophy of Hinduism—A Critical Edition*. Samyak Prakashan,2016.
- . *The Problem of the Rupee*. Charlies inc., 2015.
- .*The Untouchables—who were they and why they became untouchables*. Gyan Books,2017.
- .*Writing and Speeches, Volume1(PartI)*. Dr.AmbedkarFoundation,2019.
- .*Writing and Speeches, Volume 2 (Part I & II)*. Government of Maharashtra, 1982.
- .*Writing and Speeches, Volume3 (Part I&II)*. Government of Maharashtra, 1987.
- .*Writing and Speeches, Volume 4 (Part II)*. Government of Maharashtra, 1987.
- .*Writing and Speeches, Volume 10 (Part I)*. Government of Maharashtra, 1991.
- .*Writing and Speeches ,Volume 11(Book IV,Part I&II)* Government of Maharashtra, 1991.
- .*Writing and Speeches, Volume 17 (Part I, II & III)*. Government of Maharashtra, 2003.

**Eighth Semester**  
**Course Name: Philosophy of Mind**  
**Course Code: PHI0800404**  
**Course Level: 400-499**

**Prerequisites:** PHI 0500204  
**Theory Credit:** 04  
**Practical Credit:** NIL  
**No. of Required Classes:**  
    **No. of Contact Classes:** 60  
    **No. of Non-contact Classes:** NIL

**Course Outcomes:**

**CO1:** Students will be able to identify various philosophical issues concerning the conceptual study of mind.

**CO2:** Students will be able to compare between the scientific study of mind as in psychology from its conceptual study as in philosophy.

**CO3:** Students will be able to discuss problems like personal identity, problems of other minds etc.

**CO4:** Students will be able to assess externalist and internalist views of mind.

**CO5:** Students will be able to interpret the problem of qualia.

<b>Unit No</b>	<b>Unit Contents</b>	<b>No. of Classes</b>	<b>Marks</b>
<b>1</b>	<b>Personal Identity</b>	15	25
	Problem of Personal Identity, Criteria, Puzzle Cases Physicalistic Theories of Personal Identity Psychological Theories of Personal Identity		
<b>2</b>	<b>Problem of Other Minds</b>	15	25
	Problem: Epistemological and Conceptual Argument from Analogy Critique of Argument from Analogy by Wittgenstein and Strawson		
<b>3</b>	<b>Unit III: Externalism and Internalism</b>	15	25
	Externalism: Hilary Putnam Internalism: Jerry Fodor Internalism: Brian Loar and David Chalmers		

4	<b>Unit IV: Qualia</b>	15	25
	Arguments for Existence of Qualia Proponents of Qualia Critics of Qualia		

**Readings:**

Chisholm, R.M. *Person and Object: A Metaphysical Study*. Routledge, 2014.

Cooney, B. *The Place of Mind*. S. Chand and Company Ltd., 1999.

Fesser, E. *Philosophy of Mind*. Oneworld Publications, 2006.

Gustafson, D. A. (Ed.). *Essays in Philosophical Psychology*. Macmillan, 1967.

Hamlyn, D.W. *Theory of Knowledge*. Macmillan Education, 1970.

Heil, J. *Philosophy of Mind: A Contemporary Introduction*. Routledge, 1998.

Martin, R. & J, Barresi (Ed.). *Personal Identity*. Blackwell Publishing, 2002.

McGinn, C. *The Character of Mind*. Oxford University Press, 1997.

Searle, J.R. *Mind: A Brief Introduction*. Oxford University Press, 2004.

Vesey, G. *Personal Identity*. Cornell University Press, 1977.

Williams, B. *Problems of the Self*. Cambridge University Press, 1976.

**Eighth Semester**  
**Course Name: Thinker/Text-Based Project in Philosophy**  
**Course Code: PHI0800504**  
**Course Level: 500-599**

<b>Prerequisites:</b>	PHI0700504
<b>Theory Credit:</b>	04
<b>Practical Credit:</b>	NIL
<b>No. of Required Classes:</b>	-
<b>No. of Contact Classes:</b>	60
<b>No. of Non-contact Classes:</b>	NIL

**Course Outcomes:**

**CO1:** Analyze and interpret key philosophical texts and doctrines from selected Eastern and Western philosophers or traditions.

**CO2:** Compare major philosophical systems across cultural and historical contexts, identifying their core metaphysical, epistemological, and ethical themes.

**CO3:** Develop and present a coherent argument or critical perspective through written and oral formats, based on focused study of a chosen philosophical thinker or school.

**CO4:** Demonstrate research skills, critical thinking, and academic integrity in preparing and presenting the project on a selected philosophical topic.

**Project Guidelines:**

- A.** Given below is a list of Thinkers/ Schools out of which any one may be chosen for addressing in the Project/Seminar. The same has to be carried out under the supervision of a teacher.

<b>Contents</b>	
Plato	<i>Nagarjuna</i>
Aristotle	<i>Sankara</i>
Descartes	
Spinoza	<i>Ramanuja</i>
Locke	<i>Nyaya</i>
Berkeley	<i>Vaisesika</i>
Hume	<i>Jaina</i>
Kant	<i>Sankhya</i>
Bradley	<i>Yoga</i>
Hegel	<i>Theravada</i>
Russell	<i>Sarvastivada</i>
Moore	<i>Yogacara</i>
Wittgenstein	<i>Mimamsa</i>
Putnam	<i>Sankaradeva</i>
Chalmers	<i>Madhavadeva</i>

**B.** The Project has to be broken into the following heads:

1. Designing Research Problem
2. Research Objectives
3. Significance of Research
4. Methodology
5. Literature Review
6. Chapterization

**C.** The Project must be typed and should be written within a range of **8,000-10,000** words.

**D.** Literature consulted for the Project must include original works of the thinker/ school.

**E.** Students will have to make presentation of the Project before its submission.



# **FYUGP**

Curriculum for 2025  
SEC & VAC



**Department of Philosophy**  
**Gauhati University**  
GUWAHATI, ASSAM 781014

**VALUE ADDED COURSES (VAC)/ DEPARTMENT OF PHILOSOPHY, GAUHATI UNIVERSITY**

**VAC [PHILOSOPHY] - I**

Four-year Undergraduate Programme Subject:

Philosophy

Semester: **First**

Course Name: **CYBER ETHICS**

Existing Base Syllabus: N/A

Course Level: 100-199

Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	-Meaning, Definitions and Dimensions of Cyber Ethics -Cyber Space, Cyber Crime-Classification and Types of Cyber Crime -Cybersecurity—its Importance, Need for Cyber Regulations, Cyber Technologies and Ethics—Artificial Intelligence(AI), Fintech, Blockchain	15	40
II (Practical)	Practical can be conducted by writing a report (2,000 words)	15	20

	on any issue concerning cyber crime.		
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**Reading list:**

Spinello Richard A. (2011). *Cyberethics Morality and Law in Cyberspace*  
 Stuckelberger C. & Duggal P. (2018). *Cyber Ethics 4.0 Serving Humanity with Values*,  
 Globalethics.net Global Series No. 17  
 Tavani, H. (2010). *Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing*

**Graduate Attributes**

**i.Course Objectives-**

- The course is designed to make the students understand the roles and the significance of Cyber ethics.
- The course introduces the students to the understanding of the relationship between ethics and cyberspace.
- The course will opportune students to make various case studies on cyber crimes.

**ii. Learning outcomes:**

On the completion of the course, students will be able to develop various ways to face ethical challenges in the field of cybersecurity.

The course will enable the students to protect data and sensitive information in the world of cyber security.

The students will encourage students to use technology in a responsible way.

j.Theory Credit	01
k. Practical Credit	01
l. No. of Required Classes	30
m. No. of Non-Contact Classes	00

## VAC [PHILOSOPHY] - II

Four-year Undergraduate Programme

Subject: Philosophy

Semester: **Second**

Course Name: **FILM AND PHILOSOPHY**

Existing Base Syllabus: N/A

Course Level: 100-199

Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	-Film: Meaning, Nature  -Film as an art form: Documentaries, Commercial and Parallel Cinema  -Philosophical issues represented in film: Crisis of modernity, problem of relativism, reality of the world, male-female subjectivity	15	40
II (Practical)	Give a review report (about 2,000 words ) on any film with	15	20

	reference to the theoretical aspect of the course		
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**Reading list:**

Noel Carroll & Jinhee Choi, *Philosophy of Film and Motion Picture*

Jarvie Ivan, *Philosophy of Film: Epistemology, Ontology, Aesthetic*

Christopher Falzon, *Philosophy goes to the Movies*

**Graduate Attributes**

**i. Course Objectives:**

- The course is introduced to acquaint the students with the meaning and nature of film
- The course is introduced to comprehend the philosophy exhibited in films

**ii. Learning outcomes:**

- After completion of the course, the student will have a proper understanding of the concept of film
- After completion of the course, the student will be able to analyze the philosophical issues as represented in films

Theory Credit : 01

Practical Credit : 01

No. of Required Classes : 30

No. of Non-Contact Classes: 00

### VAC [PHILOSOPHY]- III

- a . Four-year Undergraduate Programme
- b .Subject: Philosophy
- c .Semester: **Third**
- d .Course Name: **YOGA: THEORY AND PRACTICE**
- e .Existing Base Syllabus: N/A
- f . Course Level: 200-299
- g . Syllabus showing each unit against class number and marks

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<p>-Introduction: Nature, Characteristics, and Scope of Yoga</p> <p>-Types of Yoga: Karma Yoga, Bhakti Yoga, and Jñāna Yoga</p> <p>- Patanjali's Yoga Sutra (the eightfold path, <i>astanga</i>)</p>	15	40
II (Practical)	<p>Practice of Basic Yoga</p> <p style="text-align: center;"><i>Asanas</i></p>	15	20

#### **h. Reading list:**

Aranya, H.: (1983) *Yoga Philosophy of Patanjali with Bhasvati*

Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.

Dasgupta, S.N. *Yoga Philosophy in Relation to Other Systems of Indian Thought*

Jnanananda. *Philosophy of Yoga*, Sri Ramakrishna Sharma Publications

#### **Graduate Attributes**

##### **i . Course Objectives-**

- The object of the course is to introduce the nature, scope and development of yoga through the ages.
- The object of the course is also to describe some of the basic insights of yoga philosophy.
- The object of the course is also to provide the significance of yoga in maintaining the well-being of human life and the world around us.

##### **ii. Learning outcomes:**

- The course will enable students to understand the harmony between mind, body and soul.
- The learning outcome of the course also includes the understanding of the principles of Yoga which will shed light on the nature of reality, illusion, and the meaning of life.
- Students after the end of the course will get the key message of Yoga philosophy, and have the ability (to a large extent) to resolve conflicts, both within and outside self, through the practice of meditation.

j . Theory Credit : 01

k . Practical Credit: 01

l . No. of Required Classes 30

m. No. of Non-Contact Classes: 00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: First
- d. Course Name: Philosophical Counselling**
- e. Existing Base Syllabus: PHI-SE-3014
- f. Course Level: 100-199
- g. Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>• Philosophical Counselling—its meaning and scope</li> <li>• Philosophical Counselling versus Psychological Counselling</li> </ul>	15	25
II (Theory)	<ul style="list-style-type: none"> <li>• Critical Thinking Approach –Logic- Based Therapy (LBT)—Philosophical Principles of LBT, LBT fallacies, antidotes</li> <li>• Existential Approach— Existentialism Based Therapy –Authentic and Inauthentic Life</li> </ul>	15	25
III(Practical)	<ul style="list-style-type: none"> <li>• Practical will be conducted in the form of project/dissertation which is to be typed or neatly hand written (2000 words). The project/dissertation will be based on practical session(s) which is to be conducted by the student (counsellor) with a counsellee/client. Given below is a list of Problems out of which any one may be chosen for addressing in the project/dissertation. The same has to be carried out under the supervision of a teacher.</li> <li>• Moral issues</li> <li>• Value disagreements</li> <li>• Political issues and disagreements</li> <li>• Time management issues</li> <li>• Procrastination</li> <li>• Career issues</li> </ul>	15	25

	<ul style="list-style-type: none"> <li>• Financial issues</li> <li>• Adult children of aging parents</li> <li>• Problems with family/ Domestic problems</li> <li>• Breakups and divorce</li> <li>• Sibling rivalry Loss of a family member</li> <li>• Friendship issues</li> <li>• Peer pressure</li> <li>• Academic or school-related issues</li> <li>• Rejection</li> <li>• Discrimination</li> <li>• Religion and race-related issues</li> <li>• Technology-related issues</li> </ul>		
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#### **h. Reading list:**

Cohen, Elliot D. (2016). *Logic-Based Therapy and Everyday Emotions: A Case Based Approach*, Lexington Books

Cohen, Elliot D. *Philosophical Principles of Logic-Based Therapy*

Lacovou, S. & Karen Weisel-Dixon. (2015). *Existential Therapy: 100 Key Points and Techniques*, Routledge

Lahav, Ran. (2016). *Stepping Out of Plato's Cave: Philosophical Counselling, Philosophical Practice and Self-Transformation*, Loyev Books, 2nd edition.

Lahav, Ran. What is Philosophical in Philosophical Counselling? In *Journal of Applied Philosophy*, vol. 13, No. 3, pp. 259-278, 1996.

Lebon, Tim. (2001). *Wise Therapy*, London: Continuum

Lebon, Tim. *Philosophical Counselling: An Introduction* (First published in *Thinking Through Dialogue: Essays on Philosophy in Practice*, Curnow. T (ed) 1999

Raabe, Peter B. (2000). *Philosophical Counselling—Theory and Practice*, Praeger Publishers Inc.

Sartre, J. P. (1993). *Being and Nothingness*, Simon and Schuster

Sartre, J. P. (2007). *Existentialism is a Humanism*, Yale University Press.

Sulavikova B. Key Concepts in Philosophical Counselling. *Human Affairs*, 24, 574-583, 2014

Sulavikova, B. Philosophical Counselling Based on Dialogical Critical Thinking, *Human Affairs*, 23(4), 680-688, 2013

Website links :

<https://www.curioussouphilosophy.com/what-is-philosophical-counseling.html>

<https://www.infanciacontemporanea.com/wp-content/uploads/2018/06/v9n3eng.pdf>

[https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling\\_LBT\\_Marisa-Diaz-Waian\\_Grief-Workshop-2016-Handout.pdf](https://merlinccc.org/wp-content/uploads/2016/12/Philosophical-Counseling_LBT_Marisa-Diaz-Waian_Grief-Workshop-2016-Handout.pdf)  
<https://www.ncbi.nlm.nih.gov/books/NBK64939/https://npcassoc.org/>  
<https://peterraabe.ca/what.html> <https://philopractice.org/web/history-ran-laha>

## **i. Graduate Attributes**

### **i.Course Objectives-**

The course aims at developing the skills of:

- Philosophical understanding or wisdom (philos-sophia=love of wisdom) as an end in itself.
- Addressing dilemmas (e.g. decision making dilemmas), predicaments and life-issues of persons through philosophical examination.
- Exposing and examining underlying assumptions and logical implications.
- Exploring conflict and inconsistencies.

### **ii. Learning outcome:**

On completion of the course students are expected to be able to:

- Understand the scope of Philosophical vis-à-vis Psychological Counselling
- Inculcate self-confidence in one's own abilities to reason
- Understand the opinions of other people
- Develop flexibility in considering alternatives and opinions
- Overcome personal problems by adopting different philosophical approaches to philosophical counselling
- Develop fair-mindedness in appraising reasoning

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: Second
- d. Course Name: **Critical Thinking**
- e. Existing Base Syllabus: PHI-SE-4014
- f. Course Level: 100-199
- g. Syllabus showing each unit against class number and marks :

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>• Critical thinking, Benefits and Barriers of Critical Thinking</li> <li>• Asking Right Questions</li> </ul>	15	25
II (Theory)	<ul style="list-style-type: none"> <li>• Introduction to Critical and Analytical Writing</li> <li>• Paraphrasing—(a) Short quotes and (b) Clarifying texts</li> </ul>	15	25
III (Practical)	<ul style="list-style-type: none"> <li>• Formulation of Title</li> <li>• Paraphrasing quotes</li> <li>• Asking Questions</li> </ul>	15	25

**h. Reading list:**

Anderson, Marilyn, Pramod K. Nayar, & Madhucchanda Sen, ( 2010). *Critical Thinking, Academic Writing and Presentation Skills*, Pearson Education

Cottrell, Stella. (2005). *Critical Thinking Skills—Developing Effective Analysis and Argument*, Palgrave Macmillan

M. Neil Browne & Stuart M. Keeley (2007). *Asking the Right Questions—A Guide to Critical Thinking*, Pearson Prentice Hall

Paul, Richard & Linda Elder (2019) *How to Write a Paragraph—The Art of Substantive Writing*, Rowman & Littlefield

Russell, B. (1956). ‘How I Write’ in *Portraits from Memory and Other Essays*, Simon and Schuster: New York.

Russell, B. (1999). ‘The Value of Philosophy’ in *The Problems of Philosophy*, Oxford University Press.

Sen, Madhucchanda (2010). *An Introduction to Critical Thinking*, Pearson India

Website Link

<https://bradford.instructure.com>

**All practical exercises relating to Unit II are to be worked out from among the books listed below.**

Dasgupta, S.N.: A History of Indian Philosophy (Vol I-IV)  
 F. Copleston:History of Philosophy (Vol I to VIII))  
 Frankenna, Williams: Ethics  
 Hick, John: Philosophy of Religion  
 Kenny, Anthony: A New History of Philosophy  
 Neog, Maheswar: Sankardeva and His Times  
 Radhakrishnan, S.: Indian Philosophy (Vol I & II)  
 D. M. Datta: The Philosophy of Mahatma Gandhi  
 Singer, Peter: Applied Ethics  
 H. J. Blackham: Six Existentialist Thinkers

**i. Graduate Attributes**

**i. Course Objectives-**

The Course aims at developing the traits and skills of:

- seeing issues from alternative viewpoints
- reading a text both sympathetically and critically
- bridging ideas of thinkers
- developing logical rigor in building an argumentative case
- inculcating the habit of questioning, framing the right question
- applying critical standpoint in writing
- rephrasing original thoughts of others

**ii. Learning outcome:**

At the completion of the Course the student is expected to be able to:

- Analyze the original and primary ideas of various thinkers
- Write in comprehensible, unambiguous language
- Present ideas in organized, efficient, methodical ways
- Develop ancillary skills of observation, reasoning, decision making etc.
- Put forth logically sound and persuasive arguments
- Develop effective communication skill

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00

**SKILL ENHANCEMENT COURSE (SEC)/ DEPARTMENT OF PHILOSOPHY,  
GAUHATI UNIVERSITY**

- a. Four-year Undergraduate Programme
- b. Subject: Philosophy
- c. Semester: Third
- d. Course Name: **Logic and Reasoning**
- e. Existing Base Syllabus: **PHI-SE-5014**
- f. Course Level:
- g. Syllabus showing each unit against class number and marks:

Unit No.	Unit Content	No. of Classes	Marks
I (Theory)	<ul style="list-style-type: none"> <li>- Deductive and Inductive Arguments</li> <li>- Kinds of Deductive Inference: mediate and immediate inferences</li> <li>- Syllogism in Ordinary Language (Enthymemes, Sorites, Deductive and Hypothetical Syllogisms, Dilemma)</li> </ul>	15	25
II (Theory)	<p align="center"><b>Informal Fallacies</b></p> <p><b>A. Fallacies of Relevance:</b></p> <p>R1 ARGUMENT <i>AD POPULUM</i> (The Appeal to Emotion)</p> <p>R2 THE RED HERRING</p> <p>R3 THE STRAW MAN</p> <p>R4 ARGUMENT <i>AD HOMINEM</i> (Argument against the Person)</p> <p>R5 ARGUMENT <i>AD BACULUM</i> (The Appeal to Force)</p> <p>R6 <i>IGNORATIO ELENCHI</i> (Missing the Point)</p> <p><b>B. Fallacies of Defective Induction:</b></p> <p>D1 ARGUMENT <i>AD IGNORANTIAM</i> (The Argument from Ignorance)</p> <p>D2 ARGUMENT <i>AD VERECUNDIAM</i> (The Appeal to Inappropriate Authority)</p> <p>D3 ARGUMENT <i>NON CAUSA PRO CAUSA</i> (False Cause)</p> <p>D4 Hasty Generalization</p>	15	25

	<p><b>C. Fallacies of Presumption</b>  P1 Accident  P2 Complex Question  P3 <i>PETITIO PRINCIPII</i> (Begging the Question)</p> <p><b>D. Fallacies of Ambiguity</b>  A1 Equivocation  A2 Amphiboly  A3 Accent  A4 Composition  A5 Division</p>		
III (Practical)	<p>-Naming the fallacy involved in the argument</p> <p>-Explanation of why/how the argument commits the fallacy</p>	15	25

**h. Reading list:**

**Unit I & Unit II (Theory)**

Chakraborti, Chhanda (2007). *Logic—Informal, Symbolic & Inductive*, Prentice Hall of India Private Limited, New Delhi

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

**Unit III (Practical)**

Copi, I.M. & Carl Cohen (2009), *Introduction to Logic* (Thirteenth Edition), Pearson Prentice hall.

## **i. Graduate Attributes**

### **Course Objectives-**

The Course aims at develop the traits and skills to:

- Learn what is an argument in logic.
- Understand how arguments are divided into deductive and inductive.
- Enable the students to find out the kinds of deductive arguments
- Learn syllogism in ordinary language.
- Develop logical rigour in discovering various fallacies involved in ordinary language.

### **ii. Learning outcomes:**

At the completion of the Course the student is expected to be able to:

- Identify logical fallacies in day-to-day conversations and argumentations.
- Avoid committing fallacies.
- Provide well-reasoned arguments in any discourse.

j. Theory Credit	02
k. Practical Credit	01
l. No. of Required Classes	45
m. No. of Non-Contact Classes	00