

# **KANNUR UNIVERSITY**



**FOUR-YEAR UNDERGRADUATE PROGRAMME**

**(KU-FYUGP)**

**B.A. PHILOSOPHY PROGRAMME**

**SYLLABI**

**(2024 ADMISSIONS ONWARDS)**

## PREFACE

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. The Undergraduate Programme (Bachelor of Arts) in Philosophy is an integral part of FYUGP of Kannur University, designed to equip students with the essential skills and knowledge to thrive in today's rapidly evolving world. As the University intends to provide a holistic and multidisciplinary education that goes beyond mere academic learning, the curriculum is designed to foster the intellectual, aesthetic, social and ethical development of students, preparing them to face the challenges of the 21<sup>st</sup> century with confidence and competence.

Philosophy, often referred to as the study of fundamental questions about existence, knowledge, ethics, and reality, holds a central place in human inquiry. It challenges us to critically examine beliefs, question assumptions, and explore the underlying principles that shape our understanding of the world. Through this programme, students will embark on a journey of philosophical discovery, engaging with timeless ideas and contemporary debates that have shaped human thought for centuries.

The undergraduate programme in Philosophy is built upon the principles of Outcome Based Education (OBE), which places emphasis on defining clear learning outcomes and empowering students to actively engage in their educational journey. Through a combination of theoretical study, practical exercises, and experiential learning opportunities, students will develop a range of essential skills and competencies that are highly valued in today's job market.

The Undergraduate Programme in Philosophy shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honors), and (c) 4-year UG Degree (Honours with Research). The syllabi include Discipline Specific Core (DSC) courses, Discipline Specific Elective (DSE) courses, Multidisciplinary Courses (MDC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC).

The curriculum is carefully structured to provide students with a solid foundation in philosophical theory and methodology while allowing flexibility and exploration. Students will have the opportunity to study a diverse range of topics, from ancient Greek philosophy to contemporary ethical debates, and to engage with philosophical texts from different cultural and intellectual traditions.

Central to this approach is the cultivation of critical thinking, effective communication, and ethical reasoning skills. Students will learn to analyse complex ideas, construct persuasive arguments, and engage in respectful dialogue with others. These skills are not only valuable in academic settings but also in various professional and social contexts, enabling students to become a well-rounded and engaged citizen.

Moreover, the Undergraduate Programme in Philosophy emphasises the importance of interdisciplinary learning and global awareness. Students will have the opportunity to explore connections between philosophy and other fields of study, such as literature, science, politics, and religion, gaining insights into the interconnectedness of human knowledge and experience. By engaging with diverse perspectives and cultures, students will develop a greater appreciation for the richness and complexity of the world we inhabit.

As students embark on this intellectual journey, we encourage them to approach the study of philosophy with curiosity, openness, and a willingness to question assumptions. Philosophy is not just about finding answers; it is about asking the right questions and engaging in meaningful dialogue with others. We invite you to join us in the exploration of ideas, the pursuit of truth, and the quest for wisdom.

Kannur,  
May, 2024.

Chairperson  
Board of Studies in Philosophy (Cd.)

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# KANNUR UNIVERSITY

## PROGRAM OUTCOMES (POs)

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

**PO1: Critical Thinking and Problem-Solving:** Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.

**PO2: Effective Communication and Social Interaction:** Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

**PO3: Holistic Understanding:** Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

**PO4: Citizenship and Leadership:** Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

**PO5: Global Perspective:** Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalised world.

**PO6: Ethics, Integrity and Environmental Sustainability:** Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

**PO7: Lifelong Learning and Adaptability:** Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

## **BA PROGRAMME IN PHILOSOPHY**

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

- PSO 1.** Enable the learners to acquire advanced skills in critical thinking whereby students will be able to comprehend better the issues related to life-world and to communicate them effectively.
- PSO 2.** Retain the element of curiosity in students and encourage them to question the existing knowledge foundations and derive solutions themselves.
- PSO 3.** Have a personal transformation both intellectually and affectively and behave ethically in intellectual and social practices. A strong ethical foundation based on inclusiveness can be formed and can enhance empathetic and moral reasoning.
- PSO 4.** Acquire a capacity for holistic understanding through interdisciplinary knowledge integration and insights from various philosophical traditions and enhance the ability to synthesise and apply them to address multifaceted challenges in contemporary society.
- PSO 5.** Understand the nuances of diverse philosophical traditions to acquire a global perspective, fostering cultural sensitivity and an appreciation for the rich philosophical thought and cultural differences across different regions.
- PSO 6.** Being adept at analysing complex issues, and constructing sound arguments, students will be able to apply philosophical theories and principles to contemporary issues and offer philosophical insights to navigate complex ethical and societal dilemmas.
- PSO 7.** Gain expertise in research methodologies and research processes and thereby develop capabilities in conducting in-depth studies, critical evaluation of philosophical texts, and contributing to the ongoing discourse in philosophy.

**FOUR-YEAR UNDERGRADUATE PROGRAMME IN PHILOSOPHY**  
**DETAILS OF COURSES OFFERED**

**LIST OF DISCIPLINE-SPECIFIC CORE COURSES (DSC)**

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
I	KU1DSCPHL101	Invitation to Philosophy	30	70	100	4	4
	KU1DSCPHL102	Critical Thinking and Logical Reasoning	30	70	100	4	4
II	KU2DSCPHL103	Critical Thinking and Reasoning	30	70	100	4	4
	KU2DSCPHL104	Inductive Logic and Fallacies	30	70	100	4	4
	KU2DSCPHL105	Introduction to Theory	30	70	100	4	4
III	KU3DSCPHL201	Symbolic Logic and Fundamentals of Computation	30	70	100	4	4
	KU3DSCPHL202	Introduction to Moral Philosophy	30	70	100	4	4
	KU3DSCPHL203	Symbolic Logic-1	30	70	100	4	4
IV	KU4DSCPHL204	Classical Indian Philosophy	30	70	100	4	4
	KU4DSCPHL205	Classical Western Philosophy	30	70	100	4	4
	KU4DSCPHL206	Themes in Socio-Political Philosophy	30	70	100	4	4
	KU2INTPHL201	Internship in Philosophy	15	35	50	2	Total 60
V	KU5DSCPHL301	Ṣaḍḍarśana	30	70	100	4	4
	KU5DSCPHL302	Modern Western Philosophy	30	70	100	4	4
	KU5DSCPHL303	Philosophers of Social Change in Kerala	30	70	100	4	4
	KU5DSCPHL304	Mysticism	30	70	100	4	4
	KU5DSCPHL305	Themes in Environmental Ethics	30	70	100	4	4
VI	KU6DSCPHL306	Trends in 20th Century Philosophy	30	70	100	4	4
	KU6DSCPHL307	The Philosophy of Yoga	30	70	100	4	4
	KU6DSCPHL308	Philosophy of Gender	30	70	100	4	4
	KU6DSCPHL309	Philosophy of Art and Literature	30	70	100	4	4
	KU6DSCPHL310	Women Philosophers	30	70	100	4	4
VII	KU7DSCPHL401	Research as a Process: Steps and Stages	30	70	100	4	4
	KU7DSCPHL402	Symbolic Logic-2	30	70	100	4	4
	KU7DSCPHL403	Nyāya Logic and Epistemology	30	70	100	4	4



	KU7DSCPHL404	Tarkasamgraha (Textual Study)	30	70	100	4	4
	KU7DSCPHL405	Phenomenology and Existentialism	30	70	100	4	4
<b>VIII</b>	KU8DSCPHL406	Contemporary European Philosophy	30	70	100	4	4
	KU8DSCPHL407	Philosophy of Language	30	70	100	4	4
	KU8DSCPHL408	Philosophy of Mind	30	70	100	4	4
	KU8DSCPHL409	Mind, Machine and Morality: On the Philosophy of AI	30	70	100	4	4
	KU8DSCPHL410	Philosophical Perspectives of Scientific Progress	30	70	100	4	4
	KU8DSCPHL411	Debates Between Advaita Vedānta and Buddhism	30	70	100	4	4
	KU8RPHPHL401	Project Work in Philosophy	60	140	200	8	Total 240
	KU8RPHPHL402	Research Project in Philosophy	90	210	300	12	Total 360

### LISTS OF DSE/ MDC/ SEC/ VAC

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
<b>DISCIPLINE SPECIFIC ELECTIVE COURSES</b>							
<b>V</b>	KU5DSEPHL301	Philosophy of History	30	70	100	4	4
	KU5DSEPHL302	Philosophy and Language	30	70	100	4	4
<b>MULTIDISCIPLINARY COURSES</b>							
<b>I</b>	KU1MDCPHL101	Why Humanities?	25	50	75	3	3
	KU1MDCPHL102	Screening Philosophy	25	50	75	3	3
<b>II</b>	KU2MDCPHL103	Introduction to Theory	25	50	75	3	3
<b>VALUE ADDED COURSES</b>							
<b>III</b>	KU3VACPHL101	Yoga and Mindfulness	25	50	75	3	3
<b>SKILL ENHANCEMENT COURSES</b>							
<b>IV</b>	KU4SECPHL101	Reasoning Skills for Competitive Examinations	25	50	75	3	3

**KU1DSCPHL101: INVITATION TO PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100	KU1DSCPHL101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course offers an engaging introduction to the world of philosophy. Through exploring core concepts, historical advancements, and diverse schools of thought, you'll gain a deeper understanding of fundamental questions about knowledge, reality, and value. By engaging with influential philosophers from India and the West, you'll develop critical thinking and reasoning skills, refine your worldview, and appreciate the enduring relevance of philosophical inquiry in our contemporary world.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Equip students with the conceptual tools to explore fundamental questions about knowledge, reality, and value.	U, An, A
2	Develop critical thinking and reasoning skills through engagement with diverse philosophical traditions and theories.	K, U, An
3	Cultivate an understanding of the historical and contemporary relevance of philosophy.	K, A
4	Enhance communication and argumentation skills through discussion and analysis of philosophical texts and concepts.	A, C
5	Foster intellectual curiosity and a lifelong appreciation for the power of philosophical inquiry.	E, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2	✓				✓		
CO 3						✓	
CO 4	✓						
CO 5		✓				✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

<b>M O D U L E</b>	<b>U N I T</b>	<b>DESCRIPTION</b>	<b>HOURS</b>
<b>1</b>	<b>INTRODUCTION</b>		<b>16</b>
	1	Etymology and definitions of Philosophy	1
		a) Etymological meaning of the words Philosophy and Darśana	1
		b) Classical definitions of Philosophy (Any three)	1
	2	Origin and Formulation of Philosophy	1
		a) Relevance, uses and scope of studying Philosophy	1
	3	Fields of Philosophy: Epistemology, Metaphysics and Axiology (Brief Description only)	2
		a) Distinction between science, religion and philosophy	2
		b) Critical and speculative aspects	1
	4	Classification of Philosophy	1
		a) The Geographical norm-Indian and Western	1
		b) Classical Indian Philosophy- Orthodox and Heterodox systems (brief description only)	2

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	c) Western Philosophy–Historical Advancements-Ancient, Medieval, Modern and Postmodern (Characteristics and key thinkers only)	2
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	<b>EPISTEMOLOGY</b>	<b>12</b>
<b>2</b>	1 What is knowledge? Three kinds of knowledge: ‘Knowing how’, acquaintance and ‘knowing that’	2
	2 Sources of Knowledge: Perception, reason, authority, intuition and revelation	3
	3 Epistemological Theories: Empiricism, rationalism and scientific method	3
	4 Theories of Truth: Correspondence, Coherence and Pragmatic	3
	5 Epistemological Positions: Scepticism and agnosticism	1

	<b>METAPHYSICS</b>	<b>15</b>
<b>3</b>	1 Metaphysics: Etymology, ontology and cosmology	3
	2 Approaches to Reality	2
	a) Dualism: Cartesian dualism	3
	b) Monism: Materialism, idealism (a brief account of objective, subjective and absolute idealisms)	4
	c) Critical naturalism	1
	3 Realism and pluralism	2

	<b>AXIOLOGY</b>	<b>12</b>
<b>4</b>	1 Logic: Definition, nature and subject matter	2
	a) Induction and deduction	2
	2 Ethics- Definition, nature and scope	2
	a) Ethical concepts of Good, Right, Duty and Virtue. (brief description only)	2
	b) Divisions of Ethics: Normative ethics, Applied Ethics, and Meta-Ethics	1
	3 Aesthetics: Definition and subject matter	2
	a) Aesthetic experience	1

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	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5

**Essential Readings:**

1. Honer, Hunt and Okhlom. *Invitation To Philosophy*, Wadsworth 2002.
2. Renáta Kišoňová. *Introduction to Philosophy*. Peter Lang, 2016.
3. John Hospers *An Introduction to Philosophical Analysis*.
4. GTW Patrick, *Introduction to Philosophy*.
5. GS Fullerton. *Introduction to Philosophy*. 1921.
6. TMP Mahadevan. *An Invitation to Indian Philosophy*
7. Frank Thilly. *A History of Philosophy*.
8. Irving M Copi, C. Cohen and K. McMahan, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
9. William Lillie, *An Introduction to Ethics*. New Delhi: Allied Publishers,1997.
10. Shyamala Gupta. *Art, Beauty and Creativity: Indian and Western Aesthetics*, DK Print World,1999.

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**Reference Distribution:**

<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Page Nos.</b>	<b>Remarks</b>
<b>1</b>	1	1	19- 20	--
		2	9- 20	
		6	76	
	2	2	21- 24	--
		1	2-4	
	3	1	20-22, 24-27	--
		4	20- 45	
	4	6	Relevant Sections	--
		7		
<b>2</b>	1	3	143-44	--
	2	3	122-23	--
	3	1	71-79	--
	4	1	61-67	--
	5	1	88-89	
<b>3</b>	1	4	Relevant Sections	--
	2	1	99-108	--
	3	5	181-182; 204-05	--
<b>4</b>	1	8	Relevant Sections	--
	2	9	Relevant Sections	--
	3	10	Relevant Sections	--

**Suggested Readings:**

1. Mannual Valesquez. *Philosophy: A text With Readings*. Thomson Wordsworth.
2. Harold H Titus. *Living Issues in Philosophy*. Eurasia Publishing House, 1968.
3. Margaret Chatterjee. *Philosophical Enquiries*, Motilalal.1988.
4. Oliver Leaman. *The future of Philosophy*. Routledge.1998.

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**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU1DSCPHL102: CRITICAL THINKING AND LOGICAL REASONING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100	KU1DSCPHL102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is a comprehensive course designed to enhance students' analytical skills and logical reasoning abilities. Through engaging lectures and practical exercises, students will explore the fundamentals of critical thinking, problem-solving techniques, and the principles of logic. The course covers topics such as categorical propositions, syllogistic arguments, and hypothetical reasoning, providing a solid foundation for effective decision-making in various contexts.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand various aspects of critical thinking and apply them in everyday life.	K, A
2	Identify elements of arguments and understand various kinds of reasoning.	K, U
3	Apply deductive and inductive reasoning techniques to evaluate the validity of arguments.	A, E
4	Construct valid arguments and identify common fallacies.	E, C
5	Critically evaluate real-world situations and make informed decisions based on logical reasoning principles.	A, An

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**



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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓						
CO 3	✓					✓	
CO 4						✓	
CO 5						✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>CRITICAL THINKING</b>		<b>16</b>
	1	What is Critical Thinking?	1
		a) Definition: Dewey's Definition and contribution	1
		b) Critical thinking and philosophy	2
		c) Three steps of critical thinking	2
	2	Benefits of Problem-Solving Skills	2
	3	Analysing critical thinking and asking questions	3
	4	Avoid being the target audience and breaking the cycle.	3
	5	Critical thinking and everyday life	2

<b>2</b>	<b>INTRODUCING LOGIC</b>		<b>10</b>
	1	Definition and Nature of Logic	2
	2	Uses of studying Logic	2
	3	Terms, propositions and the structure of arguments (Brief description only)	3
	4	Deduction and Induction	3

*FYUGP PHILOSOPHY*

	<b>CATEGORICAL PROPOSITIONS AND CLASSES</b>		<b>10</b>
<b>3</b>	1	The traditional classification of propositions	2
	2	Quality, Quantity and Distribution of terms	2
	3	Inference: Mediate and Immediate	3
	4	Traditional Square of Opposition	3

	<b>SYLLOGISTIC ARGUMENTS</b>		<b>19</b>
<b>4</b>	1	Categorical Syllogisms	1
		a) Standard form	2
		b) Rules and Fallacies	2
		c) Validating categorical syllogisms based on syllogistic rules	3
	2	Disjunctive and Hypothetical Syllogisms	1
		a) Pure hypothetical syllogism: Rules	1
		b) Modus Ponens: Rules and fallacy	2
		c) Modus Tollens: Rules and fallacy	2
	3	Dilemma	1
		a) The four types and their rules	2
	b) Methods of meeting dilemma	2	

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as categorizing arguments, constructing syllogistic arguments, analysing hypothetical reasoning and its application in real world scenarios, and applying critical thinking and logical reasoning to practical situations.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

## FYUGP PHILOSOPHY

### Essential Readings:

1. Harvey Segler. *Critical Thinking: Powerful Strategies That Will Make You Improve Decisions And Think Smarter*.
2. Stuart Hanscomb. *Critical Thinking: The Basics*. Routledge, 2023.
3. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
4. Creighton, James Edwin, *An Introductory Logic*, The Macmillan Company, London, 1919.

### Reference Distribution:

Module	Unit	Reference No.	Page/ Chapter Nos.	Remarks
1	1	1	Chapters 1&2	--
		2	4- 12	--
	2	1	Chapter 3	--
	3	1	Chapters 4&5	--
	4	1	Chapters 6&7	--
2	5	1	Chapter 8	--
	1	4	Chapter 1	--
	2	4	Chapter 1	--
	3	3	Pages 2-17	--
3	4	3	Pages 24-27	--
	1	3	Pages 169-174	--
	2	3	Pages 174-180	--
	3	4	Pages 117-120	--
4	4	3	Pages 180-184	--
	1	3	Chapter 6	--
	2	3	Pages 282-288	--
	3	3	Pages 288-292	--

## FYUGP PHILOSOPHY

### Suggested Readings:

1. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
2. Holyoak, K. J.& Robert G Morrison (Ed.) *The Cambridge Handbook of Thinking and Reasoning*, Cambridge University Press,2005.
3. Hurley, J. Patrick, *A Concise Introduction to Logic*. Eleventh Edition, Wadsworth,Cengage Learning, 2012

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review etc.	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU2DSCPHL103: CRITICAL THINKING AND REASONING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCPHL103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is a comprehensive course designed to enhance students' analytical skills and logical reasoning abilities. Through engaging lectures and practical exercises, students will explore the fundamentals of critical thinking, problem-solving techniques, and the principles of logic. The course covers topics such as categorical propositions, syllogistic arguments, and hypothetical reasoning, providing a solid foundation for effective decision-making in various contexts.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand various aspects of critical thinking and apply them in everyday life.	K, A
2	Identify elements of arguments and understand various kinds of reasoning.	K, U
3	Apply deductive and inductive reasoning techniques to evaluate the validity of arguments.	A, E
4	Construct valid arguments and identify common fallacies.	E, C
5	Critically evaluate real-world situations and make informed decisions based on logical reasoning principles.	A, An

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓						
CO 3	✓					✓	
CO 4						✓	
CO 5						✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>CRITICAL THINKING</b>		<b>16</b>
	1	What is Critical Thinking?	1
		a) Definition: Dewey's Definition and contribution	1
		b) Critical thinking and philosophy	2
		c) Three steps of critical thinking	2
	2	Benefits of Problem-Solving Skills	2
	3	Analysing critical thinking and asking questions	3
	4	Avoid being the target audience and breaking the cycle.	3
	5	Critical thinking and everyday life	2

<b>2</b>	<b>INTRODUCING LOGIC</b>		<b>10</b>
	1	Definition and Nature of Logic	2
	2	Uses of studying Logic	2
	3	Terms, propositions and the structure of arguments (Brief description only)	3
	4	Deduction and Induction	3

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	<b>CATEGORICAL PROPOSITIONS AND CLASSES</b>		<b>10</b>
<b>3</b>	1	The traditional classification of propositions	2
	2	Quality, Quantity and Distribution of terms	2
	3	Inference: Mediate and Immediate	3
	4	Traditional Square of Opposition	3

	<b>SYLLOGISTIC ARGUMENTS</b>		<b>19</b>
<b>4</b>	1	Categorical Syllogisms	1
		a) Standard form	2
		b) Rules and Fallacies	2
		c) Validating categorical syllogisms based on syllogistic rules	3
	2	Disjunctive and Hypothetical Syllogisms	1
		a) Pure hypothetical syllogism: Rules	1
		b) Modus Ponens: Rules and fallacy	2
		c) Modus Tollens: Rules and fallacy	2
	3	Dilemma	1
		a) The four types and their rules	2
		b) Methods of meeting dilemma	2

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as categorizing arguments, constructing syllogistic arguments, analysing hypothetical reasoning and its application in real world scenarios, and applying critical thinking and logical reasoning to practical situations.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

## FYUGP PHILOSOPHY

### Essential Readings:

1. Harvey Segler. *Critical Thinking: Powerful Strategies That Will Make You Improve Decisions And Think Smarter.*
2. Stuart Hanscomb. *Critical Thinking: The Basics.* Routledge, 2023.
3. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
4. Creighton, James Edwin, *An Introductory Logic*, The Macmillan Company, London, 1919.

### Reference Distribution:

Module	Unit	Reference No.	Page/ Chapter Nos.	Remarks
1	1	1	Chapters 1&2	--
		2	4- 12	--
	2	1	Chapter 3	--
	3	1	Chapters 4&5	--
	4	1	Chapters 6&7	--
2	5	1	Chapter 8	--
	1	4	Chapter 1	--
	2	4	Chapter 1	--
	3	3	Pages 2-17	--
3	4	3	Pages 24-27	--
	1	3	Pages 169-174	--
	2	3	Pages 174-180	--
	3	4	Pages 117-120	--
4	4	3	Pages 180-184	--
	1	3	Chapter 6	--
	2	3	Pages 282-288	--
	3	3	Pages 288-292	--



## FYUGP PHILOSOPHY

### Suggested Readings:

1. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
2. Holyoak, K. J.& Robert G Morrison (Ed.) *The Cambridge Handbook of Thinking and Reasoning*, Cambridge University Press,2005.
3. Hurley, J. Patrick, *A Concise Introduction to Logic*. Eleventh Edition, Wadsworth,Cengage Learning, 2012

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review etc.	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU2DSCPHL104: INDUCTIVE LOGIC AND FALLACIES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCPHL104	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course introduces students to the principles of inductive reasoning and fallacies within logic. Through a comprehensive examination of various forms of induction, causal reasoning, and common fallacies, students gain a deep understanding of how to evaluate and construct sound arguments. Special emphasis is placed on recognising and avoiding logical pitfalls in everyday reasoning, thereby fostering critical thinking skills essential for academic and real-world contexts.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the nature of induction, its problem and postulates.	K, U
2	Evaluate causal reasoning using Mill's methods and differentiate between scientific and unscientific explanations.	A, E
3	Differentiate between formal and informal fallacies and identify and assess fallacies of relevance.	U, A
4	Recognise and critique fallacies of induction, presumption, and ambiguity to enhance argumentative rigour and clarity.	U, A
5	Apply principles of logic and fallacy detection to real-world scenarios, news articles, and social media posts, demonstrating the ability to engage critically with information sources.	A, An, E

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2	✓						✓
CO 3	✓					✓	
CO 4	✓					✓	
CO 5						✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

<b>M O D U L E</b>	<b>U N I T</b>	<b>DESCRIPTION</b>	<b>HOURS</b>
<b>1</b>	<b>INDUCTIVE REASONING AND ANALOGY</b>		<b>17</b>
	1	What is induction?	1
		a) Nature of inductive reasoning	1
		b) Inductive leap and Probabilistic nature of induction	2
	2	Kinds of induction	1
		a) Induction by simple enumeration	1
		b) Statistical induction	2
		c) Mathematical induction	2
	3	The problem of induction and the uniformity of nature	2
	4	Argument by Analogy	1
		a) Analogy as a type of induction; literal and metaphorical analogy	2
	b) Appraising analogical arguments	2	
<b>2</b>	<b>CAUSAL REASONING AND HYPOTHESIS</b>		<b>16</b>
	1	Cause and effect	1

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	a) Cause as sufficient/ necessary condition	2
	b) Cause as that made the difference	1
	c) Remote and proximate cause	1
2	Mill's methods: The five methods with examples	3
3	Hypothesis	1
	a) Scientific and unscientific explanations	2
	b) Seven stages of scientific inquiry	3
	c) The three features of scientific hypothesis: Compatibility, predictive power and simplicity	2

	<b>FALLACIES OF RELEVANCE</b>	<b>10</b>	
<b>3</b>	1	What is a Fallacy?; Formal and informal fallacies	3
	2	Fallacies of relevance	1
		a) The appeal to the populace, The appeal to emotion, The red herring	3
		b) The straw man, The attack on the person, The appeal to force, Missing the point	3

	<b>FALLACIES OF INDUCTION, PRESUMPTION AND AMBIGUITY</b>	<b>12</b>	
<b>4</b>	1	Fallacies of defective induction	1
		a) The argument from ignorance, The appeal to inappropriate authority	2
		b) False cause and Hasty generalisation	2
	2	Fallacies of presumption	1
		a) Accident, Complex question and Begging the question	2
	3	Fallacies of ambiguity	1
		a) Equivocation, Amphiboly and Accent	2
		b) Composition and Division	1

<b>5</b>	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as identifying	

arguments from current news/ social media or fallacies in literature, news and social media.	
Space to fill the selected area/ activity	5

**Essential Readings:**

1. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
2. Copi, Cohen and McMahon. *Introduction to Logic 14th Ed.* Pearson 2014.
3. Hurley. *A Concise Introduction to Logic*. Cengage Learning, 2014.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	369-374	--
	2	1	374-381	--
	3	1	381-383	--
	4	1 2	385-392 494-499	--
<b>2</b>	1	2	514-517	--
	2	2	520-544	Relevant parts
	3	2	558-575	Relevant parts
<b>3</b>	1	3	118-121	--
	2	1	112-124	--
<b>4</b>	1	1	130-137	--
	2	1	138-142	--
	3	1	144-151	--

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### Suggested Readings:

1. Cryan, Shatil and Mayblin. *Introducing Logic*. TIcon Books.
2. Arnold Vander Nat. *Simple Formal Logic: With Commonsense Symbolic Techniques*. Routledge 2010.
3. Madsen Pirie. *How to Win Every Argument: The Use and Abuse of Logic*. Continuum. 2006.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Reports from media	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU2DSCPHL105: INTRODUCTION TO THEORY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100	KU2DSCPHL105	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course aims at introducing theory to students across humanities, social sciences, languages and sciences. They will have an understanding of how theories work in different disciplines and the role theories play in going ahead with research in those disciplines. It is envisaged that learners will attain the capability to create new theories.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand what theories are, how they work in different disciplines etc.	K, U
2	Analyse the way theoretical analyses explain the perceived phenomena in terms of unperceived theoretical entities.	An, E
3	Identify and understand key terms related to theoretical explorations.	A, An
4	Familiarise the way theories operate in social sciences, sciences, literature studies and philosophy.	U, An
5	To acquire capability to produce one's own theories.	An, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓		✓			
CO 2	✓					✓	
CO 3	✓						✓
CO 4			✓	✓	✓		
CO 5						✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>WHAT IS THEORY</b>		<b>16</b>
	1	Why Theory? Impossibility of knowing any phenomena directly- Inevitability of constructing theories due to this human inability/limitation	4
	2	What do theories do? Theories in general- Mediation of theories- Explaining perceived phenomena in terms of unperceived theoretical constructs	4
	3	What is theory? Role of speculation - Questioning common sense, concepts taken as natural- Interdisciplinarity, relevance of concepts outside disciplines of their origin- How is theory linked to prediction?	4
	4	Key terms related to theory- Hypothesis- Explanation- Theory dependent observation- Laws- Method	4
<b>References:</b> <ol style="list-style-type: none"> <li>1. Jonathan Culler. <i>Literary Theory A very Short Introduction</i>, New York: Oxford University Press, 1987.</li> <li>2. Sundar Sarukkai. <i>What is Science?</i> New Delhi: NBT, 2012.</li> <li>3. Alan F Chalmers. <i>What is this thing called Science?</i>, Cambridge: Hackett Publishing Company, 1976.</li> </ol>			



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<b>ROLE OF THEORIES IN SCIENCES</b>		<b>12</b>
1	What is heat? (different theories about heat)	3
2	Why is the sea seen as blue? (Raman effect)	3
2	3 Theories in science- Engaging with the physical world	6
<b>References:</b> <ol style="list-style-type: none"> <li>1. Sundar Sarukkai. <i>What is Science?</i> New Delhi: NBT, 2012.</li> <li>2. Alan F Chalmers. <i>What is this thing called Science?</i>, Cambridge: Hackett Publishing Company, 1976.</li> </ol>		

<b>ROLE OF THEORIES IN SOCIAL SCIENCES</b>		<b>15</b>
1	What happened in the past? (Theoretical assumptions in historical narratives- reconstructing past from available evidences - role of notions about time, space, change etc)	6
2	What is caste? What is gender? What is state? (Different explanations developed by different theoreticians to be introduced so as to come to grip with philosophical foundations of different disciplines like sociology, anthropology, economics, political science etc.)	9
3	<b>References:</b> <ol style="list-style-type: none"> <li>1. Peter Claus and John Marriott. <i>History: An Introduction to Theory, Method and Practice</i>, Routledge, 2017.</li> <li>2. Sumit Sarkar and Tanika Sarkar (eds). <i>Caste in Modern India</i>, Hyderabad: Orient Blackswan, 2012.</li> <li>3. Hayden White. <i>The Content of Form: Narrative Discourse and Historical Representation</i>, London: John Hopkins Press, 1987.</li> <li>4. Bhargava, Rajeev and Ashok Acharya (eds). <i>Political Theory: An Introduction</i>, Pearson Longman, 2008.</li> <li>5. Susie Tharu et.al. <i>A World of Equals: a Textbook on Gender</i>, Orient Black Swan, 2022.</li> </ol>	

<b>ROLE OF THEORIES IN LITERARY STUDIES</b>		<b>12</b>
4	1 How to read a poem? Drawing on concepts formed in other disciplines (E.g. M N Vijayan's reading of Vylloppilly's poems drawing on Freud's theories)	6

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2	Different theoretical approaches to literature- ‘the asymmetry of gender relations’ (feminism)- deconstructive nature of the text (deconstruction)- the heterosexual matrix (queer studies).	6
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Jonathan Culler. <i>Literary Theory: A Very Short Introduction</i>, New York: Oxford University Press, 1987.</li> <li>2. M N Vijayan. <i>Samboorna Krthikal</i>, Insight Publica, 2012.</li> <li>3. Kaustav Bakshi and Rohit K Dasgupta. <i>Queer Studies: texts, Contexts, Praxis</i>, Orient Black Swan, 2019.</li> <li>4. Susie Tharu et.al. <i>A World of Equals: A Textbook on Gender</i>, Orient Black Swan, 2022.</li> </ol>		

5	<p><b>Teacher Specific Module</b></p> <p>The teacher in charge of the course may introduce students to the fundamental theories involved the specific disciplines to which each student belongs to.</p> <p style="text-align: center; color: grey;">Space to fill the selected area/ activity</p>	5
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**Suggested Readings:**

1. Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*, New Delhi: Viva Books, 2018.
2. Raymond Williams. *Keywords: A Vocabulary of Culture and Society*, New York: Oxford University Press, 1985.
3. Terry Eagleton. *Literary Theory: An Introduction*, Oxford: Blackwell, 1983.
4. Julian Baggini and Peter S Fosl. *The Philosopher's Toolkit*, Wiley, 2010.
5. Gita Chadha and Renny Thomas. *Mapping Scientific Method: Disciplinary Narratives*, Routledge, 2023.
6. Gopal Guru, Sundar Sarukkai. *The Cracked Mirror*, Oxford University Press, 2012.
7. Gopal Guru, Sundar Sarukkai. *Experience, Caste and Everyday Social*, Oxford University Press, 2019.
8. Nancy J Hirschmann. *Gender, Class and Freedom in Modern Political Theory*. Princeton University Press, 2008.

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9. Richard H Brown, Social Theory as Metaphor. *On the logic of Discovery of the Sciences of Conduct, Theory & Society*, Vol. 3. No2, 1976.
10. Alfred Schutz. *Theory Formation in the Social Sciences*, The Journal of Philosophy Vol.51, Nov .9 1954.

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review etc.	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU3DSCPHL201: SYMBOLIC LOGIC AND FUNDAMENTALS OF COMPUTATION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200	KU3DSCPHL201	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course introduces students to the principles of symbolic logic and the foundational concepts of computation. The course is divided into four modules, each focusing on key aspects of symbolic logic and its applications in the field of computation. Students will explore traditional logic and symbolic logic, compound statements, argument forms, statement forms, and the fundamentals of computation, including the binary number system and Boolean operators.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the differences between traditional logic and symbolic logic, appreciating the advantages of symbolic representation.	U, E
2	Analyse and construct truth tables for compound statements, including conjunction, negation, disjunction, implication, and bi-conditional statements.	An, A
3	Demonstrate proficiency in validating argument forms using truth tables and differentiate between different kinds of statement forms.	K, An
4	Gain a solid understanding of the fundamentals of computation, including the binary number system, Boolean operators, and logic gates, and apply this knowledge to express simple logical notations.	K, U, A

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5	Apply the principles learned in symbolic logic to real-world problems and understand the role of logical operations in digital computers.	U, A
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓					✓	
CO 3	✓						
CO 4	✓						
CO 5						✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>6</b>
	1	Traditional Logic and Symbolic Logic: A Comparison	2
		a) Advantages of Symbolization	1
	2	Truth and Validity	3

<b>2</b>	<b>COMPOUND STATEMENTS</b>		<b>15</b>
	1	Simple and Compound Statements	1
	2	Truth Functional Compound Statements and their Truth Tables	1
		a) Conjunction	2
		b) Negation (Truth modifier)	1
		c) Disjunction i) Inclusive and exclusive disjunctions	2

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	ii) Partial common meaning	
	d) Implication i) Three kinds of conditional statements ii) Common partial meaning	2
	e) Biconditional (Material equivalence)	1
3	Exercises involving Symbolisation and finding Truth Values of Compound Statements	5

	<b>ARGUMENT FORMS AND STATEMENT FORMS</b>	<b>19</b>
3	1 Argument forms	1
	a) Definition	1
	b) Specific form of an argument	1
	2 Truth tables for validating argument forms	1
	a) Principle and Procedure for Truth Table Construction	2
	b) Exercises involving validation of argument forms and arguments	3
	3 Statement forms	1
	a) Definition	1
	b) Specific form of a statement	1
	c) Kinds of statement forms: Tautology, Contradictory and Contingent	2
	4 Logical equivalence	1
	a) Definition	1
	b) Double Negation and its truth table	1
c) De-Morgan's Theorem and its truth table	2	

	<b>FUNDAMENTALS OF COMPUTATION</b>	<b>15</b>
4	1 Binary number system	1
	a) Logical operation and Binary operation in digital computers: An analogy	2
	b) Conversion of decimal number to binary and vice versa	3
	2 Boolean operators and logic gates	1
	a) Truth table for OR operator and OR gate	1

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	b) Truth table for AND operator and AND gate	1
	c) Truth table for NOT operator and NOT gate	1
	d) Universal gates: NOR gate and NAND gate	2
3	Expression of simple logical notations using Logic Gates and their truth table	3

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review and analysis of media reports/ social media posts related to the course/ design of digital circuits using logic gates and digital content creation. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5

**Essential Readings:**

1. Irving M Copi, *Symbolic Logic 5th Ed.*, Prentice Hall of India.
2. Enoch Hwang: *Digital Logic and Microprocessor Design 2nd Ed.* Cengage Learning. 2016.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1-5	--
	2	1	5-7	--
<b>2</b>	1	1	9-8	--
	2	1	8-19 & 28	--
	3	1	14, 15 18 & 19	--
<b>3</b>	1	1	19-21	--
	2	1	22-26	--

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	3	1	27-28	—
	3	1	29-31	--
<b>4</b>	1	2	19-26	--
	2	2	35-38	--
	3	2	53-57	--

### Suggested Readings:

1. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
2. P Malvino: *Digital Computer Electronics 3rd Ed.* McGraw-Hill. 1999.
3. V Rajaraman, *Introduction to Information Technology*, Prentice Hall of India, 2013.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Media Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>



**KU3DSCPHL202: INTRODUCTION TO MORAL PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200	KU3DSCPHL202	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is a gateway to the fundamental ideas on moral Philosophy from Western and non-Western perspectives. The differences in the approach of Normative and Positive Science have been highlighted. Introduction to Moral Philosophy offers insights into different perspectives on moral frameworks including Deontology, Hedonism and Virtue Ethics. The status quo moral values have been contested through the incorporation of radical critiques of Nietzsche, Feminism and the like. Some practical guidelines from non-Western moral traditions have also been offered in this course.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand fundamental themes in Moral Philosophy.	K, U
2	Critically Analyse right and wrong in diverse life situations with the help of varied moral standards.	An, A
3	Engage with the critiques of Western Moral frameworks.	U, An
4	Develop awareness of different non-Western moral frameworks.	U, C
5	Create a sense of morality for dealing with various issues in one's personal life.	An, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✓				
CO 2			✓			✓	
CO 3					✓		
CO 4					✓		
CO 5			✓			✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>11</b>
	1	Definition and scope of Ethics	2
	2	Distinction between positive and normative sciences	1
	3	The nature and origins of ethics	2
	4	The basic concepts of Moral Philosophy	1
		a) Etymology of ‘morality’ and ‘ethics’	2
		b) Distinction between good/ evil, right/ wrong, wish/ will and character/ conduct	3
<b>2</b>	<b>THEORIES OF MORAL STANDARDS (EUROPEAN)</b>		<b>18</b>
	1	Principles that define Morality	3
	2	Standard as law: Kant’s concept of categorical imperative	4
	3	Standard as pleasure: Utilitarianism of John Stuart Mill	3
	4	Standard as perfection	2

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	a) Aristotle: Eudaimonia	3
	b) T. H. Green: Spiritual principle	3

	<b>CONTESTATION OF WESTERN ETHICS FROM WITHIN</b>	<b>15</b>
<b>3</b>	1 Nietzsche: Transvaluation of values	4
	2 Feminism: Contesting the dominant status quo values	4
	3 McIntyre: Critique of modern normative ethics	4
	4 Seven threats to Ethics	3

	<b>NON-WESTERN MORAL TRADITIONS</b>	<b>11</b>
<b>4</b>	1 Zen Buddhism: Getting an Attitude- A Zen Approach in everyday life	4
	2 Jainism: Kind of sins	2
	3 Islam: Five pillars of Islam	2
	4 African Ethics: Justice	3

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	<p>The teacher in charge of the course may handle a module related to the previous modules or get one or more of the following or related activities:</p> <ol style="list-style-type: none"> <li>1. Evaluate different Case studies involving ethical issues on Abortion, Abortion, Euthanasia, Organ Translation, Cloning, AI, Social Media with the help of different prescriptive frameworks</li> <li>2. Debate on the relevance of moral values by using Zen Buddhism, Jainism, Islam and African moral traditions: OR</li> <li>3. 3 Case studies of Moral policing</li> </ol> <p>This can account for any two elements of Continuous Evaluation.</p>	
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>	5

**Essential Readings:**

1. William Lillie, *An Introduction to Ethics*. New Delhi: Allied Publishers,1997.
2. John S Mackenzie, *A Manual of Ethics*. Delhi: Surjeet Publications, 2004.
3. Duignan, Brian (ed). *History of Western Ethics*. Rosen Educational Services 2011.
4. Barrow, Robin *An Introduction to Moral Philosophy and Moral Education*, Routledge, 2007.
5. Frankena, William K. *Ethics*. University Of Michigan. Prentice-Hall. 1973.
6. Nietzsche. *Will to Power*.
7. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge. 1990.
8. Alasdair McIntyre. *After Virtue: A Study in Moral Theory*, Third Edition. University of Notre Dame Press 2007.
9. Blackburn Simon. *Ethics: A Very Short Introduction*. OUP, 2009.
10. McClain Gary R. and Eve Adamson. *The Complete Idiot's Guide to Zen Buddhism*. Alpha Books. 2001.
11. Stevenson, Sinclair. *The Religious Quest Of India: The Heart of Jainism*.
12. Doniger Wendy (ed.). *Britannica Encyclopaedia of World Religions*.
13. Kinoti Hannah Wangeci (ed.). *African Ethics: Gikūyū Traditional Morality* 2010, Rodopi.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1, 2	Relevant sections	--
	2	1, 2	Relevant sections	--
	3	3	1- 11	--
	4	1, 2	Relevant sections	--
<b>2</b>	1	4	74- 80	--

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	2	1, 2, 5	Relevant sections	--
	3	1, 2, 5	Relevant sections	--
	4	1, 2, 5	Relevant sections	--
<b>3</b>	1	6	Relevant sections	--
	2	7	Section-I	--
	3	8	Sections I, II, IV	
	4	9	Part-I	--
<b>4</b>	1	10	59- 70	--
	2	11	116- 139	--
	3	12	520-521	
	4	13	125- 151	--

**Suggested Readings:**

1. Online Textbook: Ethics- *An Outline*: [http://www.qcc.cuny.edu/social\\_sciences/ppecorino/ethics\\_text](http://www.qcc.cuny.edu/social_sciences/ppecorino/ethics_text)
2. Barrow Robin, *An Introduction to Moral Philosophy and Moral Education*. Routledge. 2007.
3. Caplan Arthur L. and Daniel Callahan (ed.) *Ethics In Hard Times*. The Hastings Center. 1930.
4. Jenainati Cathia and Judy Groves. *Introducing Feminism*. Icon Books. 2007.
5. O'Brien Jodi A. *Encyclopaedia of Gender and Society*. Sage. 2008.
6. MacIntyre Alasdair. *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*. Routledge. 1998.
7. Rachels James and Stuart Rachels. *The Elements of Moral Philosophy*. New York: McGraw-Hill, 2009.
8. Riger Stephanie. *Transforming Psychology- Gender in Theory and Practice*. 2000.
9. Stanley M Honer, et al. *Invitation to Philosophy: Issues and Options*. USA: Wardsworth, 2002. (Chapter 8).
10. Thomson Judith Jarvis. *Normativity*. Open Court. 2008.

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**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU3DSCPHL203: SYMBOLIC LOGIC-1**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	200	KU3DSCPHL203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course introduces students to the principles of symbolic logic, providing students with a thorough understanding of its components and applications. Beginning with the comparison with traditional logic, the course progresses to cover compound statements, argument forms, statement forms, logical equivalence, and formal proof of validity. The theoretical framework enables students to develop analytical and logical reasoning skills. The course concludes by equipping students with the ability to construct formal proofs of validity, ensuring a comprehensive grasp of symbolic logic principles.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the differences between traditional logic and symbolic logic, appreciating the advantages of symbolic representation.	U, E
2	Analyse and construct truth tables for compound statements, including conjunction, negation, disjunction, implication, and bi-conditional statements.	An, A
3	Demonstrate proficiency in validating argument forms using truth tables and differentiate between different kinds of statement forms.	K, An
4	Construct formal proofs of validity using the defined rules of inference and absorption	U, A
5	Apply the principles of symbolic logic to real-world problems and logical reasoning scenarios.	U, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

*FYUGP PHILOSOPHY*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓					✓	
CO 3	✓					✓	
CO 4	✓					✓	
CO 5				✓		✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>6</b>
	1	Traditional Logic and Symbolic Logic: A Comparison	2
		a) Advantages of Symbolization	1
	2	Truth and Validity	3

<b>2</b>	<b>COMPOUND STATEMENTS</b>		<b>15</b>
	1	Simple and Compound Statements	1
	2	Truth Functional Compound Statements and their Truth Tables	1
		a) Conjunction	2
		b) Negation (Truth modifier)	1
		c) Disjunction i) Inclusive and exclusive disjunctions ii) Partial common meaning	2
		d) Implication i) Three kinds of conditional statements ii) Common partial meaning	2



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	e) Biconditional (Material equivalence)	1
3	Exercises involving Symbolisation and finding Truth Values of Compound Statements	5

<b>ARGUMENT FORMS AND STATEMENT FORMS</b>		<b>19</b>	
3	1	Argument forms	1
		a) Definition	1
		b) Specific form of an argument	1
	2	Truth tables for validating argument forms	1
		a) Principle and Procedure for Truth Table Construction	2
		b) Exercises involving validation of argument forms and arguments	3
	3	Statement forms	1
		a) Definition	1
		b) Specific form of a statement	1
		c) Kinds of statement forms: Tautology, Contradictory and Contingent	2
	4	Logical equivalence	1
		a) Definition	1
		b) Double Negation and its truth table	1
		c) De-Morgan's Theorem and its truth table	2

<b>FORMAL PROOF OF VALIDITY</b>		<b>15</b>	
4	1	Definition	1
	2	Rules of Inference (First Nine Rules and Absorption)	4
	3	Construction of formal proof of validity	10

<b>Teacher Specific Module</b>		<b>5</b>
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as analysing and reviewing media reports/ social media posts using symbolisation and decision procedures and digital content creation. This can account for any two components of continuous evaluation.	

<h1 style="color: #ccc; opacity: 0.5;">Space to fill the selected area/ activity</h1>	5
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**Essential Readings:**

1. Irving M Copi, *Symbolic Logic 5th Ed.*, Prentice Hall of India.
2. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1-5	--
	2	1	5-7	--
<b>2</b>	1	1	9-8	--
	2	1	8-19 & 28	--
	3	1	14, 15 18 & 19	--
<b>3</b>	1	1	19-21	--
	2	1	22-26	--
	3	1	27-28	--
	3	1	29-31	--
<b>4</b>	1	1	32-33	--
	2	1	34	--
		2	2	369
3	3	1	35-38	--
		2	372-384	--

## FYUGP PHILOSOPHY

### Suggested Readings:

1. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
2. Hurley. *A Concise Introduction to Logic*. Cengage Learning, 2014.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Media Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU4DSCPHL204: CLASSICAL INDIAN PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200	KU4DSCPHL204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course serves as an introduction to the rich philosophical traditions of ancient India, exploring key schools of thought and their foundational principles. Students will learn the diverse philosophical perspectives presented in Vedas, Upanisads, Carvaka, Jainism, and Buddhism. Through the exploration of these classical philosophical approaches, students will gain insights into metaphysical, ethical, and epistemological perspectives that have shaped the intellectual landscape of ancient India*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the salient features of ancient Indian philosophy and its key philosophical themes.	K, U
2	Analyse and evaluate the foundational concepts of Vedas, Upanishads and the Bhagavad Gita.	K, An
3	Critically assess the metaphysical, epistemological, and ethical doctrines of Carvaka, Jainism, and Buddhism.	U, E
4	Engage with the central arguments and positions of ancient Indian schools, demonstrating critical thinking and analytical skills.	An, E
5	Synthesise diverse philosophical perspectives and engage in comparative analysis of different schools of ancient Indian philosophy.	U, An, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1					✓		
CO 2			✓		✓		
CO 3	✓				✓		
CO 4	✓					✓	
CO 5				✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>20</b>
	1	Salient Features of Indian Philosophy	3
	2	The Vedas	1
		a) The four parts of Vedas	1
		b) Vedic Religion and the concept of Ṛta	2
	3	The Upaniṣads	1
		a) Nature of Reality: Brahman and Ātman (cosmic and acosmic)	3
		b) Nature of Jīva: Pañcakośa, śarīratraya	2
		c) The identity of Ātman and Brahman	2
	4	The Bhagavad Gīta	1
		a) Niṣkāmakarma	2
		b) The Synthesis of Yoga	1
5	Classification into orthodox and heterodox schools	1	

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	<b>CĀRVĀKA</b>	<b>10</b>
<b>2</b>	1 Prathyaksa is the sole source of knowledge	3
	2 Refutation of inference	2
	3 Metaphysics and Ethics	3
	4 Critique of Brahmanic Ritualism	2

	<b>JAINISM</b>	<b>12</b>
<b>3</b>	1 Categories	3
	2 Pluralism: Anekantavāda	2
	3 Nayavāda and Syādvāda	3
	4 Triratnas, Bondage and Liberation	4

	<b>BUDDHISM</b>	<b>13</b>
<b>4</b>	1 Āryasatyas	3
	2 Pratītyasamudpāda	2
	3 Kṣaṇikavāda and Anātmavāda	4
	4 Aṣṭāṅgamārga and Nirvāṇa	4

	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.	
<b>5</b>	Space to fill the selected area/ activity	<b>5</b>

## FYUGP PHILOSOPHY

### Essential Readings:

1. Chatterjee and Datta. *An Introduction to Indian Philosophy*. University of Calcutta. 1984.
2. M Hiriana. *Outlines of Indian Philosophy*. Motilal Banarsidass. 1993.
3. CD Sharma. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass. 1987.

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	12- 22	--
	2	2	29- 43	--
	3	2	48- 81	--
	4	2	116- 132	--
	5	1	5- 9	--
2	1	1	55- 61	--
	2	1	57- 59	--
	3	1	61- 66	--
	4	3	46- 47	--
3	1	1	88- 100	--
	2	1	87- 88	--
	3	1	80- 86	--
	4	1	103- 109	--
4	1	1	117- 127	--
	2	3	72- 74	--
	3	1	135- 139	--
	4	1 3	127- 133 81- 82	--

## FYUGP PHILOSOPHY

### Suggested Readings:

1. TMP Mahadevan. *An Invitation to Indian Philosophy*. Arnold-Heinemann. 1974.
2. S Radhakrishnan. *Indian Philosophy Vol. 1*. Oxford, 2008.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article/ Textual Study	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>



**KU4DSCPHL205: CLASSICAL WESTERN PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200	KU4DSCPHL205	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides a comprehensive exploration of the foundational ideas and key figures in Classical Western Philosophy, spanning from the early Greek philosophers to medieval thinkers. The course will cover significant movements such as early natural philosophy, the age of great systems exemplified by Plato and Aristotle, and the emergence of medieval philosophy. Through the study of primary texts and critical analyses, students will gain insights into the fundamental questions and concepts that have shaped Western philosophical inquiry, including metaphysics, epistemology and ethics.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the nature and characteristics of Greek philosophy, including its historical context, major themes.	K, U
2	Analyse and evaluate the early natural philosophers' contributions to the development of Western philosophical thought.	An, E
3	Critically engage with the major philosophical systems of Plato and Aristotle.	U, An
4	Explore the characteristics and contributions of significant thinkers of medieval philosophy.	K, U, An

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5	Synthesize diverse philosophical perspectives and engage in comparative analysis of key philosophical concepts and arguments.	An, E
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓			✓		
CO 2	✓						
CO 3	✓				✓		
CO 4					✓		
CO 5				✓		✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>INTRODUCTION</b>	<b>10</b>
<b>1</b>	1	Nature and characteristics of Greek philosophy	5
	2	Periods of Greek philosophy (Brief descriptions only)	5

		<b>EARLY NATURAL PHILOSOPHY</b>	<b>15</b>
	1	The Ionians: Thales, Anaximander and Anaximenes	4
<b>2</b>	2	Parmenides and Zeno	4
	3	The Sophists: Homo mensura	3
	4	Socrates: Method, <i>Virtue is knowledge</i>	4

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	<b>AGE OF GREAT SYSTEMS</b>		<b>17</b>
<b>3</b>	1	Plato	2
		a) Theory of Knowledge: The divided line	2
		b) Theory of ideas: The allegory of the cave	2
		c) Immortality of the soul	2
	2	Aristotle	2
		a) Criticism of Plato's theory of ideas	2
		b) Substance and causation	3
	c) Form and matter	2	

	<b>MEDIEVAL PHILOSOPHY</b>		<b>13</b>
<b>4</b>	1	Characteristics of Medieval Philosophy	2
	2	St. Augustine: The problem of evil, free will, divine grace	4
	3	St. Anslem: Ontological proofs for the existence of God	3
	4	St. Thomas Aquinas: Distinction between faith and reason- proof for the Existence of God	4

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ analysis of philosophical arguments/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

## FYUGP PHILOSOPHY

### Essential Readings:

1. Cohen, S.M., Patrica Curd, and Reeve, C.D.C. (Eds). *Readings Ancient Greek Philosophy: From Thales to Aristotle*. 4th Ed. Indianapolis: Hackett Pub. 2011.
2. Frank Thilly: *A History of Philosophy*. SBW Publishers. 2015.
3. Stace, W.T. *A Critical History of Greek Philosophy*. New Delhi: Macmillan India Limited, 1920.
4. Gyula Klima (Ed). *Medieval philosophy: Essential readings with commentary*. Blackwell, 2007.e
5. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd, 1945.

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1- 7	--
	2	2	11- 14	--
<b>2</b>	1	3	20- 30	--
	2	3	43- 60	--
	3	3	106- 126	--
	3	3	127- 154	--
<b>3</b>	1	3	177- 206; 211- 217	--
	2	3	255- 313	--
<b>4</b>	1	4	1- 9	--
	2	2	148- 155	--
	3	2	169-172	—
	4	5	452- 463	--

## FYUGP PHILOSOPHY

### Suggested Readings:

1. Durant, Will. *The Story of Philosophy*. New York: Simon and Schuster, 2006.
2. Burnet, John. *Early Greek Philosophy*. 4th ed. Delhi: Surjeet Publications, 2017.
3. Lavine, T.Z. *From Socrates to Sartre: The Philosophic Quest*. New York: Bantam Books 1984.
4. May, Hope. *On Socrates*. Wadsworth. 2000.
5. Plato: "The allegory of Cave. Plato, Republic". John Cottingham, *Western Philosophy: An Anthology*.
6. Copleston, Frederick. *A History of Philosophy*. Vo. I & II. New York: Image Books, Doubleday. 1993. Copleston, Frederick. *A History of Philosophy*. Vo. I to VI. New York: Image Books, Doubleday. 1993.
7. Shields, Christopher. *Ancient philosophy: A contemporary introduction*. 2nd ed. New York: Routledge, 2012. (Relevant Chapters)
8. Long, A.A. Ed. *The Cambridge Companion to Early Greek Philosophy*. Ed. London: Cambridge University Press, 1999.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU4DSCPHL206: THEMES IN SOCIO-POLITICAL PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200	KU4DSCPHL206	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course delves into the foundational concepts of socio-political philosophy, exploring the nature, scope, and nuances of individual and societal interactions, the structure and functions of the state, types of government, ancient Indian social organisation, and the contributions of key social and political philosophers. Through critical analysis and examination of primary texts, students will gain insight into various political ideologies, social contracts, and the dynamics of power and authority.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse the nature and scope of social and political philosophy and evaluate their implications for contemporary socio-political issues.	An, A
2	Examine the key components of the state and assess their significance in shaping political structures and governance models.	E
3	Critically evaluate different types of government, their historical contexts, theoretical underpinnings, and practical implications for societal organisation and governance.	U, E, An
4	Assess the ancient Indian social organisation and analyse debates surrounding caste-based systems.	U, An

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5	Evaluate the contributions of prominent social and political philosophers to understand various socio-political phenomena and examine their relevance in contemporary discourse.	K, U, E
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓	✓		
CO 2	✓					✓	
CO 3				✓	✓		
CO 4		✓			✓		
CO 5			✓			✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>INTRODUCTION</b>	<b>12</b>
<b>1</b>	1	Social and Political Philosophy: Nature, Scope and Differences	3
	2	Individual and Society: Organic Theory	3
	3	The State: Definition (Population, Territory, Sovereignty, Government)	4
	4	The Concept of Citizen	2

		<b>TYPES OF GOVERNMENT</b>	<b>12</b>
<b>2</b>	1	Monarchy, Aristocracy, Democracy and Fascism	4
	2	Socialism and Communism (Definition and Types)	4
	3	Critique of Authority: Anarchism –Gandhi and Bakunin	4

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	<b>ANCIENT INDIAN SOCIAL ORGANIZATION</b>		<b>15</b>
<b>3</b>	1	Varna and Jati	1
		a) Etymological meaning and main differences	2
		b) Gandhi-Ambedkar debate	3
		c) Sree Narayana Guru- Critique of Caste based on Jati Mimamsa and Jatinirnay	4
	2	Purusharthas and Asramas: Relation between Varna and Asrama	5

	<b>SOCIAL AND POLITICAL PHILOSOPHERS</b>		<b>15</b>
<b>4</b>	1	Social Contract Theory: Major Tenets	4
	2	Mahatma Gandhi- Sarvodaya, End-means relationship	4
	3	Karl Marx- Class Struggle and Dictatorship of the Proletariat	3
	4	M.N. Roy- Radical Humanism	4

<b>5</b>	<b>Teacher Specific Module</b>		<b>6</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ analysis of socio-political events/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; opacity: 0.5;">Space to fill the selected area/ activity</p>		6

**Essential Readings:**

1. Gauba, O.P. *Social and Political Philosophy*. National Paperbacks, New Delhi.
2. Sharma, R.N. *Political Philosophy*. Kedar Nath Ram Nath, Delhi.
3. Ambedkar, B.R. *Castes in India: Their Mechanism, Genesis and Development*. Patrika Publications, Jullundur, 1916.
4. Dr. Babasaheb Ambedkar: Writings and Speeches Vol. 1 Dr. Ambedkar Foundation, New Delhi.  
[https://www.mea.gov.in/Images/attach/amb/Volume\\_01.pdf](https://www.mea.gov.in/Images/attach/amb/Volume_01.pdf),



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5. Dube, S. C. *Indian Society*. National Book Trust, New Delhi, 1990.
6. Roy, M. N. *New Humanism: A Manifesto*. Ajantha Publications, New Delhi, 1981.
7. Sree Narayana Guru. *Jathilakshanam*.  
<http://srinarayanagurucompleteworks.blogspot.com/2009/07/jati-lakshanam.html>
8. Menggoy, E.G. *Elements of the State*.  
<https://www.scribd.com/user/501146058/Eilleen-Grace-Menggoy>.
9. Leydet, Dominique, "Citizenship", *The Stanford Encyclopedia of Philosophy* (Fall 2023 Edition), Edward N. Zalta & Uri Nodelman (eds.),  
URL<<https://plato.stanford.edu/archives/fall2023/entries/citizenship/>>.
10. RN Sharma. *Indian Philosophy*. Surjeet Publications, 2011.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1-7	--
	2	2	18-19	--
	3	8	Relevant pages	—
	4	9	Introductory page	
<b>2</b>	1	2	Relevant chapters	--
	2	1	264-296	--
	3	1	257-263	--
<b>3</b>	1	a) 5 b) 4 c) 7	a) 47-63 b) Relevant topics	--
	2	10	197- 210	--
<b>4</b>	1	2	22-24	--
	2	1,2	369-373, 182-198	--
	3	1	297-320	
	4	6	Relevant chapters	--

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### Suggested Readings:

1. David Stewart and H Gene Blocker. *Fundamentals of Philosophy*, Pearson, 2008.
2. Sabine G.H. *A History of Political Theory*. New Delhi, 2009.
3. K Roy & C Gupta (Eds): *Essays in Social and Political Philosophy*
4. Joshi, N V. *Social and Political Philosophy*, Current Book House, Bombay, 1964.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review/ Analysis	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU5DSCPHL301: ŚAḌḌARŚANA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300	KU5DSCPHL301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides an in-depth exploration of the major philosophical systems that have shaped Indian thought for centuries. Through a combination of textual study, critical analysis, and historical context, students will gain a comprehensive understanding of the foundational principles, key concepts, and distinctive features of Nyāya-Vaiśeṣika, Sāṅkhya, Pūrvamīmāṃsā, and Vedānta schools. Emphasizing both theoretical insights and practical implications, the course examines fundamental debates surrounding metaphysics, epistemology, ethics, and liberation within the diverse landscape of Indian philosophical traditions.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Explore the foundational principles and distinctive features of major Indian philosophical systems.	K, U
2	Examine the methods of knowledge acquisition (pramāṇas) as elucidated by Indian philosophers.	U, An
3	Investigate the concepts of bondage and liberation across various Indian philosophical schools.	An, E
4	Compare and contrast the central tenets of the vedāntic schools of Advaita and Viśiṣṭādvaita.	U, An

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5	Develop critical thinking skills through the analysis of arguments put forward by these philosophical schools.	An, E
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1					✓		
CO 2	✓	✓					
CO 3			✓			✓	
CO 4	✓						
CO 5	✓						✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>THE NYĀYA - VAIŚEŚIKA DARŚANAS</b>	<b>12</b>
<b>1</b>	1	A brief introduction to the Six systems of Indian Philosophy	1
	2	Nyaya: Asatkāryavāda	2
	3	Nyāya epistemology: Pramāṇas, Avayavas of anumāna, classification of anumāna	5
	4	Vaiśeṣika: Saptapadārthas, Paramāṇuvāda	4
		<b>SĀṄKHYA DARŚANA</b>	<b>8</b>
<b>2</b>	1	Satkāryavāda	1
	2	Puruṣa, Prakṛti and the three guṇas	4
	3	Evolution and the evolutes	2
	4	Bondage and Liberation	1

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<b>3</b>	<b>PŪRVAMĪMĀMSA</b>		<b>11</b>
	1	Mīmāmsa as based on karma kānda	1
	2	The authority of Vedas	2
	3	Epistemology	1
		a) Arthāpatti and Anupalabdhi	2
		b) Theories of truth and error	2
	4	Perspectives on Knowledge: Kumarila Bhatta and Prabhakara	2
5	Concepts of dharma and karma	1	

<b>4</b>	<b>VEDĀNTA</b>		<b>24</b>
	1	Introduction	1
		a) Prasthānatraya	2
		b) The three schools of Vedānta (Basic differences)	3
	2	Advaita	1
		a) Brahman and Māya	3
		b) Identity of Ātman and Brahman	2
		c) Sattatraya	2
		d) Jīvanmukti and Videhamukti	1
	3	Viśiṣṭādvaita	1
		a) Criticism of Māyāvāda	3
		b) Cit, acit and Brahman	3
		c) Bhakti and prapatti	2

<b>5</b>	<b>Teacher Specific Module</b>		<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.		

<p>Space to fill the selected area/ activity</p>	<p>5</p>
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**Essential Readings:**

1. TMP Mahadevan. *An Invitation to Indian Philosophy*. Arnold-Heinemann. 1974.
2. CD Sharma. *A Critical Survey of Indian Philosophy*. Motilal Banarsidass. 1987.
3. Chatterjee and Datta. *An Introduction to Indian Philosophy*. University of Calcutta. 1984.
4. M Hirianna. *Outlines of Indian Philosophy*. Motilal Banarsidass. 1993.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1- 4	--
	2	2	205- 207	--
	3	2	192- 203	--
	4	2	175- 185	--
	5	2	185- 186	--
<b>2</b>	1	2	151- 152	--
	2	2	152- 157	--
	3	2	157- 163	--
	4	2	163- 164	--
<b>3</b>	1	1	238- 241	--
	2	4	307- 313	--
	3	3	291- 306	--

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	4	2	224- 228	--
	5	4	326- 335	--
<b>4</b>	1	1	261- 263	--
	2	2	273- 287	--
	3	2	345- 360	--

**Suggested Reading:**

1. S Radhakrishnan. *Indian Philosophy Vol. I&II*. Oxford, 2008.

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU5DSCPHL302: MODERN WESTERN PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300	KU5DSCPHL302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides an in-depth exploration of Modern Western Philosophy, tracing its development from the transition period between the Medieval and Modern eras to its key movements and figures. Students will examine the fundamental tenets of Rationalism, Empiricism, and German Idealism, engaging with primary texts and critical analyses to understand the philosophical inquiries that shaped Western thought during this pivotal period.*

**Course Prerequisite:** Awareness of Greek and Medieval Western Philosophies

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse the transition from Medieval to Modern Western Philosophy, identifying key philosophical shifts and their implications for subsequent thought.	U, An
2	Evaluate the core concepts of Rationalism and assess their epistemological and metaphysical significance.	U, E
3	Critically assess the principles of Empiricism, exploring their challenges to traditional philosophy.	K, An
4	Examine the foundational principles of German Idealism, and analyse their impact on subsequent philosophical movements.	K, An



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5	Synthesise key themes and debates in Modern Western Philosophy, demonstrating a nuanced understanding of the diverse perspectives and methodologies.	U, C
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓	✓					
CO 3	✓					✓	
CO 4					✓		
CO 5				✓			

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>INTRODUCTION</b>	<b>9</b>
<b>1</b>	1	Transition from Medieval to Modern Western Philosophy	5
	2	Characteristics of Modern Western Philosophy	4

		<b>RATIONALISM</b>	<b>14</b>
<b>2</b>	1	Rene Descartes: Innate ideas, <i>Cogito-ergo-sum</i> , Dualism, Interactionism	5
	2	Benedict Spinoza: Substance, attributes and modes, Pantheism, Intellectual love of God	5
	3	Gottfried Wilhelm Leibnitz: Monadology, Pre-established harmony	4

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	<b>EMPIRICISM</b>		<b>16</b>
<b>3</b>	1	John Locke: Rejection of innate ideas, Primary and secondary qualities	6
	2	George Berkeley: Rejection of abstract ideas, Subjective idealism- <i>esse est percipii</i>	4
	3	David Hume: Impression and ideas, Scepticism, Rejection of substance, self and causality	6

	<b>GERMAN IDEALISM</b>		<b>16</b>
<b>4</b>	1	Immanuel Kant	1
		a) Copernican revolution	2
		b) Theory of knowledge: Synthetic <i>a priori</i> , Transcendental aesthetics and transcendental analytics	5
		c) Phenomena and noumena	3
	2	GWF Hegel: Dialectical method, <i>Geist</i> , Absolute Idealism	5

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reviewing books/ articles/ comparative study/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

**Essential Readings:**

1. Lavine, T.Z. *From Socrates to Sartre: The Philosophic Quest*. New York: Bantam Books, 1920.
2. Russell, Bertrand. *History of Western Philosophy*. London: George Allen and Unwin Ltd, 1945.
3. Frank Thilly: *A History of Philosophy*. SBW Publishers. 2015.

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4. Berkeley: “*Nothing Outside the Mind*, George Berkeley, *Principles of Human Knowledge*”. John Cottingham, *Western Philosophy: An Anthology*.
5. Smith, Norman Kemp. *A Commentary to Kant’s Critique of Pure Reason*. New York: Palgrave Macmillan, 2003.

### Reference Distribution:

Module	Unit	Reference No.	Page Nos./ Chapetr	Remarks
1	1	1	Part II-6	--
	2	2	491- 495	--
2	1	3	272- 284	--
	2	3	292- 307	--
		2	573- 578	--
3	3	3	368- 374	--
		2	583- 589	--
	1	3	308- 318	--
3	2	4	97- 102	--
		3	335- 344	--
	3	2	659- 674	--
4	1	5	Relevant sections	--
		3	396- 417	--
	2	3	464- 474	--

### Suggested Readings:

1. Copleston, Frederick. *A History of Philosophy. Vo. I to VI*. New York: Image Books, Doubleday. 1993.
2. Pojman, Louis P. *Introduction to Philosophy: Classical and Contemporary Readings*. 2nd Ed. Canada: Wadsworth, 2000.
3. Durant, Will. *The Story of Philosophy*. New York: Simon and Schuster, 2006.
4. John Cottingham, *Western Philosophy: An Anthology*. Blackwell, 2008.

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**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU5DSCPHL303: PHILOSOPHERS OF SOCIAL CHANGE IN KERALA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300	KU5DSCPHL303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course delves into the fascinating intersection of philosophy, literature, and social activism in Kerala's vibrant history. It explores the ideas and actions of key figures who ignited the Kerala Renaissance, challenging social injustices and driving transformative change. We will dissect their philosophical stances on equality, freedom, and progress, analysing their literary works as powerful tools for societal critique and reform. Through engaging with various writings, students will gain insights into the intellectual underpinnings of movements like anti-caste activism, education for women, and religious inclusivity.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the influence of rationalism and critical thinking in Kerala's intellectual landscape, exemplified by Vagbatananda's contributions.	K, U
2	Develop a nuanced understanding of the interplay between philosophy, literature, and social activism in Kerala's historical context.	K, U, An
3	Analyse the philosophical foundations of the Kerala Renaissance.	U, An

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4	Evaluate the role of literature in promoting social change, focusing on the works of key figures.	An, E
5	Critically examine the impact of socio-religious movements in Kerala, analysing the social reforms championed by leaders like Saint Kuriakose Elias Chavara, Poykayil Yohannan, and Vakkom Abdul Khader Moulavi.	U, An

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2			✓		✓		
CO 3	✓		✓				
CO 4		✓	✓				
CO 5				✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>HISTORICAL CONTEXT OF KERALA PHILOSOPHERS</b>		<b>10</b>
	1	What is Renaissance?	2
	2	Philosophical foundations of Kerala Renaissance	4
	3	Basic Ideals: Social equality, freedom, fraternity, gender justice	4
<b>2</b>	<b>THE ROLE OF LITERATURE IN SOCIAL CHANGE OF KERALA</b>		<b>15</b>
	1	Sree Narayana Guru: Redefinition of Caste (study based on <i>Jatilakshana</i> and <i>Jatinirnaya</i> )	5

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	2	Chattambi Swamikal: Knowledge- Power and Authority- (study based on <i>Vedadhikara Nirupanam</i> )	5
	3	Brahmananda Swami Sivayogi: women education- (study based on <i>Sthreevidyaposhini</i> )	5

	<b>VAGBATANANDA’S INFLUENCE IN MALABAR RENAISSANCE</b>		<b>10</b>
<b>3</b>	1	Rational outlook	5
	2	Atmavidhyasangam	5

	<b>SOCIO-RELIGIOUS THINKERS IN KERALA</b>		<b>17</b>
<b>4</b>	1	Saint Kuriakose Elias Chavara- Pallikkudam system	4
	2	Poykayil Yohannan- liberation of downtrodden masses	4
	3	Arya Pallam	5
	4	Haleema Beevi	4

	<b>Teacher Specific Module</b>		<b>8</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules such as social movements or give specific tasks such as review of books/ study of historical incidents/ visiting places of social significance/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; opacity: 0.5;">Space to fill the selected area/ activity</p>		8

**Essential Readings:**

1. Sreedhara Menon. *Kerala History and Its Makers*, DC Books, Kottayam, 2008.
2. Mini T. “Ideals Upheld by the Philosophers of Kerala Renaissance” Academia. edu. <https://www.academia.edu/30595801/Ideals-Upheld>.
3. Narayana Guru. *Jatinirnayam*, Narayanagurukula Publishers, 2014 edition.
4. Narayana Guru. *Jatilakshanam*.

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5. Chattambi Swamikal. *Complete Works of Chattambi Swamikal*, <http://malayalambooks.org/>
6. Swami Brahmananda Sivayogi. *Mokshapradeepam*. Desamitram Printing and Publishing Company Ltd.
7. Swami Brahmananda Sivayogi. *Sthreevidyaposhini*. Vision ebook, 2015.
8. Vagbhatananda Guru. *Vagbhatanandante Sampoornakrithikal*, Mathrubhumi Publications, Kozikkode, 1988.
9. Chavara, Kuriakose Elias, *Complete Works of Kuriakose Elias Chavara (Malayalam)*, Vol. IV, Kathukal, Mannanam: CMI Prasadaka Committee, 1982, IX/2.
10. Sajay K.V. *Ee Kadalasu marikkayilla : Chavarayachan*, Insight Publica.
11. P. Sanal Mohan. *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala*
12. Suneetha T V. *Adukkalayil Ninnu Adarkkalathilekku: Aryapallam*. insight Publica. Oxford UP.
13. Noora, Noorjahan, *Pathradhipa M Haleema Beeviyude Jeevitham*. Bukkafe Books. 2nd edition 2022.
14. Vagbhadananda Guru. *Atmavidya*

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	Relevant sections	--
	2	1		--
	3	2		--
<b>2</b>	1	3		--
		4		--
	2	5		--
<b>3</b>	1	6		--
		7		--
<b>3</b>	1	8		--
	2	14		--



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<b>4</b>	1	9 10	--
	2	11	--
	3	12	
	4	13	--

### Suggested Readings:

1. Jerry Brotton. *The Renaissance: A Very Short Introduction*. Oxford UP, 2006.
2. <https://www.dharmaram.in/history/saint-chavara>
3. Manjula Scaria and, Binoy Joseph. International Journal of Recent Research in Social Sciences and Humanities (IJRSSH) Vol. 2, Issue 2, pp: (195-200), Month: April 2015 - June 2015, [www.paperpublications.org](http://www.paperpublications.org)

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article/ Review/ Visit Report	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU5DSCPHL304: MYSTICISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300	KU5DSCPHL304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course explores the multifaceted realm of mysticism, delving into its various aspects, traditions, and philosophical implications across different cultures and religions. Through a combination of theoretical study and exploration of mystical texts, students will gain an understanding of mystical experiences, paradoxes, and the intersections between mysticism, logic, and religion. The course also examines key mystical traditions such as Sufism, Bhakti, Christian mysticism, and Zen Buddhism, providing insight into their origins, practices, and philosophical underpinnings. Additionally, students will engage with mystical poetry from diverse traditions, offering a glimpse into the experiential and poetic dimensions of mysticism. Through critical analysis and reflection, students will develop a nuanced appreciation of mysticism as a profound aspect of human spirituality and cultural expression.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the difference between extrovertive and introvertive mysticism, analyse the nature of mystical experiences, and evaluate the concept of trans-subjectivity.	U, An
2	Engage with mystical paradoxes, including their rhetorical and philosophical implications, in different religious traditions.	U, A

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3	Gain insight into diverse mystical traditions, examining their historical development, practices, and philosophical foundations.	U, An
4	Analyse various mystical themes by elucidating the poetic expressions of mystical experiences.	U, An
5	Critically analyse the texts to deepen the understanding of the philosophical dimensions of mysticism and its intersections with religious thought.	An, C

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓			✓		
CO 2			✓		✓		
CO 3	✓	✓					
CO 4			✓		✓		
CO 5	✓			✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>ASPECTS OF MYSTICISM</b>		<b>12</b>
	1	Mystical Experience and Interpretation	3
	2	Extrovertive Mysticism and Introvertive Mysticism	3
	3	Trans-subjectivity	3
	4	Status of Universal Self	3

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	<b>MYSTICISM, LOGIC AND RELIGION</b>		<b>12</b>
<b>2</b>	1	Mystical Paradoxes	3
	2	Theory of Rhetorical paradox- eg:- Lao Tzu	3
	3	Philosophical Implications of Mystical Paradoxes	3
	4	Mysticism and Religion: The Religious and Mystical Shape of Experience	3

	<b>MYSTICAL TRADITIONS</b>		<b>14</b>
<b>3</b>	1	Sufism - Jalal al-Din Rumi- ‘intoxicated’ mysticism- Hallaj - Systematisation	4
	2	Bhakti Traditions In India: Origins, Regional variations – similarities— nirguna/ saguna bhakti	3
	3	Christian Traditions: Union with God- St.Teresa of Avila- John of the Cross- St.Therese of Lisieux	4
	4	Zen Buddhism: Birth- Nature- Koan- Satori	3

	<b>MYSTICAL POEMS</b>		<b>14</b>
<b>4</b>	1	Emptiness: Tukaram (Including a brief bio-note)	3
	2	Naming: Lal Ded (Including a brief bio-note)	3
	3	Canticle of The Sun: St.Francis of Assissi (Including a brief bio-note)	3
	4	Now: Akka Mahadevi (Including a brief bio-note)	3
	5	Ritual Cat: Zen story	2

	<b>Teacher Specific Module</b>		<b>8</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits of related places/ study of life history of mystics/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

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### Essential Readings:

1. W T Stace. *Mysticism and Philosophy*, MacMillan & Co
2. Alexander Knysh. *Islamic Mysticism: A Short History*, Brill, London
3. Linda Woodhead. *Christianity: A Very Short Introduction*, Oxford University Press, Chapter 4, "Mystical Christianity"
4. Christmas Humphreys. *Zen Buddhism*, William Heinemann Ltd.
5. Arundhati Subramaniam (Ed). *Eating God: A Book of Bhakti Poetry*, Penguin
6. Zen Stories to tell Your Neighbors  
(<http://www.arvindguptatoys.com/arvindgupta/zen-forneighbours.pdf>)

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	31-37	--
	2	1	62-85	--
	3	1	146-153	--
	4	1	194-202	--
<b>2</b>	1	1	251-253	--
	2	1	253-257	--
	3	1	270-276	--
	4	1	341-343	--
<b>3</b>	1	2	Relevant sections	--
	2	5	Relevant sections	--
	3	3	Relevant sections	--
	4	4	24-64, 144-167	--
<b>4</b>	1	5	Relevant sections	--
	2	5	Relevant sections	--

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	3	3	Relevant sections	--
	4	5	77-78	
	5	6		

### Suggested Readings:

1. Lao Tzu. *Tao Te Ching: A Book About The Way and The Power of The Way*, Shambhala.
2. St. Therese de Lisieux. *Story of a Soul: The Autobiography of St. Therese of Lisieux*
3. Philip Sheldrake. *Spirituality: A Very Short Introduction*, Oxford University Press
4. D.T.Suzuki. *Mysticism: Christian and Buddhist*, Routledge

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU5DSCPHL305: THEMES IN ENVIRONMENTAL ETHICS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300	KU5DSCPHL305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course examines the ethical complexities of our interactions with the environment. It will explore the fundamental questions about human responsibilities towards nature by analysing issues like pollution, e-waste etc. It also analyses various anthropocentric and non-anthropocentric approaches to the environment to evaluate the current environmental policies. Learners will be able to understand the implications of deep ecology, social ecology and ecofeminism for developing one's environmental philosophy. It explores practical strategies for achieving a more sustainable future by understanding the interconnectedness of environmental, economic and social dimensions of sustainability. The learners will be able to examine the role of ecological resistance movements in the protection and preservation of the environment.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the key concepts in environmental ethics and recognise and analyse the impact of pollution and environmental crises.	K, U, An
2	Differentiate and evaluate anthropocentric and non-anthropocentric approaches to the environment.	U, E
3	Understand and critically examine the philosophical foundations of deep ecology, social ecology and ecofeminism.	U, E, An

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4	Recognise the historical evolution of sustainability, evaluate the effectiveness of today's sustainable development policies and develop innovative solutions for sustainability challenges.	U, E, An, C
5	Apply ethical principles to the existing environmental crises and develop a personal ecosophy by reflecting on one's values and responsibilities towards the environment.	A, C

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✓			✓	
CO 2		✓		✓			
CO 3		✓	✓				
CO 4					✓	✓	
CO 5			✓			✓	

### COURSE CONTENTS

#### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>16</b>
	1	Meaning, definition and significance of environmental ethics	2
	2	Eco Philosophy and Environmental Ethics	2
	3	Key Concepts	1
		a) Ecology	1
		b) Eco-system	1



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		c) Bio-Diversity	1
	4	Impact of pollution on the quality of human life	2
		a) Atmospheric pollution	2
		b) Water pollution	2
		c) E-waste	2

	<b>APPROACHES TO ENVIRONMENT</b>		<b>17</b>
	1	Anthropocentrism	2
	2	Non-anthropocentrism	2
2		a) Bio-centrism	3
		Eco-centrism	3
	3	The animal liberation movement of Peter Singer	3
	4	The Land Ethic of Aldo Leopold	4

	<b>ECO PHILOSOPHICAL POSITIONS</b>		<b>12</b>
	1	Deep ecology of Arne Naess	4
3		2 Social ecology of Murray Bookchin	4
		3 Ecofeminism	4

	<b>SUSTAINABLE DEVELOPMENT</b>		<b>10</b>
	1	The concept of sustainable development	4
4		2 Ecological resistance movements	2
		a) Origin, development and impact of the Silent Valley Movement	2
		b) Chipko movement	2

	<b>Teacher Specific Module</b>		<b>5</b>
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ analysis of environmental movements/ report making and digital content creation. This can account for any two components of continuous evaluation.		

Space to fill the  
selected area/ activity

**Essential Readings:**

1. Desjardins, Joseph. R. *Environmental Ethics: An Introduction to Environmental Philosophy*. Wordsworth: Cenagage Learning, 2013.
2. J. Baird Callicott and Robert Frodeman, *Encyclopedia of Environmental Ethics and Philosophy*. USA: Macmillan, 2009.
3. Bharucha, Erach. *Textbook for Environmental Studies for Undergraduate Courses of all Branches of Higher Education*. For University Grants Commission. 2004.
4. Singer, Peter. *Animal Liberation: A New Ethics for Our Treatment of Animals*. HarperCollins, 2023 edition.
5. Leopold, Aldo. *The Land Ethic*. [rintintin.colorado.edu/Leopold](http://rintintin.colorado.edu/Leopold).
6. Naess, Arne. *The Deep Ecology Movement: Some Philosophical Aspects*. [openairphilosophy.org](http://openairphilosophy.org)
7. Bookchin, Murray. *Philosophy of Social Ecology*. Black Rose Books, 1995.
8. Greta Gaard (ed). *Ecofeminism: Women, Animals, Nature I*. Temple University Press: Philadelphia, 1993.
9. Verma, Ashok Kumar. *Sustainable Development and Environmental Ethics*. International Journal on Environmental Sciences.
10. Dattatri, S. (2015, September 25). *Silent Valley – A People’s Movement that Saved a Forest*. ConservationIndia. <https://www.conservationindia.org/case-studies/silent-valley-a-peoples-movement-that-saved-a-forest>
11. Mitra, A. Chipko: An unfinished mission. DownToEarth. <https://www.downtoearth.org.in/coverage/chipko-an-unfinished-mission-30883>. (1993, April 30)
12. YusBasioglu, Hafefe Bozdemir. *Approaches to Environmental Ethics*. [https://www.isres.org/books/chapters/c4\\_18-10-2021.pdf](https://www.isres.org/books/chapters/c4_18-10-2021.pdf).

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1,2,12	2-13	--
	2	1,2,12	relevant topics	--
	3	3	54-108	--
	4	3	113-130	--
<b>2</b>	1	1,2	93-106	--
	2	1,2	93-106	--
	3	1, 4	114-119	--
	4	1,5	181-195	--
<b>3</b>	1	1, 6	210-227	--
	2	1,7	243-246	--
	3	1, 8	249-253	--
<b>4</b>	1	9	relevant portions	--
	2	10,11	relevant portions	--

**Suggested Readings:**

1. Gadgil, Madhav, and Ramachandra Guha. *The Fissured Land: An Ecological History of India*. New Delhi: Oxford UP, 2002. Print.
2. Guha, Ramachandra, and Juan Martinez Alier. *Varieties of Environmentalism: Essays North and South*. New Delhi: Oxford UP, 2000. Print.
3. Merchant, Carolyn. ed. *Ecology: Key Concepts in Critical Theory*. New Delhi: Rawat Publications, 1996. Print.
4. Taylor, Bron Raymond. ed. *Ecological Resistance Movements: The Global Emergence of Radical and Popular Environmentalism*. New York: State University of New York Press, 1995. Print.

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**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU6DSCPHL306: TRENDS IN 20<sup>TH</sup> CENTURY PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300	KU6DSCPHL306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides an in-depth exploration of major trends in 20th-century Western philosophy, focusing on Analytic Philosophy, Phenomenology, Existentialism, and Postmodernism. Through an examination of key philosophers and their ideas, students will gain a comprehensive understanding of the development and characteristics of each philosophical movement, as well as their implications for contemporary thought.*

**Course Prerequisite:** Knowledge of Modern Western Philosophy

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the distinguishing features of Analytic Philosophy.	K, U
2	Evaluate the foundational concepts of Phenomenology in order to discern their relevance to contemporary philosophical discourse.	U, An, E
3	Critically assess the central tenets of Existentialism within the context of human existence and freedom.	U, E, A
4	Examine the characteristics and key themes of Postmodernism to evaluate their impact on contemporary culture and thought.	U, E, A
5	Synthesise and apply knowledge gained from 20th-century Western philosophical movements, demonstrating critical thinking and analytical skills.	An, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2				✓		✓	
CO 3			✓		✓		
CO 4	✓				✓		
CO 5	✓						✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

<b>M O D U L E</b>	<b>U N I T</b>	<b>DESCRIPTION</b>	<b>HOURS</b>
<b>1</b>	<b>ANALYTIC PHILOSOPHY</b>		<b>16</b>
	1	Characteristics of Analytic Philosophy	1
		a) The Linguistic Turn in Philosophy	2
		b) Stages of development of Analytic Philosophy	3
	2	Logical Positivism	2
		a) Vienna Circle	1
		b) Verification theory of meaning and elimination of Metaphysics	2
	3	Ideal Language Philosophy: Picture theory of meaning	3
4	Ordinary Language Philosophy: Use theory of meaning	2	
<b>2</b>	<b>PHENOMENOLOGY</b>		<b>12</b>
	1	Characteristics and subject matter	2
	2	Edmund Husserl	1
		a) Intentionality	1

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		b) <i>epoche</i> and reduction, kinds of reduction	2
	3	Heidegger	1
		a) Fundamental Ontology	3
		b) Dasein and care	2

		<b>EXISTENTIALISM</b>	<b>15</b>
	1	Characteristics	3
	2	Kierkegaard	2
		a) Subjectivity is truth	3
		b) Three stages of existence	2
	3	Jean-Paul Sartre	1
		a) Three Modes of Being	2
		b) Bad faith	2

		<b>POSTMODERNISM</b>	<b>12</b>
	1	Characteristics	2
	2	Themes of Postmodernism	1
		a) Antifoundationism	2
		b) Rejection of metanarratives	3
	3	Jaques Derrida: Deconstruction	2
	4	Michel Foucault: Power-knowledge	2

		<b>Teacher Specific Module</b>	<b>5</b>
	5	The teacher in charge of the course may introduce students to thinkers and topics related to the four modules above or give specific tasks such as review of books/ articles/ report making and digital content creation. This can account for any two components of continuous evaluation.	

<p>Space to fill the selected area/ activity</p>	<p>5</p>
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**Essential Readings:**

1. Barry R Gross. *Analytic Philosophy: An Historical Introduction*. Pegasus, 1970
2. Barry Lee (Ed.). *Philosophy of Language: The Key Thinkers*. Continuum, 2011.
3. Moran, Dermot. *Introduction to Phenomenology*. Routledge, London, 2000.
4. John Tietz. *An Outline and Study Guide to Martin Heidegger's Being and Time*. Humanities, 2001.
5. Jack Reynolds. *Understanding Existentialism*. Acumen, 2006.
6. H.J.Blackham. *Six Existentialist Thinkers*. Routledge, 1961.
7. Jim Powell. *Post Modernism for Beginners*. Red Wheel, 2007.
8. Arthur Bradley. *Derrida's Of Grammatology: An Edinburgh Philosophical Guide*. Edinburgh University Press, 2008.
9. Garry Gutting (Ed.). *Cambridge Companion to Foucault*. Cambridge University Press, 2005.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	Chapter 1	--
	2	1	106-140	--
	3	2	76-84	--
	4	2	121-137	--
<b>2</b>	1	3	1-17	--
	2	3	146-160	--
	3	4	Relevant sections	--
<b>3</b>	1	5	1-18	--
	2	6	1-22	--



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	3	6	110-148	--
<b>4</b>	1	7	Relevant sections	--
	2			--
	3	8		--
	4	9		--

**Suggested Readings:**

1. Lycan, William G: *Philosophy of Language: A Contemporary Introduction*.
2. R.C Pradhan: *Recent Developments in Analytic Philosophy*. ICPR, New Delhi, 2001.
3. Richard Kearney. *Continental Philosophy in the Twentieth Century*. Routledge, 2005.
4. David R Cerbone. *Understanding Phenomenology*. Acumen Press, 2007.
5. Mrinal Kanti Bhadra. *A Critical Survey of Phenomenology and Existentialism*. ICPR. 1990

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review/ etc.	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU6DSCPHL307: THE PHILOSOPHY OF YOGA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300	KU6DSCPHL307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course aims to provide an in-depth understanding of the philosophy that synthesises all the practices of yoga across different traditions. The Aṣṭāṅgayoga systematised by Patañjali through his text Yogasūtra is taken as the foundation of this course. The course looks into the historical, psychological, ethical and spiritual dimensions of Yoga. Students are expected to gain an insight into the need to look and understand oneself from within in facing worldly issues and the mastery one can have in dealing with them.*

**Course Prerequisite:** Knowledge of Sāmkhya metaphysics

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the foundational principles of yoga and its significance across different traditions.	K, U, An
2	Explore the psychological aspects of yoga and the methods for controlling mental fluctuations ( <i>cittavṛtti</i> ).	U, A
3	Examine the practical aspects of yoga, focusing on the eight limbs of Aṣṭāṅgayoga.	U, A
4	Investigate the spiritual dimensions of yoga and the obstacles encountered on the path of yoga.	K, U, An
5	Critically analyse the key concepts in yoga philosophy, and apply principles of yoga to contemporary issues and personal development.	An, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1					✓		
CO 2		✓	✓				
CO 3				✓		✓	
CO 4	✓						✓
CO 5	✓		✓			✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>15</b>
	1	What is Yoga? Etymological meaning of Yoga	2
	2	Origin and Development of Yoga	3
	3	Yoga in Upaniṣads and Bhagavad Gīta	3
	4	Kinds of Yogas: A brief account of the following yogas to show the act of 'union'- Rāja, Hatha, Jñāna, Bhakti, Karma, Mantra and Laya Yoga	3
	5	Structure and content of <i>Yogasūtra</i>	2
	6	Relevance of Yoga in the modern world (A general approach)	2
<b>2</b>	<b>THE PSYCHOLOGY OF YOGA</b>		<b>13</b>
	1	The definition of 'yoga' in <i>Yogasūtra</i> (YS I- 2)	1
		a) The concept of <i>citta</i>	1
	2	The seer and its fundamental nature (YS I- 3)	1
	3	<i>Cittavṛtti</i>	1
	a) <i>Kliṣṭa</i> and <i>akliṣṭa</i> (YS I- 4-5)	1	

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	b) The five-fold modifications of <i>citta</i> (YS I- 6-11)	2
4	<i>Abhyāsa</i> and <i>vairāgya</i> as means to <i>cittavṛttinirodhaḥ</i> (YS I- 12-16)	2
5	Five kinds of suffering- <i>kleśas</i> (YS II- 3-9)	3
	a) The causal relation between <i>kleśas</i> and the suppression of <i>kleśas</i> (YS II- 10-11)	1

	<b>AṢṬĀNGAYOGA: THE EXTERNAL PREPARATIONS</b>	<b>9</b>
1	<i>Aṣṭāṅgayoga</i> : The eight limbs, External and internal preparations (YS II- 29)	1
2	The Ethical Preparations of Yoga	1
3	a) <i>Yama</i> : The five vows (Don'ts- social & personal virtues) and their fruits (YS II- 30-31; 35-39)	2
	b) <i>Niyama</i> : The Dos (personal virtues) and their fruits (YS II- 32, 40-45)	2
3	<i>Āsana</i> , its significance and its fruit (YS II- 46, 48)	1
4	<i>Prāṇāyāma</i> : Three stages and Four types (YS II- 49-51)	1
5	<i>Pratyāhāra</i> and the mastery of senses (YS II- 54-55)	1

	<b>YOGASŪTRA: SPIRITUAL DIMENSIONS</b>	<b>18</b>
1	<i>Samyama</i> : <i>Dharaṇa</i> , <i>Dhyāna</i> and <i>Samādhi</i> (YS III- 1-5)	2
	a) The three kinds of transformations; <i>Nirodha</i> , <i>Samādhi</i> and <i>Ekāgrata</i> (YS III 9-15)	2
2	<i>Siddhis</i>	1
	a) Brief account of any five <i>siddhis</i> (YS II- 16-37; 39-46; 53)	1
	b) <i>Siddhis</i> as obstacles to <i>Samādhi</i> (YS III- 38, 51)	1
4	3 <i>Samādhi</i>	1
	a) Conditions for attaining <i>Samādhi</i> (YS I- 19-23)	1
	b) Status of God in Yoga (YS I- 23-27)	1
	c) <i>Samprajñāta</i> and <i>asamprajñāta Samādhi</i> and <i>pratyaya</i> (YS I- 17-18)	2
	d) Kinds of <i>Samprajñāta Samādhi</i> in relation to <i>kośas</i> (YS I- 17-18)	2
	e) <i>Savitarka</i> , <i>Nirvitarka</i> and <i>Savicāra Nirvicāra Samādhis</i> and the status of mind in attaining <i>Samādhi</i> (YS I- 41- 44)	2

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	f) Distinction between <i>Sabīja</i> and <i>Nirbīja Samādhis</i> (YS I- 46-51)	1
	g) <i>Dharma-Megha-Samādhī</i> and <i>Kaivalya</i> (YS IV- 29-31, 34; III-55-56)	1

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above such as specific techniques in yoga/ meditation or give specific tasks related to research in yoga/ field visits/ report making and digital content creation. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5

**Essential Readings:**

1. Whicher, Ian. *The Integrity of the Yoga Darsana*. DK Printworld: New Delhi.
2. “Yoga: Its Origin, History and Development” AYUSH Web page:  
<https://yoga.ayush.gov.in/Yoga-History/>
3. Taimni, IK. *The Science of Yoga*. Theosophical Publishing House: Adayar, 1993.
4. George Feuerstein. *The Yoga Tradition: Its History, Literature, Philosophy and Practice*. Motilal Banarsidass, 2002.
5. “Why is Yoga Important in Modern Life?”. Govt. of India Blog.  
<https://blog.mygov.in/editorial/why-is-yoga-important-in-modern-life/>
6. George Feuerstein. *The Philosophy of Classical Yoga*. Motilal Banarsidass, 2002.
7. Iyengar, B.K.S. *The Illustrated Light on Yoga*. New Delhi: Harper Collins Publishers Ltd., 1997.

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**Reference Distribution:**

<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Page Nos.</b>	<b>Remarks</b>
<b>1</b>	1	1	1-9	--
	2	2 3	Webpage 3- 6	for history for a)&b)
	3	1	13- 26	--
	4	4	35- 73	--
	5	3	viii-ix	--
	6	5	Webpage	General approach
<b>2</b>	1	3 6	6- 10 58- 59	-- for <i>citta</i>
	2	3	10	--
	3	3	11- 20	--
	4	3	20- 31	--
	5	3	130- 156	--
<b>3</b>	1	3 7	205- 206 3	-- for Ext/ int prep.
	2	3 7	206- 252 13- 22	--
	3	3 7	252- 257 22- 24	--
	4	3 7	258- 266 24- 27	--
	5	3 7	268- 272 27- 29	--
<b>4</b>	1	3 7	275- 286; 293- 307 30- 34	--
	2	3	307- 369	--
	3	3	pages relevant to <i>sūtras</i> mentioned	--

**Suggested Readings:**

1. Dasgupta. S. *A Study of Patañjali*. ICPR, 2001.
2. Leggett, Trevor. *Sankara on the Yoga-sutras Vol.I: Samadhi*. London: Routledge and Kegan Paul, 1981.
3. Mark Singleton. *Yoga in the Modern World: Contemporary Perspectives*. Routledge, 2008.
4. T. K. V. Desikachar. *The Heart of Yoga: Developing a Personal Practice*. Inner Traditions, 1999.
5. Radhakrishnan, S. *Indian Philosophy Vol. 2*. London: George Allen & Unwin Ltd, 1923-1940.

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Selected Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU6DSCPHL308: PHILOSOPHY OF GENDER**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300	KU6DSCPHL308	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course explores the complex interplay between gender, society, and identity through the lenses of philosophical inquiry. Drawing from foundational texts and contemporary theories, students critically examine the social construction of gender, the diversity of feminist thought, issues of identity, and the intersectionality of gender with other social categories. Through rigorous analysis and discussion, students gain insights into the philosophical underpinnings of gender dynamics and their implications for social justice and personal autonomy.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse and deconstruct the concept of gender as a social construct.	U, An
2	Evaluate the diversity of feminist perspectives to understand the complexities of gendered experiences and struggles.	U, An, E
3	Critically examine the intersections of gender with other axes of identity.	U, An
4	Explore the epistemological implications of gender and understand how gender shapes knowledge production and dissemination.	U, An, E



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5	Engage in ethical reflection on gender-related issues and develop a nuanced understanding of ethical responses to these challenges.	U, An
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓			✓		
CO 2	✓				✓		
CO 3			✓				
CO 4	✓				✓		
CO 5			✓			✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>WHAT IS GENDER?</b>		<b>16</b>
	1	Sex and Gender- Social Constructivism- Simone de Beauvoir	3
	2	Masculine and Feminine - Gender: Norms and Expectations	3
	3	Carol Gilligan - Ethic of care	5
	4	Gender Performativity - Judith Butler	5
	<b>Essential Readings:</b> 1. V Geetha, <i>Gender (Theorizing Feminism)</i> , Stree Books, Kolkata 2. Nivedita Menon, <i>Seeing Like a Feminist</i> , Penguin (pp 60- 69 and 69- 90)		
<b>2</b>	<b>FEMINISMS</b>		<b>12</b>
	1	Early Feminists- Marry Wollstonecraft- Women's Suffrage Movement	5
	2	Sameness-Difference Debate - Third World Feminism, Islamic feminism and Black feminism (brief overviews only)	4

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	3	Ecofeminism -Vandana Shiva, Maria Mies	3
	<b>Essential Readings:</b> 1. Arpita Mukhopadhyay, <i>Feminisms</i> , Orient Blackswan		
	<b>PROBLEM OF IDENTITY</b>		<b>15</b>
3	1	Queer Theory - Questioning binaries	4
	2	LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer and Intersex) Politics	6
	3	Intersectionality – bell hooks	5
	<b>Essential Readings:</b> 1. Nivedita Menon, <i>Seeing Like a Feminist</i> , Penguin (pp 96-110)		
	<b>GENDER AND EPISTEMOLOGY</b>		<b>12</b>
4	1	Standpoint Epistemology- in general - goals- differentiated knowers- Sandra Harding	6
	2	Ethics of Sexual Difference – Luce Irigaray- mother-daughter relationship- critique of Freud	6
	<b>Essential Readings:</b> 1. Linda Alcoff (Ed.) <i>Feminist Epistemologies</i> , Routledge		
	<b>Teacher Specific Module</b>		<b>5</b>
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/surveys/interviews, report making and digital content creation. This can account for any two components of continuous evaluation.		
	Space to fill the selected area/ activity		5

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### Suggested Readings:

1. Margeret Walter, *Feminism: A Very Short Introduction*, Oxford
2. Donna Haraway, *Simians, Cyborgs, and Women: The Reinvention of Nature*, Routledge.
3. Luce Irigaray, *An Ethics of Sexual Difference*, Cornell University Press
4. Nikki Sullivan, *A Critical Introduction to Queer Theory*, New York University Press
5. Shohini Ghosh, *Fire: A Queer Film Classic*, Arsenal Pulp Press
6. Ruth Vanita & Salim Kidwai, *Same Sex Love In India*, Penguin
7. Gail Omvedt, *Violence Against Women: New Movements And New Theories In India*.
8. Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge
9. Simone de Beauvoir, *The Second Sex*, Vintage.

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ etc.	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU6DSCPHL309: PHILOSOPHY OF ART AND LITERATURE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300	KU6DSCPHL309	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course aims to expose students to different aesthetic theories in the Western and Indian traditions. Through a blend of historical inquiry and contemporary analysis, students will gain a deep understanding of the nature of beauty, the essence of artistic creation, and the cultural significance of literature and art forms. This course helps the students to understand the nature of art and its significance in real life. It helps students to understand art as an expression of thoughts, ideas and communication. Above all, it intends to develop a critical framework that aids students to engage in art criticism.*

**Course Prerequisite:** Desirable to have knowledge of Greek Philosophy

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the process and development of Aesthetics and its significance	K, U, An
2	Appreciate the various manifestations of beauty in art, nature and human creativity	U, A
3	Understand Western aesthetics and its application in varied art forms.	K, U, An
4	Develop skills to appreciate and criticise an artwork considering aesthetic theories.	U, A
5	Identify the dominant features of Indian aesthetic theories	U, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✓				
CO 2		✓			✓		
CO 3					✓		
CO 4			✓				
CO 5		✓				✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>12</b>
	1	Aesthetics: The Etymology and Evolution	3
	2	Aesthetic as Philosophy of Beauty and Art	3
	3	Subjective and objective approaches to beauty	1
	4	Process of Aesthetics (Brief description)	–
		a) Aesthetic experience	2
		b) Aesthetic attitude	1
		c) Aesthetic judgement	2
<b>2</b>	<b>THE NATURE OF ART AND BEAUTY</b>		<b>14</b>
	1	Art and Beauty: Conceptual analysis and their relations	2
	2	Form and content in different arts	1
		a) Visual art: architecture, sculpture, painting	2
		b) Auditory art: Music	1
		c) Performing art: Dance, drama, cinema	3

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	d) Literature as art	1
3	Forms of Natural Beauty: Symmetry, Proportion and Harmony	2
4	Three aesthetic categories: The Sublime, the Beautiful and the Comic	2

	<b>WESTERN THEORIES OF ART</b>	<b>14</b>	
<b>3</b>	1	Greek theories of art	–
		a) Art as imitation: Plato (Mimesis)	3
		b) Art as representation: Aristotle (Catharsis)	3
	2	Modern theories of art	–
		a) Art as a defence mechanism: Sigmund Freud	3
		b) Art as expression: Croce	2
	3	Art for social development: Karl Marx	3

	<b>INDIAN THEORIES OF ART</b>	<b>15</b>	
<b>4</b>	1	Theory of rasa: Nāṭyaśāstra	1
		a) Vibhava, anubhava, sancarībhāva	1
		b) Four modes of Abhinayās: Āngika, vācika, sāttvika, āhārya	2
		c) Bhāvas and rasa	2
	2	Theory of rasa in the context of literature	1
		a) Alaṅkāra	2
		b) Rīti	2
		c) Vakrokti	2
		d) Dhvani: Abhida, vyañjana, lakṣhaṇa, sphota	2

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above and ask them to express their understanding of philosophical concepts through creative projects such as writing a short story, composing a piece of music, or creating a piece of visual art. This can account for any two components of continuous evaluation. Teacher may also organise a field trip to a local museum or art gallery or literary events where students can observe and interact with works of art.	

Space to fill the  
selected area/ activity

### Essential Readings:

1. Shyamala Gupta. *Art, Beauty and Creativity: Indian and Western Aesthetics*, New Delhi, Modern Library, 1964.
2. Neil Murphy, W. Michelle Wang, and Cheryl Julia Lee(Ed.) *The Routledge Companion to Literature and Art*, Routledge Taylor & Francis Group, London and New York, 2024
3. E.F. Carritt, *The Theory of Beauty*. The Macmillan Company, New York, 1914.
4. Gordon Graham, *Philosophy of the arts: An Introduction to Aesthetics*, Routledge,1997.
5. Anne Sheppard,. *Aesthetics An introduction to the Philosophy of Art*, Oxford University Press, 1987
6. Blarlingay, S.S. *Modern Introduction to Indian Aesthetic Theory*. New Delhi: Print World, 2016.
7. Anthony Storr, *Freud: A very short introduction*, Oxford University Press, 1989.
8. 'Beauty' Stanford Encyclopedia of Philosophy,<https://plato.stanford.edu/entries/beauty/>

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	91-95	--
	2	1	95-103	
	3	1	131-142	
	4(a)	1	347- 349	--

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	4(b)	1	365- 371	--
	4(c)	1	385- 395	
<b>2</b>	1	1	131-142	—
	2	1	155-157	--
	2(a)	1	157- 161	--
	2(b)	1 4	161- 162 76-102	--
	2(c)	1	161- 164, 197-222	--
	2(d)	1 2	191-197 15-24	
	3	8	Relevant sections	
	4	3	Relevant sections	
<b>3</b>	1	1 4 5	223-248 35-37 4-17	—
	2(a)	7	91-104	--
	2(b)	3	179-218	
	3	1	270- 279	--
<b>4</b>	1	6 1	33-49 23-32	--
	2	6 1	62-84 32-66	--

**Suggested Readings:**

1. Dewitt PH Parker. *Principles of Aesthetics*. New Delhi: Kaveri Books,2011
2. V S. Sethuraman. *Indian Aesthetics: An Introduction*. New Delhi: Trinity, 2017.
3. Eva Schaper. *Prelude to Aesthetics*. London: George Allen and Unwin, 1968.



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**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Selected Activity	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU6DSCPHL310: WOMEN PHILOSOPHERS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSC	300	KU6DSCPHL310	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course aims to address the dearth of serious and academic discourses on Women Philosophers in undergraduate programs. A critical analysis of the Western Male philosophical Canon in the beginning prepares the window for the discussion on the philosophical ideas of women philosophers of different epochs. The intellectual transaction between some male philosophers and some women philosophers opens up a very exciting avenue albeit a hitherto unknown area for philosophical debates. The appraisal and appreciation of the contributions of the Women Philosophers from non-Western traditions is another highlight of this course. Philosophic representations from India, Korea, Native American Tribes and African traditions have been incorporated for reflection.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Familiarise, understand and appreciate an alternative approach from the dominant status quo philosophical outlook	K, U, An
2	Critically introspect about the historical reasons why the deliberation on the female philosophers has been absent for a considerable period.	A, E

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3	Open up new areas for further reflections on the unexplored avenues of the intellectual transaction between some male and women philosophers.	U, C
4	To create discourses on the least representation of non-western female philosophers possibly through the gaze of astute and enthusiastic learners.	An, C
5	To broaden the perspective on reality, knowledge and values through the rich and diverse diversified cultural representations.	K, An

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓	✓			✓		
CO 3		✓	✓				
CO 4					✓		
CO 5			✓	✓			

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION: CONTESTING THE STATUS QUO</b>		<b>12</b>
	1	Moving beyond the Western male canon	5
	2	Women in Philosophy: Why should we care?	4
	3	2,600 Years of Gender-Exclusive Philosophy: A Student's Perspective	3

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	<b>PHILOSOPHICAL REFLECTIONS</b>		<b>14</b>
<b>2</b>	1	Hypatia: The School of Hypatia	4
	2	Hildegard of Bingen: Metaphysical and epistemological views	4
	3	Anne Conway: Metaphysics	3
	4	Edith Stein: Empathy	3
	<b>CONVERSATIONS BETWEEN MALE AND FEMALE PHILOSOPHERS</b>		<b>14</b>
<b>3</b>	1	Abelard and Heloise: Love, sex, and morality	4
	2	Mill and Taylor: Joining forces to contest the subordination of women	4
	3	Wittgenstein and Anscombe: A public voice for philosophy	3
	4	Sartre and Beauvoir: The problem of the other	3
	<b>WOMEN PHILOSOPHERS FROM NON-WESTERN TRADITIONS</b>		<b>15</b>
<b>4</b>	1	Akka Mahadevi of India	4
	2	Gang Jeongildang of Korea	4
	3	Viola Cordova Jicarilla Tribe, Apache Native American	4
	4	Sophie Olúwolé of Nigeria	3
	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ field visits/ interviews/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	Space to fill the selected area/ activity		5

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### Essential Readings:

1. Waithe Mary Ellen: Therese Boos Dykeman. *Women Philosophers from Nonwestern Traditions: The First Four Thousand Years*. Springer (2024).
2. Marilyn Friedman. Women in Philosophy: Why Should We Care? in *Women in Philosophy: What Needs to Change*.
3. Enough is Enough! A Student Perspective by Audun Solli in Warren Karen J. *An Unconventional History of Western Philosophy: Conversations Between Men and Women Philosophers*.
4. Hypatia and Edward Jay Watts. *Hypatia: the life and legend of an ancient philosopher*. Oxford University Press (2017).
5. Duran Jane. *Eight Women Philosophers: Theory, Politics, and Feminism*. University of Illinois Press (2006).
6. Anne Conway in Duran Jane. *Eight Women Philosophers: Theory, Politics, and Feminism*. University of Illinois Press (2006).
7. The Essence of Acts of Empathy. In Edith Stein. *On the Problem of Empathy*. ICS Publications (1989).
8. Warren Karen J. *An Unconventional History of Western Philosophy: Conversations Between Men and Women Philosophers*. Rowman & Littlefield Publishers. (2008).

### Reference Distribution:

Module	Unit	Reference No.	Page Nos./ Chapters	Remarks
1	1	1	Ch. 1	--
	2	2	21- 38	--
	3	3	531- 535	--
2	1	4	37- 46	--
	2	5	21- 28	--
	3	6	Relevant pages	--
	4	7	2- 18	--
3	1-4	8	Relevant pages	
4	1-4	1	Relevant pages	--

**Suggested Readings:**

1. Broad, Jacqueline. *Women Philosophers of the Seventeenth Century*. Cambridge University Press (2003)
2. Calhoun Cheshire. *Setting the Moral Compass: Essays by Women Philosophers*. Oxford University Press, USA (2003).
3. Duran Jane. *Eight Women Philosophers: Theory, Politics, and Feminism*. University of Illinois Press (2006)
4. Duran Jane. *Women, Philosophy and Literature* (2007).
5. Garry Ann and Marilyn Pearsall. *Women, knowledge and reality: Explorations in feminist philosophy*. Routledge (1996)
6. Hutchison Katrina and Fiona Jenkins. *Women in Philosophy: What Needs to Change*: Oxford University Press (2013)
7. Hypatia and Edward Jay Watts. *Hypatia: the life and legend of an ancient philosopher*. Oxford University Press (2017)
8. Mary Daly. *Beyond God the Father: Toward a Philosophy of Women's Liberation*. Beacon Press (1993)
9. Moller, Vigdis Songe. *Philosophy Without Women: The Birth of Sexism in Western Thought*. (2002)
10. Ray Bharati. *Women of India: Colonial and Post. Colonial Periods*. SAGE Publications (2005)
11. Rogers Dorothy G. *America's First Women Philosophers: Transplanting Hegel, 1860.1925* (Continuum Studies in American Philosophy) (2005)
12. Samuelson Hava Tirosh. *Women and Gender in Jewish Philosophy* (Jewish Literature and Culture) (2004)
13. Schiebinger Londa (auth.), Mary Ellen Waithe (eds.). *A History of Women Philosophers: Modern Women Philosophers, 1600–1900*. Springer (1991).
14. Sperling Liz. *Women, Political Philosophy and Politics*. Edinburgh University Press (2002)
15. Therese Boos Dykeman. *The Neglected Canon: Nine Women Philosophers: First to the Twentieth Century*. Springer Netherlands (1999).

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**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU7DSCPHL401: RESEARCH AS A PROCESS: STEPS AND STAGES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400	KU7DSCPHL401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is a practice-specific course for the UG level students preparing their writing assignments including dissertations. This course is designed to familiarise the students with the characteristics and types of research as a process of moving from what is known to what is new in the context of a chosen area of study.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Carry out research in a systematic and planned manner.	A, U
2	Apply the prescribed steps of research with methodological and logical precision.	A, U
3	Understand the strategies and mechanics of the research process.	U, K
4	Develop a positive attitude of tolerance and open-minded listening to criticisms.	A, C
5	Internalise the values of intellectual honesty and social obligation.	A, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**



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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1						✓	✓
CO 2	✓					✓	✓
CO 3							✓
CO 4					✓		✓
CO 5			✓	✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>17</b>
	1	What is Research?	2
		a) Definitions and characteristics of research	3
		b) Lexical definitions, scholarly definitions like that of the American sociologist Earl Robert Babbie	1
	2	Purpose and objectives of research	2
		a) To systematically investigate and gather information on a particular topic or issue for solving problems, or advancing knowledge.	2
		b) To improve existing knowledge, to test a hypothesis or theory, and to explore and describe a phenomenon etc.	2
	3	Classification based on Application:	1
		a) Pure / Basic / Fundamental Research, Applied / Decisional Research	2
		b) Quantitative, qualitative and mixed methods of research	2

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	<b>RESEARCH PROCESS IN STAGES</b>	<b>16</b>	
<b>2</b>	1	Conceptualising the study: Identifying the research question and the research gap, reviewing of literature, revising the research question, elucidating the hypothesis	3
	2	Planning and conducting the study: Developing an outline of the study, deciding the data collection methods, collection and analysis of data, and drawing conclusions by interpreting the findings.	3
	3	Preparing the write-up for communicating the findings	3
	4	Guidelines to prepare the research report	2
		a) Tips to make the abstract	2
		b) The necessary components of a Research Paper/Dissertation: Introduction, body of the paper or chapters of dissertation, conclusion, and bibliography/list of works cited	3
	<b>FORMATTING A RESEARCH PAPER</b>	<b>11</b>	
<b>3</b>	1	MLA and APA styles: Description of the formats	3
	2	Rules regarding in-text citations and References (APA) or Works Cited (MLA) list for books, journals and electronic sources	5
	3	Comparison between MLA and APA styles of in-text citations and bibliography entries for single-author books	3
	<b>RESEARCH ETHICS</b>	<b>11</b>	
<b>4</b>	1	The core values of research: Objectivity, honesty, openness, accountability, fairness and stewardship.	5
	2	Plagiarism: Definition and types	3
	3	Plagiarism as a breach of academic integrity	3
	<b>Teacher Specific Module</b>	<b>5</b>	
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks as desired by the teacher. This can account for any two components of continuous evaluation.		

Space to fill the  
selected area/ activity

### Essential Readings:

1. Kothari, C. R. *Research Methodology: Methods & Techniques*. 2nd ed., New Age International, 2004.
2. Thuan Nguyen. *Research Methodology: An Introduction*.  
[https://www.academia.edu/6434288/Research\\_Methodology\\_An\\_Introduction](https://www.academia.edu/6434288/Research_Methodology_An_Introduction)
3. iEduNote. Research: Definition, Characteristics, Goals, Approaches  
<https://www.iedunote.com/research-definition-characteristics-goals-approaches>
4. Avdhesh Jha. *Social Research Methodology: Qualitative and Quantitative Designs*. Routledge India, 2023.
5. Earl R. Babbie. *The Practice of Social Research*. Cengage Learning, 2017.
6. Ashreet Acharya & Abhipsa Anamika. *A Beginner's Guide to Research Methodology*. Notion Press, 2022.
7. Shanti Bhushan Mishra and Author Shashi Alok. *Handbook of Research Methodology*. Educreation, 2017.
8. Max Dade. Types of research: What you need to know.  
<https://www.firstediting.com/types-of-research-what-you-need-to-know>
9. Antony Arthur and Beverley Hancock. *Introduction to the Research Process*. The NIHR RDS for the East, 2009.  
[https://www.schulich.uwo.ca/pathol/research/pdf/2a\\_Introduction\\_to\\_the\\_Research\\_Process\\_Revision\\_2009.pdf](https://www.schulich.uwo.ca/pathol/research/pdf/2a_Introduction_to_the_Research_Process_Revision_2009.pdf)
10. Dovetail Editorial Team. How to format a research paper. 7 February 2023  
<https://dovetail.com/research/research-paper-format/>
11. Seech, Zachary. *Writing Philosophy Papers*. 5th ed., Wadsworth, 2009.
12. UNIT 3 Reporting Research  
<https://egyankosh.ac.in/bitstream/123456789/41962/1/Unit-3.pdf>
13. Dr. Shyama Prasad Mukherjee University Notes. Mechanics of Writing A Research Report.

- <https://dspmuranchi.ac.in/pdf/Blog/Mechanics%20of%20Writing%20A%20Research%20Report.pdf>
14. The College of Saint Rose Writing Center. *A Short Guide to MLA Format* (Ninth Edition) <https://www.strose.edu/wp-content/uploads/2022/03/MLA-Format-9th-Edition.pdf>
  15. *Concise Guide to APA Style*. 7th ed., American Psychological Association, 2019.
  16. “MLA 9th Edition.” [https://www.cccti.edu/writingcenter/documents/mla\\_handout.pdf](https://www.cccti.edu/writingcenter/documents/mla_handout.pdf)
  17. Citation Generator. <https://www.bibliography.com/>
  18. MLA Citation Generator. <https://www.grammarly.com/citations/mla>
  19. Citation Generator for MLA and APA styles.  
<https://www.scribbr.com/citation/generator/folders/7h8MJIjuolHE1S7uHVDQrh/lists/7HCjdJZTUFhErmZzt4aMNO/>
  20. APA Style Blog. <https://apastyle.apa.org/blog>
  21. Bos, Jaap. *Research Ethics for Students in the Social Sciences*. Springer, 2020.  
<https://doi.org/10.1007/978-3-030-48415-6>.
  22. Resnik, J.D., David B. “What Is Ethics in Research and Why Is It Important?”  
<https://www.niehs.nih.gov/research/resources/bioethics/whatis>, Dec. 2020.
  23. Iphofen, Ron. *Handbook of Research Ethics and Scientific Integrity*. Springer, 2020.  
<https://doi.org/10.1007/978-3-030-16759-2>.
  24. U.S. Government Website. “Fostering Integrity in Research. Foundations of Integrity in Research: The Core Values Of Research”.  
<https://nap.nationalacademies.org/read/21896/chapter/5>
  25. *The Fundamental Values of Academic Integrity*. 3rd ed., International Center for Academic Integrity, 2021, [academicintegrity.org/images/pdfs/20019\\_ICAI-Fundamental-Values\\_R12.pdf](https://academicintegrity.org/images/pdfs/20019_ICAI-Fundamental-Values_R12.pdf).
  26. Ray, Partha Pratim. *A Guide to Research and Publication Ethics a Text Book as per UGC Guidelines for UG, PG, MPhil and PhD*. New Delhi Publisher, 2022.
  27. Pratap, Upendra, et al. *Research and Publication Ethics*. Sultan Chand and Sons, 2023.

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**Reference Distribution:**

<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Page Nos.</b>	<b>Remarks</b>
<b>1</b>	1-3	1-7	Relevant Sections	--
<b>2</b>	1-4	1, 2, 9-13	Relevant Sections	--
<b>3</b>	1-3	14-20	Relevant Sections	--
<b>4</b>	1-3	21-27	Relevant Sections	--

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU7DSCPHL402: SYMBOLIC LOGIC-2**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400	KU7DSCPHL402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides an in-depth exploration of formal logic, deduction, and quantification theory. Students will learn the methods of deduction, including formal proofs of validity, rules of inference, rules of replacement, conditional proofs, indirect proofs, and the shorter truth table technique. The course also covers quantification theory and additionally, the logic of relations is examined. The course concludes with an exploration of deductive systems, including their definition, formal structures, and key attributes.*

**Course Prerequisite:** Acquaintance with Symbolic logic including truth-table method and formal proof of validity using the first nine rules of inference.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Demonstrate proficiency in formal proof methods using the rules of inference and replacement.	U, An, A
2	Apply conditional proof indirect proof and shorter truth table techniques in validating arguments.	U, A
3	Symbolise singular and general propositions in quantification theory and apply quantification rules to analyse categorical propositions.	K, U, A

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4	Demonstrate competence in symbolising relations and identify and analyse attributes of relations.	U, An
5	Understand the features of deductive systems and their importance.	U, An

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓					✓	
CO 3	✓					✓	
CO 4	✓					✓	
CO 5	✓					✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>METHODS OF DEDUCTION</b>		<b>17</b>
	1	Formal Proof of Validity	1
	2	Rules of Inference- Exercises	4
	3	Rules of replacement- Exercises	4
	4	Rule of Conditional Proof -Exercises	3
	5	The Rule of Indirect Proof-Exercises	3
	6	Shorter Truth Table Technique	2
<b>2</b>	<b>QUANTIFICATION THEORY</b>		<b>17</b>
	1	Singular and General proposition	2

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	2	Symbolisation of Categorical propositions and exercises	2
	3	Preliminary quantification rules	3
	4	Proving invalidity	3
	5	Multiply general proposition- Symbolization and exercises	3
	6	Quantification Rules	4

	<b>LOGIC OF RELATIONS</b>		<b>11</b>
<b>3</b>	1	Symbolising relations	2
	2	Exercises involving symbolisation	3
	3	Arguments involving relations	3
	4	Some attributes of relations	3

	<b>DEDUCTIVE SYSTEMS</b>		<b>10</b>
<b>4</b>	1	Definition and deduction	3
	2	Formal deductive systems	4
	3	Attributes of formal deductive systems	3

	<b>Teacher Specific Module</b>		<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as identifying, symbolising and validating arguments from everyday life, specific applications of symbolic logic in language and digital content creation. This can account for any two components of continuous evaluation.		
<b>5</b>	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5



**Essential Readings: Text Book**

1. Irving M Copi, Symbolic Logic 5th Ed., Prentice Hall of India.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
1	1-6	1	32-62	--
2	1-6	1	63-92	--
3	1-4	1	116-130; 134-139	--
4	1-3	1	157-158; 162-169	--

**Suggested Readings:**

1. Hurley. *A Concise Introduction to Logic*. Cengage Learning, 2014.
2. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
3. Copi, Cohen and McMahon. *Introduction to Logic 14th Ed.* Pearson 2014.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU7DSCPHL403: NYAYA LOGIC AND EPISTEMOLOGY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400	KU7DSCPHL403	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course on the epistemology and logic of Nyaya, a prominent school of classical Indian philosophy, is designed to introduce the learners to the notable contributions of Indian philosophers to the fundamental discipline of logic.*

**Course Prerequisite:** Acquaintance with schools of Indian Philosophy.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Become aware of the traditional Indian contributions to the science of critical inquiry.	U
2	Get exposed to the rules and fallacies in debates as envisioned in Nyaya epistemology.	C
3	Comprehend the terms and premises in Nyaya syllogism with reference to the structure of Aristotelian syllogism.	A
4	Get guided to the dynamics of inferential cognition.	C
5	Make a comparison between the structure of syllogism conceived in Nyaya and Aristotelian logic.	E

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓						
CO 3	✓			✓			
CO 4	✓						
CO 5		✓					✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	<b>ĀNVĪKṢIKI</b>		<b>14</b>
	1	Meaning of the term. Medhatithi Gautama as the founder of Anvikshiki School of logic.	5
	2	Transition from the conventional meaning as Adhyātmavidya to the science of logical scrutiny of anything known by perception and scriptures.Chanakya's emphasis on <i>Ānvīkṣiki</i> as the first subject of proper study in <i>Arthashastra</i> .	5
	3	Indian Logic from <i>Ānvīkṣiki</i> to <i>Nyaya Śāstra</i> as the science of critical inquiry	4
2	<b>NYAYA METAPHYSICS</b>		<b>10</b>
	1	The catalogue of 16 <i>Padārtha</i> -s. Classification into epistemological-metaphysical and logical categories.	5
	2	Definition and characteristics of the 14 logical categories as elaborated in Sutra I Enunciation of Categories in <i>Nyaya Sutra</i> -s of Gautama.	5
3	<b>NYAYA LOGIC - ANUMĀNA PRAMĀṆA</b>		<b>18</b>
	1	Etymology and characteristics: Vatsyayana's definition of <i>Anumāna</i> as the <i>linga-linginōḥ sambandhadarśanam</i>	2

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2	Constituents: <i>Pakṣa</i> , <i>Hetu</i> and <i>Sādhya</i> – their meaning and role in inferential cognition as the minor, middle and major terms.	3
3	<i>Vyāpti</i> as <i>vyāpya-vyāpaka bhāva</i> . <i>Vyāpti</i> as a uniform ( <i>niyata</i> ),	4
4	Unconditioned ( <i>anaupādhika</i> ) and natural ( <i>svābhāvika</i> ) relation between the reason and the inferred fact.	4
5	<i>Vyāpti</i> as determined by <i>Sāhacarya niyama</i> comprehended through	3
6	<i>Bhūyōdarśana</i> .	2

	<b>THE NYAYA SYLLOGISM- PANCĀVAYAVA VĀKYA</b>	<b>10</b>
4	1 The constituents of five limbed syllogism <i>Pratijñā – Hetu - udāharaṇa - upanaya – nigamana</i> in the classical example ‘The hill is fiery because it smokes, and whatever smokes is fiery’.	6
	2 Marking terms and premises in the model.	4

5	<p>Teacher Specific Module</p> <p>The teacher in charge of the course may introduce students to any area related to the four modules above.</p> <p>Specific tasks may include:</p> <ol style="list-style-type: none"> <li>1. Comparative study of Nyaya syllogism with Aristotelian syllogism.</li> <li>2. Exercises to identify the terms and premises in given five-member syllogisms.</li> <li>3. Practising conversion of Aristotelian syllogism into Nyaya syllogism and vice versa through examples.</li> </ol>	<b>8</b>
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**Essential Readings:**

1. *The Nyaya Sutras of Gautama*. Tr. Satish Chandra Vidyabhusana. The Sacred Books of the Hindus Vol III.
2. Kakali Roy Chowdhury. “Anvikshiki in Arthashastra: Kautilyan perspective of economy and philosophy”. *International Journal of Sanskrit Research* 2020; 6(2): 175-178. <https://www.anantaajournal.com/archives/2020/vol6issue2/PartC/6-2-29-474.pdf>
3. Ni Kadek Surpi, Gusti Putu Gede Widiana and Made Wika. “Indian Logic (Ānvīkṣikī) as the Light of Knowledge and Its Relevance to the Learning of Hindu Philosophy Nowadays”. June 2021 Vidyottama Sanatana International

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Journal of Hindu Science and Religious Studies 5(1):72

DOI:10.25078/ijhsrs.v5i1.2113

4. S. C. Chatterjee, *The Nyaya Theory Of Knowledge: A Critical Study Of Some Problems Of Logic And Metaphysics*. University Of Calcutta, 1939.
5. Unit 1 NYĀYA PHILOSOPHY  
<https://egyankosh.ac.in/bitstream/123456789/38168/1/Unit-1.pdf>
6. Mudasir Ahmad Tantray and Tariq Rafeeq Khan. “Concept of Universal Proposition (Udharana) In Nayaya Philosophy”. ANVESAK Vol. 51, No.1(X) August – December 2021  
<https://philarchive.org/archive/TANCOU>
7. “The Concept of Vyapti in earlier Nyaya”.  
[https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000027PH/P000613/M015199/ET/14670059716.26.1.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000027PH/P000613/M015199/ET/14670059716.26.1.pdf)
8. Subhash Kak. “Logic in Indian Thought”.  
DOI:10.1515/9783110319576.20Corpus
9. Shobhit Shukla. “Ancient Indian Logic”.  
[https://www.academia.edu/11616852/Ancient\\_Indian\\_Logic](https://www.academia.edu/11616852/Ancient_Indian_Logic)

### Reference Distribution:

Module	Unit	Reference No.	Page/ Chapter Nos.	Remarks
<b>1</b>	1	1	1-8	--
	2	2	175-178	--
	3	3	Full paper	--
<b>2</b>	1-2	1	52- 66	--
<b>3</b>	1	4	256-260	--
	2-3	5	5-7	--
	4-5	6	Relevant pages	–
	6	7	1-5	--
<b>4</b>	1	8	10-14	--
	2	9	1-8	--

**Suggested Readings:**

1. Satis Chandra Vidyabhusana. A History of Indian Logic: Ancient, Mediaeval and Modern Schools. Motilal Banarsidass Publishing House, 2015.  
<https://archive.org/details/in.ernet.dli.2015.188696>
2. Sastri, S. Kuppuswami. A primer of Indian logic according to Annambhatta's Tarkasamgraha. 1932.  
<https://archive.org/details/dli.csl.5959>
3. Jonardon Ganeri. "The Hindu Syllogism: Nineteenth-Century Perceptions of Indian Logical Thought". Source: *Philosophy East and West*, Vol. 46, No. 1 (Jan., 1996), pp. 1-16. University of Hawai'i Press.  
<http://www.jstor.org/stable/1399334> .
4. Jonardon Ganeri. "Analytic Philosophy in Early Modern India". 2023  
<https://plato.stanford.edu/entries/early-modern-india/>
5. Dr. B. C. Das. "Anumāna in Nyāya".  
[https://wimcol.org/uploads/Anumana%20in%20Nyaya%20\\_3rd%20Sem-Major.pdf](https://wimcol.org/uploads/Anumana%20in%20Nyaya%20_3rd%20Sem-Major.pdf)
6. Indrojit. "Inference" . 18/03/2019. <https://indianphilosophy.in/inference/>

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU7DSCPHL404: TARKASAMGRAHA (Textual Study)**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400	KU7DSCPHL404	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course on Tarkasamgraha (Textual Study) inquires into the intricate aspects of Nyāya epistemology, focusing on key concepts such as perception (Pratyakṣa Pramāṇa), inference (Anumānam), the five-membered syllogism, analogy (Upamāna), verbal testimony (Śabda), and erroneous apprehension. Through a comprehensive examination of Sanskrit texts and philosophical analyses, students will explore the foundational principles of Nyāya logic as elucidated in the Tarkasamgraha, gaining insights into the epistemological framework of classical Indian philosophy.*

**Course Prerequisite:** Acquaintance with the schools of Indian Philosophy.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse and articulate the definition and components of perception.	U, An
2	Evaluate the causes of perceptual knowledge, facilitating a deeper comprehension of the epistemological mechanisms underlying perception.	U, E
3	Demonstrate proficiency in inferential reasoning by delineating the process of inference.	An, A
4	Critically analyse the five-membered syllogism and defective reasoning.	U, An
5	Evaluate the role of analogy and verbal testimony in epistemic justification.	U, E

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓	✓					
CO 3	✓						✓
CO 4	✓						✓
CO 5	✓						✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>NYĀYA EPISTEMOLOGY: PRATYAKṢA PRAMĀNA</b>		<b>14</b>
	1	Definition of Perception: Section IV, Versus:31 & 32	1
	2	The causes of perceptual knowledge: Verse: 33	2
		a) Samyoga - sannikarśa- 34	1
		b) Samyukta samavāya- 35	2
		c) Samyukta-samaveta-samavāya-36	2
		d) Samavāyah sannikarśah-37	2
		e) Samaveta-samavāya-sannikarśah- 38	1
		f) Viśeṣana - Viśeṣyabhāva Sannikarśa-39	1
3	Conclusion- 40	2	
<b>2</b>	<b>ANUMĀNAM: SECTION V</b>		<b>14</b>
	1	Definition	1
		a) Inference (anumānam) and Inferential knowledge (anumiti): 1 & 2	2
		b) Subsumptive reflection (parāmarśa)- 3	1



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	c) Invariable concomitance: vyāpti-4	1
	d) Paksadharmatā: The special feature of a subject- 5	2
2	Two Fold Inference - 6	3
	a) Inference for oneself- 7	2
	b) Inference for others- 8	2

<b>THE FIVE-MEMBERED SYLLOGISM-9</b>		<b>15</b>
1	Liṅga parāmarśa-10; Three kinds of Liṅga- 11	2
	a) Anvayavyatireki-11	1
	b) Kevalānvayi linga- 12	1
	c) Kevalavyatireki Iiliga- 13	1
2	The subject (pakṣa)-14	2
	a) Similar instance (sapakṣa)- 15	1
	b) Contrary instance (Vipakṣa)- 16	1
3	Defective reasoning (hetvābhāsa)- 17	1
	a) Savyabhicāra hetu- 18; Sādhāraṇa savyabhicāra hetu- 19; Asādhāraṇa savyabhicāra hetu- 20; Anupasaitihāri savyabhicāra hetu- 21	2
	b) Viruddha hetu- 22	1
	c) Satpratipakṣa hetu- 23	
	d) Asiddha hetu- 24: Āśrayāsiddha- 25; Svarūpāsiddha- 26; Vyāpyatvāsiddha- 27	1
	e) Bādhita hetu- 28	1

<b>UPAMĀNA AND SABDA</b>		<b>12</b>
1	Upamāna: Section VI	2
2	Śabda- Section VII	1
	a) Definition- 1 & 2	2
	b) Verbal expectancy - 3	1
	c) Sentence- 4	1
	d) Meaning of a sentence-5	1

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3	Erroneous apprehension- Section IX: 6	1
	a) Doubt- 7	1
	b) Viparyaya- 8	1
	c) Tarka- 9	1

5	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge may give specific tasks such as review of articles/ analysis of texts and/ or digital content creation. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5

**Essential Reading:**

1. *Tarkasamgraha*.
2. Bhattacharyya Sibajiban. *Some Features of Navya-Nyāya Logic* - *JSTOR*, 1974, [www.jstor.org/stable/1398388](http://www.jstor.org/stable/1398388).
3. Matilal, Bimal Krishna (1977). *Nyāya-Vaiśeṣika*. Wiesbaden: Harrassowitz

**Assessment Rubrics:**

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Activity/ Review	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU7DSCPHL405: PHENOMENOLOGY AND EXISTENTIALISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
7	DSC	400	KU7DSCPHL405	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course provides an in-depth exploration of two influential philosophical movements: phenomenology and existentialism. Students will delve into the fundamental concepts, theories, and key figures associated with each movement, gaining a comprehensive understanding of their historical context and philosophical implications. Through critical analysis of primary texts and supplementary readings, students will engage in discussions and reflections to develop their analytical and interpretive skills within the context of phenomenological and existentialist thought.*

**Course Prerequisite:** Acquaintance with modern Western philosophy including Kant.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse the basic tenets of phenomenology and evaluate their significance in understanding human consciousness and perception.	U, An, E
2	Examine the existentialist perspective on existence, freedom, and authenticity, and assess their contributions to existential philosophy.	U, E
3	Critically evaluate Merleau-Ponty's phenomenology of perception and its implications for understanding the relationship between the body and subjective experience.	U, An

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4	Assess the existentialist concepts, drawing connections between existentialist themes and contemporary issues in ethics and personal identity.	K, An
5	Synthesise interdisciplinary perspectives on phenomenology and existentialism for understanding the human condition.	U, An, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓					✓
CO 2		✓	✓				
CO 3	✓				✓		
CO 4				✓	✓		
CO 5			✓				✓

## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>9</b>
	1	Basic tenets of Phenomenology	6
	2	Franz Brentano: Intentionality	3
<b>2</b>	<b>EDMUND HUSSERL</b>		<b>13</b>
	1	Basic features of Husserl's Phenomenology	3
	2	Intentionality	3
	3	Reduction	4
	4	Life World	3

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<b>3</b>	<b>MERLEAU PONTY</b>		<b>11</b>
	1	Phenomenology of perception	6
	2	Body-Subject	5

<b>4</b>	<b>EXISTENTIALISM</b>		<b>22</b>
	1	Introduction: The background and Chief features of Existentialism	4
	2	Soren Kierkegaard. Concept of Existence, Subjective Truth, Self- three stages	6
	3	Martin Heidegger: Being, Dasein, Fundamental Ontology	6
	4	Jean-Paul Sartre: Bad faith, Freedom, choice and responsibility	6

<b>5</b>	<b>Teacher Specific Module</b>		<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reviewing books/ articles/ movies and existentialist literature and digital content creation. This can account for any two components of continuous evaluation.		
<p style="font-size: 2em; opacity: 0.5;">Space to fill the selected area/ activity</p>		5	

**Essential Readings:**

1. Moran, Dermot. Introduction to Phenomenology. Routledge, London, 2000.
2. Spiegelberg, Herbert. *The Phenomenological Movement: A Historical Introduction*. Volume 1. Springer Science, Hague. 1960.
3. Edward Craig-Routledge Encyclopaedia of Philosophy. Routledge (1998).
4. Thomas Flynn. *Existentialism A Very Short Introduction*. Oxford. 2006.
5. Soren Kierkegaard, Howard V. Hong and Edna. H. Hong. "Either Or. A Fragment of Life, Part II" in *The Essential Kierkegaard*. Princeton University Press. 2000.
6. Martin Heidegger, *Being and Time*, Translated by John Macquarrie & Edward Robinson. Blackwell. 2001.
7. Jean-Paul Sartre, Annie Cohen, Solal Arlette and Elkaïm Caro. *Existentialism Is a Humanism*. 2007, Yale University Press.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1- 17	--
	2	2	27- 50	--
<b>2</b>	1	1	65- 67	--
	2	1	60- 64	--
	3	2	73- 87	--
	4	1	181- 185	--
<b>3</b>	1	1	391- 427	--
	2	1	391- 427	--
<b>4</b>	1	3 4	2643- 52 Relevant pages	--
	2	5	71- 83	--
	3	6	23- 76	--
	4	7	17- 53	--

**Suggested Readings:**

1. Blackham H.G, Six Existentialist Thinkers, Second Edition, New York, 1952
2. Hannay, Alastair, Kierkegaard and Philosophy: Selected Essays, Routledge, 2003
3. Large, William -Heidegger's \_Being and Time. Edinburgh Philosophical Guide. Edinburgh University Press. 2008.
4. Michelman, Stephen Historical Dictionary of Existentialism, The Scarecrow Press, Toronto, 2008.
5. Moran, D and Mooney T (ed.) Phenomenology Reader, Routledge, 2002
6. Moran Dermot and Cohen Joseph. The Husserl Dictionary, Continuum, New York. 2012.
7. Solomon, Robert C, Existentialism, Oxford University Press, New York, 2005
8. Warnock, Mary, Existentialism, Oxford University Press, New York; 1970.
9. Webber Jonathan (ed.) Reading Sartre: On Phenomenology and Existentialism Routledge.

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**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article/ Movie Review	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU8DSCPHL406: CONTEMPORARY EUROPEAN PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL406	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course explores the dynamic interplay between language, power, and subjectivity through the lens of continental philosophy. It investigates how language functions as a tool of power, shaping social norms and constructing subjectivities, by drawing from Foucault's discourse analysis and Lacan's psychoanalytic insights. Further, this course examines the political dimensions of language by analysing theorists like Butler, Habermas, and Deleuze to understand its role in shaping political discourse and norms of recognition. Through critical engagement with theoretical texts and analytical discussions, students can gain a deeper understanding of the complex relationship between language, philosophy, and society.*

**Course Prerequisite:** Acquaintance with phenomenology and existentialism.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the function of language as conceived by major continental thinkers.	K, U
2	Evaluate the connections and differences between structuralist and post-structuralist theories.	An, E
3	Synthesise the insights emerging out of the frameworks proposed by major philosophers in this tradition.	U, An
4	Apply these theories to examine texts and social discourses.	U, E, A



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5	Critically analyse the construction of subjectivities in the light of the perspectives proposed by these thinkers.	U, A
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓	✓		
CO 2					✓	✓	
CO 3				✓	✓		
CO 4	✓					✓	
CO 5	✓		✓				✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>LANGUAGE AND AUTONOMY</b>	<b>15</b>
<b>1</b>	1	Ferdinand de Saussure: Meaning as arbitrary and relational -signifiers and signifieds- language as an autonomous system operating through differences	6
	2	From structuralism to post-structuralism: Major differences between them- Language seen as constituting the world	4
	3	Jacques Derrida: Textuality- free play of signifiers- differance- deconstruction	5
		<p><b>References:</b></p> <p>1. Saussure, Ferdinand de, <i>Course in General Linguistics</i>, New York: Columbia University Press, 2011.</p> <p>2. Peter Barry, <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>, England: Manchester University Press, 2002.</p>	

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	3.	Derrida, Jacques. “Structure, Sign and Play in the Discourse of the Human Sciences in <i>Writing and Difference</i> . The University of Chicago Press, 1980.	
	4.	Derrida, Jacques. <i>Of Grammatology</i> . New York: John Hopkins University Press, 1998.	
	5.	Culler, Jonathan. <i>On Deconstruction: Theory and Criticism after Structuralism</i> . Cornell University Press, 2008.	

	<b>POWER AND IDEOLOGY</b>		<b>15</b>
<b>2</b>	1	Michel Foucault: Discourse as a regulated way of speaking- regimes of truth- subject as an effect of categorisation- normalisation- archaeological and genealogical approaches	8
	2	Louis Althusser: Ideology-interpellation- ISA	7
	<b>References:</b>		
	1. Foucault, Michel. <i>Foucault Reader</i> . London: Vintage, 1984.		
	2. Deleuze, Gilles. <i>Foucault</i> . Minnesota; University of Minnesota Press, 1988.		
	3. Althusser, Louis, <i>Lenin and Philosophy and Other Essays</i> , New York: Monthly Review Press, 2001.		
	4. Terry Eagleton. <i>Literary Theory: An Introduction</i> . Oxford: Blackwell, 1983.		

	<b>SUBJECTIVITY</b>		<b>12</b>
<b>3</b>	1	Jacques Lacan: Structure of unconscious - mirror stage- real, imaginary and symbolic- Identification and role of fantasy and desire in subject formation	5
	2	Alain Badiou: Theory of the subject	3
	3	Slavoj Zizek: Ideological subjects- Lacanian perspective- master signifiers	4
	<b>References:</b>		
	1. Lacan, Jacques. <i>Ecrits</i> . W W Norton & Company, 2007.		
	2. Badiou, Alain. <i>The Theory of the Subject</i> . New York: Continuum, 2009.		
	3. Zizek, Slavoj. <i>The Sublime Object of Ideology</i> . London: Verso, 2009		

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	<b>POLITICS OF LANGUAGE</b>		<b>13</b>
<b>4</b>	1	Judith Butler: Norms of recognition - performativity - speech acts	3
	2	Jurgen Habermas: Communicative reason- validity claims- role of debates	4
	3	Gilles Deleuze: Language as machine - minoritisation	2
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Butler, Judith, <i>The Judith Butler Reader</i>, Wiley, 2004.</li> <li>2. Butler, Judith, <i>Precarious Life: The Powers of Mourning and Violence</i>, London: Verso, 2006.</li> <li>3. Habermas, Jurgen, <i>The Theory of Communicative Action</i>, Beacon Press, 1985.</li> <li>4. Deleuze, Gilles, <i>The Deleuze Reader</i>, New York: Columbia University Press, 1993.</li> </ol>			

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reviewing books/ articles/ analysis and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

**Suggested Readings:**

1. Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, England: Manchester University Press, 2002.
2. Terry Eagleton, *Literary Theory An Introduction*, Oxford: Blackwell, 1983.
3. Culler, Jonathan, *On Deconstruction: Theory and Criticism after Structuralism*, Cornell University Press, 2008.

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**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU8DSCPHL407: PHILOSOPHY OF LANGUAGE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL407	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course invites students to an intellectual voyage through 20th-century philosophy of language. This will introduce the ground-breaking ideas and heated debates that reshaped our understanding of language, meaning, and communication. By familiarising themselves with these philosophical ideas, students can sharpen their critical thinking skills, refine their ability to analyse arguments and gain a deeper appreciation for the intricacies of language and its role in shaping our world.*

**Course Prerequisite:** Acquaintance with Symbolic logic including quantification theory.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Acquire a thorough understanding of the major movements and debates in 20th-century philosophy of language.	K, U
2	Critically evaluate influential theories of meaning, reference, truth, and representation.	U, An
3	Analyse the relationship between language, thought, and the world.	An, E
4	Develop advanced skills in argument analysis, critical thinking, and academic writing.	An, E, A
5	Engage in informed discussions and debates on complex philosophical issues.	U, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2	✓	✓					
CO 3	✓	✓					✓
CO 4	✓					✓	
CO 5				✓		✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>BEGINNINGS OF ANALYTIC PHILOSOPHY</b>	<b>15</b>
<b>1</b>	1	The Linguistic Turn	3
	2	Frege: Sense and Reference	3
	3	Russell: Logical Atomism, On Denoting	4
	4	Early Wittgenstein: Picture Theory, Language and World	5
		<b>VERIFICATION AND USE THEORIES</b>	<b>15</b>
<b>2</b>	1	Logical Positivism	1
		a) Verification Theory of Meaning	2
		b) AJ Ayer: Rejection of Metaphysics	2
	2	Later Wittgenstein	1
		a) Meaning as Use	2
		b) Language Games	3
		c) Critique of private language	2
		d) On Philosophy	2

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<b>3</b>	<b>BEYOND THE USE THEORY</b>		<b>12</b>
	1	Strawson: On Referring	2
	2	Davidson: Truth-Conditions	2
	3	Kripke: Identity and Necessity	3
	4	Putnam: The Meaning of ‘Meaning’	2
	5	Quine: Two Dogmas of Empiricism	3
<b>4</b>	<b>POWER OF CONTEXT AND DEBATES</b>		<b>13</b>
	1	Grice: Intentional Semantics	3
	2	Austin: Theory of speech acts	4
	3	Searle: Speech Acts	2
	4	Chomsky: Universal Grammar	2
	5	Lakoff: Conceptual Metaphors	2
<b>5</b>	<b>Teacher Specific Module</b>		<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reviewing books/ articles/ arguments analytically and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

**Essential Readings:**

1. Hans-Johann Glock: *What is Analytic Philosophy?*
2. AP Matrinich and David Sosa (Eds.): *Analytic Philosophy: An Anthology*.
3. Russell: “The Philosophy of Logical Atomism” *The Monist* volume 28, issue 4 (1918).
4. Wittgenstein. *Tractatus Logico Philosophicus*.
5. Barry Lee (Ed.). *Philosophy of Language: The Key Thinkers*.
6. Avrum Stroll: *Twentieth Century Analytic Philosophy*.

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7. Wittgenstein: *Philosophical Investigations*.
8. Austin: *How to Do Things with Words*.
9. Searle: "What is a Speech Act?" in Maurice Black (ed.), *Philosophy in America*, London: Allen and Unwin, 1965.
10. Ray Jackendoff: *Foundations of Language: Brain, Meaning, Grammar, Evolution*.
11. Chomsky: "Logical structures in language". *American Documentation*, 8(4).
12. George Lakoff and Mark Johnson: "Conceptual Metaphor in Everyday Language". *The Journal of Philosophy*, Volume 77, Issue 8.1980.

**Reference Distribution:**

<b>Module</b>	<b>Unit</b>	<b>Reference No.</b>	<b>Page Nos.</b>	<b>Remarks</b>
<b>1</b>	1	1	1-16	--
	2	2	Part I-1	--
	3	2 3	Part I-3 Article	--
	4	4 5	Relevant Sections 76- 84	--
<b>2</b>	1	6 2	64-78 Part VII-40.	for a) for b)
	2	7 5	Relevant Sections 121-137	--
<b>3</b>	1	2	Part I-4	--
	2	2	Part I-6	--
	3	2	Part I-7	
	4	2	Part I-8	
	5	2	Part VII-43	--
<b>4</b>	1	2	Part I-5	--
	2	8	Summary	--
	3	9	221-239	
	4	10	Chapter 4	



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		11	284-291	
	5	12	453-486	--

### Suggested Readings:

1. AP Matrinich and David Sosa (Eds.). *A Companion to Analytic Philosophy*
2. AP Matrinich and David Sosa (Eds.). *Analytic Philosophy: An Anthology*
3. Barry Lee (Ed.). *Philosophy of Language: The Key Thinkers*
4. Barry R. Gross. *Analytic Philosophy: An Historical Introduction.*
5. Lycan, William G. *Philosophy of Language: A Contemporary Introduction.*
6. R.C Pradhan. *Recent Developments in Analytic Philosophy*, ICPR, New Delhi, 2001.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review/ Activity	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU8DSCPHL408: PHILOSOPHY OF MIND**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course aims to provide students with a comprehensive understanding of the major philosophical issues and debates in the field of philosophy of mind. Students will explore the nature of mental states, consciousness, perception, intentionality, and the mind-body problem. The course will also examine key theories and concepts in the philosophy of mind and their implications for our understanding of human cognition and consciousness.*

**Course Prerequisite:** Acquaintance with analytic philosophy.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand and analyse the major theories and concepts in the philosophy of mind.	K, U
2	Critically evaluate different philosophical approaches to the nature of consciousness and mental states.	U, An
3	Identify and analyse philosophical arguments about the mind-body problem and the nature of perception and intentionality.	An, E
4	Apply understanding of the philosophy of mind to contemporary issues in cognitive science and neuroscience.	An, E, A
5	Critically evaluate the nature of consciousness and create a vision on the role of consciousness in nature.	E, C

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓		✓			
CO 3	✓						✓
CO 4		✓				✓	✓
CO 5	✓			✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>THE NATURE OF MIND</b>	<b>16</b>
<b>1</b>	1	Dualism: Substance Dualism and Property Dualism	4
	2	Behaviourism and Ryle's Category Mistake	4
	3	Identity Theory	4
	4	Multiple Realisability and Functionalism	4
		<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Rene Descartes: "Meditations on First Philosophy (II and VI)"</li> <li>2. Francescotti, R: "Property Dualism without Substance Dualism?" <i>Philosophical Papers</i>, 30(2), 93–116.</li> <li>3. Gilbert Ryle: "Descartes Myth" in</li> <li>4. Rudolf Carnap: "Psychology in Physical Language (Excerpt)"</li> <li>5. Hilary Putnam: "Brain and Behaviour" in David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i></li> <li>6. David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i> Section [1 C for 1.3; 1 D for 1.4]</li> </ol>	

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	<b>CONSCIOUSNESS AND SELF</b>	<b>14</b>
<b>2</b>	1 Nature of Consciousness: Subjectivity- Phenomenal and Access Consciousness- The Hard Problem	5
	2 The Unity of Consciousness: Split-Brain Cases	3
	3 Personal Identity: The Narrative Self	3
	4 The Extended mind	3
	<b>References:</b>	
	<ol style="list-style-type: none"> <li>1. Thomas Nagel: "What is it Like to Be a Bat?"</li> <li>2. Ned Block: "Concepts of Consciousness" in David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i></li> <li>3. David J. Chalmers: "Facing Up to the Problem of Consciousness"</li> <li>4. Devitt LW: "Consciousness, Mind, and Self: The Implications of the Split-Brain Studies". <i>British Journal of Philosophy of Science</i>. Vol.26. 1975.</li> <li>5. Sydney Shoemaker and Richard Swinburne: <i>Personal Identity</i>. Basil Blackwell. 1984.</li> <li>6. Eric T. Olson: "Personal Identity" in Stephen P. Stich and Ted A. Warfield (Eds.) <i>The Blackwell Guide to Philosophy of Mind</i></li> <li>7. Dan Zahavi: "Self and Other: The Limits of Narrative Understanding". Royal Institute of Philosophy Supplement, 60, 179–202. 2007.</li> <li>8. Andy Clark and David Chalmers: "Extended mind" in David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i></li> </ol>	
	<b>PERCEPTION, REPRESENTATION AND INTENTIONALITY</b>	<b>12</b>
<b>3</b>	1 Searle: The Content of Perception (Intentional Structure of Consciousness)	3
	2 Alva Noë: Conscious Reference	3
	3 Fred Dretske: Experience and Representation	3
	4 Frank Jackson and Michael Tye: The Problem of Qualia	3
	<b>References:</b>	
	<ol style="list-style-type: none"> <li>1. Searle: "Intentionality and its place in nature". <i>Synthese</i>. 1984</li> <li>2. Alva Noë: "Conscious Reference". <i>The Philosophical Quarterly</i>, 59(236), 470–482. 2009.</li> </ol>	

		<p>3. Dretske, F: “Experience as Representation”. <i>Philosophical Issues</i>, 13(1), 67–82. 2003.</p> <p>4. Jackson, F: What Mary Didn’t Know. <i>The Journal of Philosophy</i>, 83(5). 1986.</p> <p>5. Tye, M: Inverted Earth, Swampman, and Representationism. <i>Nous</i>, 32(S12), 459–477. 1998.</p>
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		<b>MIND-BODY PROBLEM AND COGNITIVE SCIENCE</b>	<b>13</b>
<b>4</b>	1	Eliminativism and Non-Reductive Physicalism	3
	2	Propositional Attitudes	4
	3	Connectionism, Artificial Intelligence and Chinese Room Argument	2
	4	Global Workspace Theory of Consciousness	2
	5	Embodied Cognition	2

		<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Paul M. Churchland: “Eliminative Materialism and the Propositional Attitudes” in David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i></li> <li>2. Susan Schneider: “Non-Reductive Physicalism and the Mind Problem”</li> <li>3. Frank Jackson: "What Mary Didn't Know"</li> <li>4. Jerry A. Fodor: “Propositional Attitudes” in David J. Chalmers. <i>Philosophy of Mind: Classical and Contemporary Readings</i></li> <li>5. Litch, M: “Computation, connectionism and modelling the mind”. <i>Philosophical Psychology</i>, 10(3), 357–364. 1997.</li> <li>6. Alan Turing: "Computing Machinery and Intelligence" <i>Mind</i> 1950.</li> <li>7. Searle, J. R: “Minds, brains, and programs”. <i>Readings in Cognitive Science</i>, 20–31. 1988.</li> <li>8. Bernard J. Baars: “The Global Workspace Theory of Consciousness” in Max Velmans, Susan L Schneider (Eds.) <i>The Blackwell Companion to Consciousness</i></li> <li>9. Anderson, M. L: Embodied Cognition: A field guide. <i>Artificial Intelligence</i>, 149(1), 91–130. 2003.</li> </ol>
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		<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>		The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reviewing books/ articles/ analysing arguments and digital content creation. This can account for any two components of continuous evaluation.	

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	Space to fill the selected area/ activity	5
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### Suggested Readings:

1. William Jaworski: *Philosophy of Mind: A Comprehensive Introduction*
2. David J. Chalmers. *Philosophy of Mind: Classical and Contemporary Readings*
3. Max Velmans, Susan L Schneider (Eds.) *The Blackwell Companion to Consciousness*
4. E.J. Lowe: *An Introduction to Philosophy of Mind*
5. John Heil: *Philosophy of Mind*
6. Lawrence Shapiro: *Embodied Cognition.*

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review/ Activity	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU8DSCPHL409: MIND, MACHINE AND MORALITY: ON THE PHILOSOPHY OF AI**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL409	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course inquires into the intersection between artificial intelligence, philosophy, and ethics, exploring the foundational concepts of AI, its implications for our understanding of the mind and consciousness, and the ethical considerations arising from its development and deployment. Through four comprehensive modules, students will engage with philosophical theories, ethical frameworks, and cutting-edge research to critically examine the implications of AI on our society and ourselves.*

**Course Prerequisite:** Acquaintance with analytic philosophy and ethics.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the historical development, key concepts, and foundational theories of artificial intelligence (AI), as well as its implications for philosophy and ethics.	K, U
2	Critically analyse philosophical perspectives on the mind, including dualism, materialism, and computationalism, and their relevance to AI.	U, An
3	Evaluate the ethical considerations surrounding AI development and deployment, including issues of consciousness, intentionality, and the mind-body problem.	U, An, E

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4	Examine the intersection of AI and consciousness, exploring theories on whether machines can possess consciousness and the implications for our understanding of the mind.	An, E
5	Analyse contemporary debates in cognitive science in relation to AI and its impact on society.	E, An

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

### Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓		✓	
CO 2	✓						✓
CO 3			✓	✓			
CO 4		✓		✓			✓
CO 5	✓	✓				✓	

## COURSE CONTENTS

### Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>PHILOSOPHICAL FOUNDATIONS OF AI</b>	<b>16</b>
<b>1</b>	1	Introduction to AI: History, definitions, and key concepts	4
	2	Philosophy of Mind: Dualism, materialism, and computationalism	4
	3	Turing Test and the Chinese Room Argument	4
	4	The Symbolic vs. Connectionist Debate	4
		<b>References:</b> 1. Michael Negnevitsky. <i>Artificial Intelligence: A Guide to Intelligent Systems</i> . Pearson, 2005.	



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	2. Julian Brown. <i>Minds, Machines, and the Multiverse: The Quest for the Quantum Computer</i> . Simon & Schuster, 2000.	
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	<b>AI AND CONSCIOUSNESS</b>	<b>14</b>
<b>2</b>	1 Understanding Consciousness: Definitions and theories	5
	2 Can Machines Be Conscious? Theoretical perspectives	3
	3 Consciousness in AI: Implications for the mind-body problem	3
	4 Emergence and Complexity: Exploring consciousness in complex systems	3
<b>References:</b>		
1. Daniel C. Dennett. <i>Consciousness Explained</i> . Back Bay Books, 1991.		
2. Roger Penrose. <i>The Emperor's New Mind: Concerning Computers, Minds, and the Laws of Physics</i> . Oxford, 1999.		

	<b>ETHICS OF ARTIFICIAL INTELLIGENCE</b>	<b>12</b>
<b>3</b>	1 AI and Moral Agency: Responsibility and accountability	4
	2 Bias and Fairness in AI: Ethical implications of algorithmic decision-making	4
	3 Privacy and Surveillance: Ethical considerations in data collection and usage	4
<b>References:</b>		
1. Patrick Lin, Keith Abney, and Ryan Jenkins (Eds.). <i>Robot Ethics: The Ethical and Social Implications of Robotics</i> . The MIT Press, 2012.		
2. Cathy O'Neil. <i>Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy</i> . Penguin, 2019.		

	<b>SOCIETAL IMPLICATIONS AND FUTURE DIRECTIONS</b>	<b>13</b>
<b>4</b>	1 AI and Employment: Impact on the workforce and economic structures	3
	2 Autonomous Systems: Ethical dilemmas in robotics and autonomous vehicles	4
	3 Existential Risks: Potential threats and safeguards in advanced AI development	3

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4	Human-AI Collaboration: Opportunities and challenges in human-AI interaction	3
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Nick Bostrom. <i>Superintelligence: Paths, Dangers, Strategies</i>. OUP, 2014.</li> <li>2. Henry Kissinger, Eric Schmidt and Daniel Huttenlocher. <i>The Age of AI: And Our Human Future</i>. John Murray, 2021.</li> </ol>		

	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to AI or give specific tasks such as reviewing books/ articles/ analysing recent developments in AI and digital content creation. This can account for any two components of continuous evaluation.	
<b>5</b>	Space to fill the selected area/ activity	<b>5</b>

**Suggested Readings:**

1. Evans, Woody, and Anandarup Ray. *AI and Ethics: Principles, Challenges, and Cases*. O'Reilly Media, 2020.
2. Floridi, Luciano. *The Fourth Revolution: How the Infosphere Is Reshaping Human Reality*. Oxford University Press, 2014.
3. Kurzweil, Ray. *The Singularity Is Near: When Humans Transcend Biology*. Penguin Books, 2006.
4. Lin, Patrick, Keith Abney, and Ryan Jenkins (Eds.). *Robot Ethics: The Ethical and Social Implications of Robotics*. MIT Press, 2014..

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**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review/ Activity	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU8DSCPHL410: PHILOSOPHICAL PERSPECTIVES OF SCIENTIFIC PROGRESS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL410	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is designed to enable the students to develop a critical approach to the nature and characteristics of science as the most acclaimed epistemological and practical enterprise of modern times. As a philosophy of science course, it will expose their minds to the ongoing debates on the taken-for-granted claims of the scientific community over the methodology and explanatory success of science. The course is organised around philosophical debates on the distinctive features of scientific practice.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Familiarise with the nature and scope of philosophy of science.	K, U
2	Evaluate critically the epistemological superiority of scientific method.	U, E
3	Understand the nuances of theory-reality correlation.	U, An
4	Analyse the reciprocal relation between science and society.	An
5	Internalize the values of scientific approach in thinking and living.	An, E

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						✓
CO 2	✓	✓					
CO 3		✓		✓			
CO 4					✓	✓	
CO 5			✓			✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

<b>M O D U L E</b>	<b>U N I T</b>	<b>DESCRIPTION</b>	<b>HOURS</b>
		<b>INTRODUCTION</b>	<b>16</b>
<b>1</b>	1	Philosophy of science: Characteristics and core concerns	4
	2	John Losee’s conception of philosophy of science as a second-order criteriology	4
	3	Science and Scientism: Differences, the claims of strong scientism and weak scientism	4
	4	Jean-François Lyotard: Critique of the nexus of capital, science and technology through legitimation by performativity as a threat of “terrorism”	4
		<b>References:</b>	
		1. Alex Rosenberg. <i>Philosophy of Science: A Contemporary Introduction</i> . Routledge, 2005.	
		2. Tuomo Suntola. <i>The Short History of Science– or the long path to the union of metaphysics and empiricism</i> , Third complemented edition.	
		3. Peter Godfrey-Smith. <i>An Introduction to the Philosophy of Science: Theory and Reality</i> .	

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	<ol style="list-style-type: none"> <li>4. 'Introduction' in Richard Boyd, Philip Gasper, and J.D. Trout Eds. <i>The Philosophy of Science</i>. Massachusetts Institute of Technology, 1999.</li> <li>5. John Losee. <i>A Historical Introduction to the Philosophy of Science</i>, Fourth edition. Oxford University Press, 2001.</li> <li>6. Kenneth Samples. "How to Distinguish between Science and Scientism". March 17, 2020.</li> <li>7. Christin. "Distinguishing Between Science and Scientism". INTEGRAL, 11: (2), pp: 53- 61, 2013.</li> <li>8. Ashley Woodward. "Jean-François Lyotard". Internet Encyclopedia of Philosophy.</li> </ol>
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	<b>METAPHYSICAL/ EPISTEMOLOGICAL DEBATES</b>	<b>13</b>
<b>2</b>	1 Scientific Realism vs. Instrumentalism: Basic positions, views about the existence of non-observable phenomena	5
	2 Hilary Putnam's No-Miracles argument for Realism, Inference to the Best Explanation	4
	3 Realism and theory change in science- challenge to scientific realism from the history of science	4

	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Michael Liston. Scientific Realism and Antirealism. Internet Encyclopedia of Philosophy</li> <li>2. Stathis Psillos. The Realist Turn in the Philosophy of Science.</li> <li>3. Rev Wadigala Samitharathana. "A Scrutiny of Scientific Realism: The No-Miracles Argument and the Pessimistic Meta-Induction". 2023 European Journal of Theology and Philosophy.</li> <li>4. "Realism and Theory Change in Science". Stanford Encyclopedia of Philosophy.</li> <li>5. Mary Hesse. <i>Models and analogies</i>.</li> </ol>
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	<b>EMPIRICIST PERSPECTIVES OF SCIENCE AFTER HUME</b>	<b>13</b>
<b>3</b>	1 Logical positivism/Logical Empiricism: The Vienna Circle, The Verifiability, Principle/ Verificationism.	7

	Critique of verifiability principle: Status of the Verifiability Principle, Is it analytical or synthetic? Are scientific laws verifiable?	
2	Van Fraassen Constructive Empiricism: Scientific theories as empirically adequate, Empirical adequacy as epistemic and pragmatic condition for acceptance	6
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Section 2.3 ‘Central Ideas of Logical Positivism’ in Peter Godfrey-Smith <i>An introduction to the philosophy of science: Theory and Reality</i>. The University of Chicago Press, 2003.</li> <li>2. Sections 2.3 and 3.1 in David James Cobb. <i>Empiricism in the Philosophy of Science</i>. May 2022.</li> <li>3. UNIT 2 ‘Logical Positivism: Basic Ideas, Implications And Critique’.</li> <li>4. Bradley Monton. ‘Constructive Empiricism’ - Stanford Encyclopedia of Philosophy, 2021.</li> <li>5. Bas C. Van Fraassen. “Constructive Empiricism Now”. <a href="https://www.princeton.edu/~fraassen/abstract/docs-publ/CE_Now.pdf">https://www.princeton.edu/~fraassen/abstract/docs-publ/CE_Now.pdf</a></li> </ol>		
	<b>“BETRAYERS OF THE TRUTH AND THE WORST ENEMY OF SCIENCE”</b>	<b>13</b>
4	1 Karl Popper and falsificationism: Falsifiability as a criterion of demarcation, philosophy of critical rationalism	4
	2 Thomas Kuhn’s concept of ‘Paradigm Shift’: Normal science and revolutionary science - Disciplinary matrix - Incommensurability thesis	4
	3 Paul Feyerabend’s critique of scientism: Rejection of universal method or unified Science, Epistemological anarchism	5
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Karl R. Popper. “Science as Falsification” in <i>Conjectures and Refutations</i>. Basic Books. 1962.</li> <li>2. Karl Popper. <i>The Logic of Scientific Discovery</i>. Routledge, 2005.</li> </ol>		

	<ol style="list-style-type: none"> <li>3. Saul Mcleod. “Karl Popper: Theory of Falsification”. July 31, 2023. <a href="https://www.simplypsychology.org/karl-popper.html">https://www.simplypsychology.org/karl-popper.html</a></li> <li>4. Brendan Shea. “Karl Popper: Philosophy of Science”. Internet Encyclopedia of Philosophy. <a href="https://iep.utm.edu/pop-sci/">https://iep.utm.edu/pop-sci/</a></li> <li>5. Alexander Bird. “Thomas Kuhn”. The Stanford Encyclopedia of Philosophy.</li> <li>6. Turkan Firinci Orman. “Paradigm” as a Central Concept in Thomas Kuhn’s Thought”. <i>International Journal of Humanities and Social Science</i> Vol. 6, No. 10; October 2016.</li> <li>7. Motterlini-M. ‘Paul-K.-Feyerabend’. The-Routledge-Encyclopedia-of-Philosophy.</li> <li>8. Preston, J. (2020). “Paul Feyerabend”. In The Stanford Encyclopedia of Philosophy.</li> </ol>
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	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to any areas related to the course or give specific tasks such as reviewing books/ debates/ analysing socio-political incidents related to science and digital content creation. This can account for any two components of continuous evaluation.	
<b>5</b>	Space to fill the selected area/ activity	<b>5</b>

**Suggested Readings:**

1. Chapter 1 “A Brief Historical Introduction to the Philosophy of Science” in Peter Machamer and Michael Silberstein Eds. *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers Ltd, 2002.
2. Samir Okasha. *Philosophy of Science: Very Short Introduction*, Second Edition. OUP, 2016.
3. Mary B. Hesse. *Models and Analogies in Science*. University of Notre Dame Press, 1966.



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4. Paul Dicken. *Constructive Empiricism: Epistemology and the Philosophy of Science*. Palgrave Macmillan, 2010.
5. A. J. Ayer. *Language Truth & Logic*. Penguin Classics, 2001.
6. Paul Feyerabend. *Against Method: Outline of an Anarchistic Theory of Knowledge*.

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU8DSCPHL411: DEBATES BETWEEN ADVAITA VEDĀNTA AND BUDDHISM**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
8	DSC	400	KU8DSCPHL411	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course is designed to enable the students to make a comprehensive study of the characteristic debate tradition in classical Indian philosophy with recourse to prominent orthodox and heterodox systems.*

**Course Prerequisite:** Acquaintance with the schools of Buddhism and Vedānta.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand how philosophy in the classical Indian context has been evolving through the ‘proper work of reason’.	U
2	Familiarise with the crucial debates in epistemology and metaphysics that shaped the doctrines and ideals in Indian philosophy.	An
3	Practise the <i>vāda</i> method in Indian philosophy through the analysis of prior views to raise counter points in order to reach a conclusive hypothesis.	A
4	Develop an overall knowledge of the key doctrines in Advaita Vedanta and Buddhism.	U

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓	✓					
CO 2					✓		
CO 3	✓						✓
CO 4		✓					✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>EPISTEMOLOGY- THE DEBATE OVER THE PRAMĀNĀS</b>		<b>13</b>
	1	Introduction to Pramāṇās	3
	2	Advaita Vedanta postulates six whereas Buddhism only two. The Pramāṇa-s and their definitions	5
	3	Śabda Pramāṇa as necessary for Vedanta darsana but redundant for Buddhism – The reasons	5
<b>2</b>	<b>EPISTEMOLOGY- THE DEBATE OVER KHYĀTI/ ERRONEOUS COGNITION</b>		<b>14</b>
	1	Anirvacaniya-khyātivāda of Advaita Vedanta	3
	2	Sankaracarya's 'Adhyāsa Bhāṣya' in his commentary on Brahmasutras. Khyāti as based on Adhyāsa or superimposition.	5
	3	Ātma-khyātivāda of Yogacārā Buddhism Asatkhyātivāda of Mādhyamika Buddhists	6
<b>3</b>	<b>METAPHYSICS - THE DEBATE ON THE SELF</b>		<b>14</b>
	1	Atma Vada vs. Anatmavada/ Nairatmyavada	4

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2	Vedanta - The notion of the Absolute as eternal and immutable reality. Sankara's arguments for the persistent and continuous existence of the unchanging and pure Self or the Atman on the basis of Avasta trayā.	5
3	Sankara's critique of Kṣaṇikavāda for its failure to explain personal identity which is the substratum of all cognition and knowledge. Cognizing 'A' and 'not-A' in the successive moments is a denial of causality as such.	5

<b>METAPHYSICS - THE DEBATE ON CAUSATION</b>		<b>12</b>
4	1 Satkāryavāda of Vedanta: Vedanta interpretation of Satkāryavāda as Vivartavāda for limiting cause-effect phenomena to Vyāvahārika Satta. Satkāraṇavāda on the level of Pāramārthika Satta	6
	2 Asatkāryavāda of Buddhism: Non-existence of cause after the appearance of the effect- Buddhist doctrine of Pratītya-samutpāda as dependent arising, co-dependent origination interdependent-co-arising.	6

<b>Teacher Specific Module</b>		<b>7</b>
5	The teacher in charge of the course may introduce students to any areas related to the course/ may suggest specific tasks such as arranging a debate session between two groups of which one supports Sankara's Atmavāda and the other Buddhist counterarguments. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	7

**Essential Readings:**

1. Datta, D. M. *Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge*. 2d ed. Calcutta: Calcutta University Press, 1960.
2. Mohanty, J. N. "A Fragment of the Indian Philosophical Tradition—Theory of Pramāṇa." *Philosophy East and West* 38.3 (1988): 251–260.
3. Sengaku Mayeda. *Shankaracharya and Buddhism*. 2018.
4. Matthew T. Kapstein. "Identity and Interpretation in Indian & Tibetan Buddhist Thought" in Bart Dessein. Ed. *Reason's Traces*. Wisdom Publications, Boston 2001
5. *Brahma Sutra Bhasya of Sankaracarya* Tr. Swami Gambhirananada.
6. Joerg Tuske. *Indian Epistemology and Metaphysics*. Bloomsbury, 2017.

7. Prof. Sanjay Mishra. “Theory of Error and Perceived Reality in Indian Philosophy”. *ĀMNĀYIK* Vol.-23 (January-June, 2023).
9. Jonardon Ganeri. “Attention and self in Buddhist philosophy of mind”. DOI: 10.1111/rati.12202
10. J.L. Shaw. “Causality: Samkhya, Bauddha And Nyaya”.
11. Apu Sutradhar. “Causation In Indian Philosophy”. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 23, Issue 9, Ver. 3 (September. 2018) 35-39.
12. Kottegoda S. Warnasuriya. “Dependent Origination and the Buddhist Theory of Relativity”. *Hsi Lai Journal of Humanistic Buddhism*.

**Suggested Readings:**

1. Ganeri, Jonardon. *Philosophy in Classical India: The Proper Work of Reason*. London and New York: Routledge, 2001.
2. Matilal, B. K. *Perception: An Essay on Classical Indian Theories of Knowledge*. Oxford: Clarendon Press, 1986.
3. Tadeusz Skorupski. *Buddhist Theories of Causality*. Oxford University Press 2016.
4. Perrett, Roy W. “Causation, Indian theories of.” DOI10.4324/9780415249126-F055-1

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU5DSEPHL301: PHILOSOPHY OF HISTORY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300	KU5DSEPHL301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course explores the foundational principles and contemporary debates surrounding the philosophy of history. Students will explore various philosophical perspectives on historical knowledge, the scientific methodologies employed in historical study, the notions of truth, objectivity, and subjectivity in historiography, and significant philosophical frameworks shaping historical interpretation. Through this course, students will develop a comprehensive understanding of how philosophical inquiries intersect with the study of history, leading to a nuanced appreciation of the complexities inherent in the discipline.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental concepts and theories within the philosophy of history.	K, U
2	Critically evaluate the scientific methodologies utilised in historical study as well as their implications for historical explanations and interpretations.	E, A
3	Analyse the concepts of truth, objectivity, and subjectivity in historiography, exploring the challenges of achieving objectivity and the impact of moral judgment on historical interpretation.	U, An, E

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4	Examine the contributions of key philosophers to the philosophy of history and assessing their ideas.	U, E
5	Engage with contemporary debates and technological advancements shaping the philosophy of history.	U, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2	✓			✓			
CO 3		✓					✓
CO 4					✓		
CO 5	✓					✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>HISTORICAL KNOWLEDGE</b>	<b>12</b>
<b>1</b>	1	Introduction to the philosophy of history	2
	2	Definition and basic concepts	3
	3	Distinguishing between speculative and analytical histories	2
	4	Concept of time and space in historical analysis	3
	5	Politics of history education	2
		<b>References:</b> 1. Atkinson, R.F. <i>Knowledge and Explanations in History: An Introduction to Philosophy of History</i> . Macmillan, 1978. (Page 4- 38)	

	<ol style="list-style-type: none"> <li>2. Day, Mark. "Introduction", <i>The Philosophy of History: An Introduction</i>. Continuum, 2008.</li> <li>3. Kuukkanen, Jouni-Matti (Ed). <i>Philosophy of History Twenty-First-Century Perspectives</i>. Bloomsbury, 2008.</li> <li>4. Kuukkanen, Jouni-Matti. "A Conceptual Map for Twenty-First-Century Philosophy of History". <i>Kuukkanen, Jouni-Matti Ed. Philosophy of History Twenty-First-Century Perspectives</i>. Bloomsbury, 2021.</li> <li>5. Lemon, M.C. <i>Philosophy of History: A Guide to Students</i>. Routledge, 2003.</li> <li>6. M. Stanford. "Introduction". <i>An Introduction to the Philosophy of History</i>. Blackwell, 1998.</li> </ol>
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	<b>HISTORY AS A SCIENCE</b>	<b>13</b>	
<b>2</b>	1	The scientific method and its critique in historical study	3
	2	Philosophical frameworks: scepticism, empiricism and rationalism	2
	3	Vico's critique of scientific approach to history	2
	4	The concept of real and imagined past	3
	5	Historical explanations and methods	3

	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Anthony K. Jensen. <i>Nietzsche's Philosophy of History</i>. OUP, 2013.</li> <li>2. Atkinson, R.F. <i>Knowledge and Explanations in History: An Introduction to Philosophy of History</i>. Macmillan, 1978. (page 69-94).</li> <li>3. Carr, E.H. <i>What is History?</i> Penguin, 2018.</li> <li>4. Collingwood, R. G. <i>The Idea of History</i>. Read and Co, 2017.</li> <li>5. Popper, Karl R. <i>Conjectures and Refutations: The Growth of Scientific Knowledge</i>. Harper &amp; Row, 2002.</li> <li>6. M. Stanford. 1998. Introduction. <i>An Introduction to the Philosophy of History</i>. Blackwell: Malden.</li> <li>7. Maza, Sarah. <i>Thinking about History</i>. (relevant chapters), Chicago UP, 2017.</li> <li>8. Peter Burke. <i>History and Social Theory</i> (relevant chapters). Cornell UP, 1992.</li> </ol>
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<b>3</b>	<b>TRUTH, OBJECTIVITY AND SUBJECTIVITY</b>		<b>16</b>
	1	Exploring objectivity and its application to historical knowledge	4
	2	The nature and challenges of achieving truth in history	4
	3	The impact of subjectivity and moral judgment on historical interpretations	3
	4	Thomas Kuhn's "structure of scientific revolutions" and its implications for history	3
	5	How contemporary digital technology changes our understanding of objectivity and evidence	2
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Atkinson, R.F. <i>Knowledge and Explanations in History: An Introduction to Philosophy of History</i>. Macmillan, 1978.</li> <li>2. Bird, Alexander. <i>Thomas Kuhn. Acumen</i>: Bucks, 2000.</li> <li>3. Burdick, Anne and et.al., <i>Digital Humanities</i></li> <li>4. Carr, E.H. <i>What is History?</i> Penguin, 2018.</li> <li>5. Cohen, Daniel J and Roy Rosenzweig, “The Promise of Digital History”</li> <li>6. Kuhn, Thomas S. <i>The Structure of Scientific Revolutions</i>. University of Chicago Press, 1970.</li> <li>7. Kuukkanen, Jouni-Matti. <i>Post-narrativist Philosophy of Historiography</i>. Palgrave, 2015.</li> <li>8. M. Stanford. 1998. Introduction. <i>An Introduction to the Philosophy of History</i>. Blackwell: Malden.</li> <li>9. Maza, Sarah. <i>Thinking about History</i>. (relevant chapters), Chicago UP, 2017.</li> <li>10. Orr, Linda. “Intimate Images: Subjectivity and History-Stael, Michelet and Tocqueville” in Frank Ankersmit and Hans Kellner (Ed.). <i>A New Philosophy of History</i>. Reaktion, 1995.</li> </ol>			

<b>4</b>	<b>FORMS OF HISTORICAL THINKING</b>		<b>14</b>
	1	Kant’s idea of philosophy of history	3
	2	Hegel’s dialectical method in history	3
	3	Marx’s concept of historical materialism	3
	4	Feminist philosophy of history	3
	5	Debates on the ‘end of history’	2

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	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Chakrabarty, Dipesh, <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i>.</li> <li>2. Fukuyama, F., <i>The End of History and the Last Man</i> (selected chapters)</li> <li>3. Hegel, G.W.F., <i>Lectures on the Philosophy of History</i> (selected sections)</li> <li>4. Kant, Immanuel, <i>Idea for a Universal History with a Cosmopolitan Purpose</i>" (selected sections)</li> <li>5. Lemon, M.C. 2003. Part III. "The End of History?" <i>Philosophy of History: A Guide to Students</i>. New York: Routledge.</li> <li>6. Marx, Karl, <i>The 18th Brumaire of Louis Napoleon</i> (selected excerpts)</li> </ol>
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	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to related areas or give specific tasks such as reviewing books/ articles/ analysing historical events and digital content creation. This can account for any two components of continuous evaluation.	
<b>5</b>	Space to fill the selected area/ activity	<b>5</b>

**Suggested Readings:**

1. Collingwood, R.G. *The Idea of History*. Oxford University Press, 1994.
2. Hegel, G.W.F. *Lectures on the Philosophy of History*. Translated by H.B. Nisbet, Cambridge University Press, 2000.
3. White, Hayden. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Johns Hopkins University Press, 2014.
4. Foucault, Michel. *The Archaeology of Knowledge*. Translated by A.M. Sheridan Smith, Routledge, 2002.

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5. Ricoeur, Paul. *Time and Narrative*. Translated by Kathleen McLaughlin and David Pellauer, University of Chicago Press, 1990.
6. Benjamin, Walter. *Illuminations: Essays and Reflections*. Edited by Hannah Arendt, Schocken Books, 2007.

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review/ Activity	5
f) Viva-Voce	5
<b>Total</b>	<b>100</b>

**KU5DSEPHL302: PHILOSOPHY AND LANGUAGE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300	KU5DSEPHL302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	1	30	70	100	2

**Course Description:**

*This course inquires into the intricate relationship between philosophy and language, exploring fundamental theories and concepts that shape our understanding of linguistic meaning and communication. Through a combination of theoretical discussions and critical analysis, students will gain insight into the philosophical underpinnings of language and its implications for various domains of inquiry.*

**Course Prerequisite:** Familiarity with Logic and Symbolic logic.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse and evaluate the key theories of language and meaning proposed by some influential analytic philosophers.	U, An
2	Critically assess the principles of logical positivism and their impact on the philosophy of language.	An, A
3	Understand and apply Wittgenstein's later work to contemporary discussions on linguistic meaning and communication.	U, An
4	Evaluate the contributions of modern thinkers to the understanding of truth, meaning, and language.	E, A
5	Examine and compare Indian theories of meaning and analyse their significance in language and meaning.	An

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						
CO 2	✓					✓	
CO 3					✓		✓
CO 4	✓						
CO 5				✓			✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>THE FOUNDATION</b>		<b>13</b>
	1	Philosophy and Language	2
	2	G. Frege: On Sense and Reference	5
	3	Early Wittgenstein	1
		a) Elementary Proposition	2
		b) Picture Theory	3

<b>2</b>	<b>LOGICAL POSITIVISM</b>		<b>12</b>
	1	Logical Positivism and Vienna Circle	6
	2	A.J Ayer	1
		a) The Principle of Verification	3
		b) The Elimination of Metaphysics	2

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	<b>THE EXPANSIONS</b>		<b>16</b>
<b>3</b>	1	Later Wittgenstein	1
		a) Use Theory of Meaning	3
		b) Private Language	2
	2	Davidson: Truth and Meaning	3
	3	Chomsky: Universal Grammar	3
	4	Derrida: Deconstruction	4

	<b>INDIAN THEORIES OF MEANING</b>		<b>14</b>
<b>4</b>	1	<i>Sphota</i> Theory	1
		a) Doctrine of <i>Sphota</i> 95-100	2
		b) Patanjali's views on <i>Sphota</i> 100-08	2
		c) Bhartrhari's views on <i>Sphota</i> 116- 24	2
	2	The Conditions of knowing the Meaning of a Sentence	2
		a) <i>Mimamsa</i> definition of a sentence	1
		b) <i>Akanksa</i>	1
		c) <i>Yogyata</i>	1
		d) <i>Samnidhi</i>	1
		e) <i>Tatparyajnana</i>	1

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as project making/ review of works/ articles/ field visit. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

## FYUGP PHILOSOPHY

### Essential Readings:

1. Barry Lee. Edited. *Philosophy of Language: The Key Thinkers*. Second Edition. Bloomsbury Academic. London. 2020.
2. AP Matrinich and David Sosa. Edited. *Analytic Philosophy: An Anthology*. Blackwell Publishers. Oxford. 2001.
3. A.J. Ayer. Edited *Logical Positivism*. The Free Press. New York, 1959.
4. A.J. Ayer. *Language, Truth and Logic*. Penguin Books. London. 1971.
5. Havi Carel and Greg Tuck Edited. *New Takes in Film-Philosophy*. Palgrave Macmillan, 2011.
6. Ray Jackendoff. *Foundations of Language: Brain, Meaning, Grammar, Evolution*. Oxford University Press, 2023.
7. K. Kunjuni Raja. *Indian Theories of Meaning*. The Theosophical Publishing House, 1963.

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	01-16	--
	2	2	7-18	--
	3	1	86-92	--
2	1	3	03-28	--
	2	4	13-29	--
3	1	1	161-176	--
	2	2	61-71	--
	3	5	68-103	--
	4	1	317-35	--
4	1	6	95-108; 116-124	--
	2	6	149-169; 176-187	--

## FYUGP PHILOSOPHY

### Suggested Readings:

1. Siobhan Chapman and Christopher Routledge. Edited, *Key Ideas in Linguistics and the Philosophy of Language*, Edinburgh University Press. 2009.
2. Robert R. Edited. Ammerman. *Classics of Analytical Philosophy*. McGraw-Hill, 1965.
3. Wittgenstein. *Tractatus Logico-Philosophicus*. 1921.
4. Wittgenstein. *Philosophical Investigations*, 1953.
5. Noam Chomsky. *Knowledge of Language: Its Nature, Origin and Use*. Praeger, 1986.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
<b>Total</b>		<b>100</b>



**KU1MDCPHL101: WHY HUMANITIES?**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100	KU1MDCPHL101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

**Course Description:**

*This course explores the fundamental aspects of the humanities such as the intersections between language, culture, identity, narration, representation, and the essence of being humane. Through critical analysis and discussion, students will examine the role of humanities in understanding human experiences, values, and belief systems. The course will also introduce students to lived human experience based on existentialist philosophy and the concept of compassion to foster a deeper understanding of human nature and societal dynamics.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Develop a nuanced understanding of the distinctions between natural, social, and human sciences, and critically analyse the implications of these differences on human society and culture.	U, An
2	Explore the intricate relationship between language, culture, and identity, and examine how these factors shape individual subjectivity and societal structures.	An, E
3	Critically analyse various forms of narration and representation, discerning between reality and its representations in different contexts, including philosophical narratives and textual analysis.	An, E

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4	Engage with existentialist concepts related to human condition and compassion, and evaluate their significance in shaping individual existence and societal ethics.	A, E
5	Enhance the capacity for rational compassion through the study of effective compassion principles and scientific insights into human behaviour and emotion.	U, An, C

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2				✓	✓		
CO 3	✓				✓		
CO 4			✓			✓	
CO 5		✓	✓				

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
		<b>UNDERSTANDING THE HUMANITIES</b>	<b>8</b>
<b>1</b>	1	Introduction: Differences between the natural, social and human sciences	2
	2	Facts and interpretation	2
	3	Study of tastes, values, and belief systems	4
		<b>LANGUAGE, CULTURE AND IDENTITY</b>	<b>12</b>
<b>2</b>	1	The relation between language, culture and subjectivity	4
	2	The social construction of reality	4

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	3	Language in relation to class, caste, race and gender	4
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	<b>NARRATION AND REPRESENTATION</b>		<b>10</b>
<b>3</b>	1	Reality and /as representation	3
	2	Narrative modes of thinking	2
	3	Philosophical narratives	3
	4	Textuality and reading	2

	<b>BEING HUMANE</b>		<b>10</b>
<b>4</b>	1	Human Condition	1
		a) Existence Precedes Essence	2
		b) Freedom and Responsibility	1
		c) Bad Faith	1
	2	Compassion	1
		a) What is compassion?	2
		b) Seven principles of effective compassion	2

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to areas related to the course or give specific tasks such as case studies/ analysis of socio-political events/ report making and digital content creation. This can account for any two components of continuous evaluation.		
	Space to fill the selected area/ activity		5

**Essential Readings:**

1. Kundu, Abhijith et al. *The Humanities: Methodology and Perspectives*. Pearson India Education Ltd, Delhi: 2009.
2. Flynn, Thomas R. *Existentialism: A Very Short Introduction*. Oxford; New York, Oxford University Press, 2006.

## FYUGP PHILOSOPHY

3. Sartre, Jean-Paul. *Existentialism Is a Humanism*. New Haven: Yale University Press, 2007.
4. Clara Strauss et.al. "What is compassion and how can we measure it? A review of definitions and measures". *Clinical Psychology Review* 47 (2016) 15–27.
5. Jennifer Mascaro. "The Science of Compassion"  
<https://www.mindandlife.org/insight/the-science-of-compassion/>
6. Marvin Olasky. "The Seven Principles of Effective Compassion".  
<https://fvinstitute.org/effective-compassion-training/7principles/>

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	1-6	--
	2	1	7	--
	3	1	15	--
<b>2</b>	1	1	20-27	--
	2	1	28-29	--
	3	1	31-36	--
<b>3</b>	1	1	42-46	--
	2	1	46-48	--
	3	1	52-55	--
	4	1	58-63	--
<b>4</b>	1	2, 3	Relevant sections	--
	2	4 5, 6	16- 19 Articles	--

### Suggested Readings:

1. Northrop FSC. *The Logic of the Science and Humanities*. Meridian Books, 1959.
2. Warnock, Mary, *Existentialism*, Oxford University Press, New York; 1970.

## FYUGP PHILOSOPHY

3. Webber Jonathan (ed.) *Reading Sartre: On Phenomenology and Existentialism* Routledge.
4. Dalai Lama. *The Art of Happiness*. Hodder & Stoughton, 1999.
5. Paul Bloom. *Against Empathy: The Case for Rational Compassion*. Ecco, 2016.

### Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected Activity	5
e)	Viva-Voce	5
<b>Total</b>		<b>75</b>

**KU1MDCPHL102: SCREENING PHILOSOPHY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	MDC	100	KU1MDCPHL102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

**Course Description:**

*This course inquires into the intersection of film and philosophy, exploring the profound philosophical questions and concepts raised by cinematic works. Through critical analysis of film elements, philosophical frameworks, and case studies, students will develop a deeper understanding of how cinema serves as a medium for philosophical inquiry and expression.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Analyse the elements of film and demonstrate an understanding of how these elements contribute to the overall cinematic experience.	An, A
2	Evaluate various philosophical perspectives on the nature and significance of film and articulate reasoned arguments for or against film as a form of philosophy.	E, An
3	Examine the works of influential film philosophers and analyse their contributions to the philosophical discourse surrounding film.	An, A
4	Apply philosophical concepts to the analysis of specific films within the context of cinematic narratives.	A, E

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5	Engage in independent research and critical thinking, demonstrated through written assignments, class discussions, and presentations, to deepen their understanding of the complex relationship between film and philosophy.	A, C
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*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✓		✓		
CO 2	✓			✓			
CO 3						✓	
CO 4			✓			✓	
CO 5	✓	✓					✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>INTRODUCTION</b>		<b>12</b>
	1	Mise-en-Scene (Elements of Film): Settings, costumes, lighting, shot, editing and Sound	4
	2	Film Concepts	1
		a) Cinematic Authorship	3
		b) Film Genre	2
		c) Ontology of Films	2

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	<b>FILM AS PHILOSOPHY</b>	<b>10</b>
<b>2</b>	1 Introduction	1
	2 Wartenberg's Classification of Film Philosophers	1
	a) Extreme Anti-Cinematic Philosophy (EAPC)	1
	b) Extreme Pro-Cinematic Philosophy (EPCP)	1
	c) Moderate Anti-Cinematic Philosophy (MACP)	1
	d) Moderate Pro- Cinematic Philosophy (MPCP)	1
3 Arguments Against Film as Philosophy: Generality objection, explicitness objection, imposition objection and banality objection; Answers to the objections	4	

	<b>FILM PHILOSOPHERS</b>	<b>10</b>
<b>3</b>	1 Munsterberg: Psychology of Film	3
	2 Andre Bazin: Ontology of the Image and Film Language	2
	3 Noël Carroll: Antiessentialism	2
	4 Gilles Deleuze: Movement Image and Time Image	3

	<b>THINKING ON SCREEN: CASE STUDY</b>	<b>8</b>
<b>4</b>	1 <i>Kaathal: The Core: Gender and Sexuality</i>	2
	2 Aamis: Normality and Abnormality	2
	3 <i>The Platform: Hedonism</i>	2
	4 <i>Breathless: Nihilism</i>	2

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to any areas related to the course or give specific tasks such as digital film making/ review of films/ articles/ field visit. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5



## FYUGP PHILOSOPHY

### Essential Readings:

1. Timothy Corrigan. *A Short Guide to Writing About Films* (7<sup>th</sup> Ed). Pearson Longman. 2010
2. Paisley Livingston and Carl Plantinga Edited. *The Routledge Companion to Philosophy and Film*. London. 2009
3. Havi Carel and Greg Tuck Edited. *New Takes in Film-Philosophy*. Palgrave Macmillan. New York 2011
4. Felicity Colman. Edited. *FILM, THEORY AND PHILOSOPHY The Key Thinkers*. McGill-Queens University Press

### Essential Films:

1. Jeo Baby. *Kaathal – The Core*. Malayalam. 2023.
2. Bhaskar Hazarika. *Aamis*. Assamese. 2019.
3. Galder Gaztelu-Urrutia. *The Platform*. Spanish. 2019.
4. Jean-Luc Godard. *Breathless*. French. 1960

### Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	51-81	
	2	2	12-20 152-58 217-226	--
2	1	2	549-51	--
	2	3	11-23	--
	3	2	551-55	--
3	1	4	20-26	--
	2	4	104-06	--
	3	2	334-38	--
	4	2	368-76	--

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<b>4</b>	1	1	--
	2	2	--
	3	3	--
	4	4	--

### Suggested Readings:

1. Andre Bazin. *What is Cinema? 1 and 2* University of California Press. London 1969
2. David Bordwell and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill. New York. 2005.
3. Gilles Deleuze. *Cinema 1: The Movement Image*. University of Minnesota Press. USA. 1997
4. Gilles Deleuze. *Cinema 2: The Time Image*. University of Minnesota Press. USA. 1997.
5. Stanley Cavell. *The World Viewed: Reflections on the Ontology of Film*. Harvard University Press. 1979.
6. Thomas E. Wartenberg. *Thinking on Screen*. Routledge. New York. 2007.
7. Mulhall, Stephen. *On Film*. 2nd Ed. Routledge. London. 2008.

### Assessment Rubrics:

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected activity	5
e)	Viva-Voce	5
<b>Total</b>		<b>75</b>

**KU2MDCPHL103: INTRODUCTION TO THEORY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100	KU2MDCPHL103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

**Course Description:**

*This course aims at introducing theory to students across humanities, social sciences, languages and sciences. They will have an understanding of how theories work in different disciplines. It is envisaged that learners will attain the capability to create new theories.*

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand what theories are, how they work in different disciplines etc.	K, U
2	Analyse the way theoretical analyses explain the perceived phenomena in terms of unperceived theoretical entities.	An, E
3	Identify and understand key terms related to theoretical explorations.	A, An
4	Familiarise the way theories operate in social sciences, sciences and literature studies	U, An

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1			✓		✓		
CO 2	✓			✓			
CO 3						✓	
CO 4			✓			✓	
CO 5	✓	✓					✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>WHAT IS THEORY</b>		<b>12</b>
	1	Why Theory? Impossibility of knowing any phenomena directly- Inevitability of constructing theories due to this human inability/limitation--Explaining perceived phenomena in terms of unperceived theoretical constructs	4
	2	What is theory? Role of speculation - Questioning common sense, concepts taken as natural- Interdisciplinarity, relevance of concepts outside disciplines of their origin-	4
	3	Key terms related to theory- Hypothesis- Explanation- Theory dependent observation- Method	4
		<b>References:</b> <ol style="list-style-type: none"> <li>1. Jonathan Culler. <i>Literary Theory A very Short Introduction</i>, New York: Oxford University Press,1987.</li> <li>2. Sundar Sarukkai. <i>What is Science?</i> New Delhi: NBT, 2012.</li> <li>3. Alan F Chalmers. <i>What is this thing called Science?</i>, Cambridge: Hackett Publishing Company, 1976.</li> </ol>	
<b>2</b>	<b>ROLE OF THEORIES IN SCIENCES</b>		<b>8</b>
	1	Why is the sea seen as blue? (Raman effect)	4
	2	Theories in science- Engaging with the physical world	4

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	<b>References:</b> 1. Sundar Sarukkai. <i>What is Science?</i> New Delhi: NBT, 2012. 2. Alan F Chalmers. <i>What is this thing called Science?</i> , Cambridge: Hackett Publishing Company, 1976.	
<b>3</b>	<b>ROLE OF THEORIES IN SOCIAL SCIENCES</b>	<b>10</b>
	1    What is gender?	6
	2    Role of theories in social sciences	4
	<b>References:</b> 1. Susie Tharu et.al. <i>A World of Equals: a Textbook on Gender</i> , Orient Black Swan, 2022. 2. Nivedita Menon, <i>Seeing Like a Feminist</i> , Penguin, 2012	
<b>4</b>	<b>ROLE OF THEORIES IN LITERARY STUDIES</b>	<b>10</b>
	1    Different theoretical approaches to literature- ‘the asymmetry of gender relations’ (feminism)- deconstructive nature of the text (deconstruction)	5
	2    The heterosexual matrix (queer studies).	5
	<b>References:</b> 1. Jonathan Culler. <i>Literary Theory: A Very Short Introduction</i> , New York: Oxford University Press, 1987. 2. Kaustav Bakshi and Rohit K Dasgupta. <i>Queer Studies: Texts, Contexts, Praxis</i> , Orient Black Swan, 2019. 3. Nivedita Menon, <i>Seeing Like a Feminist</i> , Penguin, 2012	
<b>5</b>	<b>Teacher Specific Module</b>	<b>5</b>
	The teacher in charge of the course may introduce students to the fundamental theories involved in the specific disciplines to which each student belongs to.	
	Space to fill the selected area/ activity	5

**Suggested Readings:**

1. Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*, New Delhi: Viva Books, 2018.
2. Raymond Williams. *Keywords: A Vocabulary of Culture and Society*, New York: Oxford University Press, 1985.

## FYUGP PHILOSOPHY

3. Terry Eagleton. *Literary Theory: An Introduction*, Oxford: Blackwell, 1983.
4. Gita Chadha and Renny Thomas. *Mapping Scientific Method: Disciplinary Narratives*, Routledge, 2023.
5. Gopal Guru, Sundar Sarukkai. *The Cracked Mirror*, Oxford University Press, 2012.

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment/ Seminar	5
d) Book/ Article Review etc.	5
e) Viva-Voce	5
<b>Total</b>	<b>75</b>

**KU3VACPHL101: YOGA AND MINDFULNESS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	VAC	100	KU3VACPHL101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

**Course Description:**

*This Value Added Course on Yoga and Mindfulness engages with both ancient wisdom and modern psychology to explore the fundamental principles of yoga and mindfulness practices. Through a combination of theoretical insights and practical applications, students will gain a comprehensive understanding of the psychological, philosophical, and experiential aspects of yoga and mindfulness. The course covers topics that equip students with tools to enhance their well-being and personal growth.*

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the interplay between modern theories of human needs and ancient philosophical concepts, fostering a deeper comprehension of human motivation and fulfilment.	U, An
2	Analyse the psychological dimensions of yoga facilitating a nuanced understanding of the mind-body connection.	U, An
3	Explore the eightfold path of Yoga promoting holistic well-being and self-awareness.	An, E
4	Understand the essentials of mindfulness, elucidating its role in enhancing present-moment awareness, stress reduction, and overall psychological resilience.	U

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5	Engage in practical exercises and techniques of mindfulness and empower students to integrate mindfulness into their daily lives and cultivate a deeper sense of presence and inner peace.	An, E, A
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\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓	✓				
CO 2	✓		✓				
CO 3				✓		✓	
CO 4		✓	✓				
CO 5			✓			✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>WHAT WE SEEK IN LIFE?</b>		<b>12</b>
	1	A modern theory of needs	1
		a) Maslow's hierarchy of needs	2
		b) Maslow's addition of cognitive, aesthetic and transcendental needs	2
	2	An ancient approach to aims of life	1
		a) The concept of <i>puruṣārtha</i>	1
		b) Classification as <i>preyas</i> and <i>śreyas</i>	1
		c) Mokṣa as the highest ideal	1
	3	Relationship between hierarchy of needs and <i>puruṣārthas</i>	1
		a) The experience of union in aesthetic experience	2



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	<b>THE PSYCHOLOGY OF YOGA</b>	<b>8</b>	
<b>2</b>	1	The etymological meaning of the word ‘Yoga’	1
	2	The definition of yoga in Yogasūtra	1
	3	The concept of citta	2
	4	The five-fold cittavṛtti	2
	5	The five-fold <i>kleśa</i>	2

	<b>AṢṬĀNGAYOGA</b>	<b>11</b>	
<b>3</b>	1	The external preparations	1
		a) The ethical preparations: Yama and Niyama	2
		b) The bodily and mental preparations: Āsana, prāṇāyāma and pratyāhāra	2
	2	The internal preparations	1
		a) Dharaṇa dhyāna and Samādhi	2
		b) Siddhis and their insignificance (brief description only)	1
		c) Two kinds of Samādhi: Sabīja samādhi and nirbīja samādhi	2

	<b>MINDFULNESS</b>	<b>9</b>	
<b>4</b>	1	What is mindfulness?	2
		a) Definition	1
		b) Formal and informal aspects of mindfulness	1
	2	The informal and formal methods of mindfulness	1
		a) Informal: Eating, walking, listening, in daily activities	1
		b) Formal: Body scan, breath awareness, RAIN	1
	3	Benefits of mindfulness practice	2

	<b>Teacher Specific Module</b>	<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to the practice of various kinds of mindfulness, including the formal and informal. This may include walking, listening, Body scan, breath awareness, RAIN and other forms of mindfulness practices as desired by the teacher in charge. The teacher	

	<p>may also encourage the students to explore various forms of mindfulness practice as activities.</p>	
<p>Space to fill the selected area/ activity</p>		<p>5</p>

**Essential Readings:**

1. Saul Mcleod. "Maslow's Hierarchy of Needs" imply Psychology.  
<https://www.simplypsychology.org/maslow.html>
2. RN Sharma. *Indian Philosophy*. Surjeet Publications, 2011.
3. Rajasakran.et.al. "Purushartha: Maslow's Need Hierarchy Revisited". *The Anthropologist*, 18(1), 199–203. doi:10.1080/09720073.2014.11891536
4. Desmond, William. *Art, origins, and Otherness : Between Philosophy and Art*. State U of New York Press, 2003.
5. Taimni, IK. *The Science of Yoga*. Theosophical Publishing House: Adayar
6. Whicher, Ian. *The Integrity of the Yoga Darsana*. DK Printworld: New Delhi
7. Kabat-Zinn, J. *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hyperion, 1994
8. Kabat-Zinn, J. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Bantam, 1990.
9. Baer, R. A. (Ed.). *Handbook of Mindfulness and Self-Regulation*. Springer Nature, 2014.
10. Kabat-Zinn, J. *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life*. Sounds True, 2013.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
<b>1</b>	1	1	Article	--
	2	2	197-210.	--
	3	3	199–203	--

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		4	265-270	
<b>2</b>	1	5	12-13	--
	2	5	13-15	--
	3	5	13-14	--
	4	5	14-25	--
	5	5	124-139	
<b>3</b>	1	5	185-207; 225-242	--
	2	5	245-269	--
<b>4</b>	1	7	17-19	--
	2	10 7	126-39 118-25	--
	3	9	Relevant Pages	--

**Suggested Readings:**

1. Maslow, A. H. "A theory of human motivation". *Psychological Review*, 50 (4), 1943. pp. 370-96.
2. Maslow, A. H. *Motivation and personality*. Harper & Row, 1970
3. Maslow, A. H. *Religions, values, and peak experiences*. Penguin, 1970.
4. Iyengar, B.K.S. *The Illustrated Light on Yoga*. New Delhi: Harper Collins Publishers Ltd., 1997.
5. Thich Nhat Hanh. *The Miracle of Mindfulness: An Introduction to the Practice of Meditation*. Beacon Press, 1976.
6. Mahadevan, T.M.P. *Invitation to Indian Philosophy*. Arnold Heinemann, New Delhi, 1974. (pp.222-227)

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**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Seminar/ Viva-voce	5
d)	Teacher specific Activity	5
e)	Mindfulness practice	5
<b>Total</b>		<b>75</b>

**KU4SECPHL101: REASONING SKILLS FOR COMPETITIVE EXAMINATIONS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	100	KU4SECPHL101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

**Course Description:**

*This course is designed to equip students with the essential reasoning skills necessary to excel in competitive examinations. Through a structured curriculum, students will explore various aspects of logic, immediate inferences, categorical syllogisms, and analytical reasoning. The course combines theoretical knowledge with practical exercises to enhance students' critical thinking abilities and problem-solving skills. By the end of the course, students will be proficient in analysing arguments, identifying logical fallacies, and solving complex reasoning problems commonly encountered in competitive exams.*

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Develop a solid understanding of logic fundamentals, to discern valid reasoning from flawed arguments.	K, U, An
2	Master the principles of categorical syllogisms to standardise and validate arguments effectively.	U, A
3	Identify and analyse categorical propositions to enhance logical reasoning skills.	An, A
4	Acquire proficiency in analytical reasoning techniques.	U, An
5	Apply acquired reasoning skills to solve complex problems encountered in competitive examinations.	U, A

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

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**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2	✓						
CO 3	✓					✓	
CO 4	✓						
CO 5						✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

M O D U L E	U N I T	DESCRIPTION	HOURS
<b>1</b>	<b>LOGIC: AN INTRODUCTION</b>		<b>12</b>
	1	What is Logic?	1
		a) Definition	1
		b) Normative nature	1
	2	Propositions, terms and arguments	1
		a) Traditional classification of propositions	2
		b) Subject and predicate terms	1
		c) Structure of arguments	1
		d) Premises, conclusion and their indicators in arguments (exercises to identify premises and conclusion)	2
	3	Induction and deduction	2
<b>2</b>	<b>IMMEDIATE INFERENCE</b>		<b>10</b>
	1	Four types of categorical propositions (exercises to identify them)	2
	2	Quality, quantity and distribution	2

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	3	The square of opposition (exercises involving relations of opposition)	3
	4	Conversion, obversion and contraposition (exercises)	3

	<b>CATEGORICAL SYLLOGISMS</b>		<b>9</b>
<b>3</b>	1	Major, minor and middle terms	1
	2	Standard form categorical syllogism	2
	3	Syllogistic rules	2
	4	Exercises for standardising and validating categorical syllogisms with two premises having one or two conclusions, and also arguments involving immediate inferences.	4

	<b>ANALYTICAL REASONING</b>		<b>9</b>
<b>4</b>	1	Number series	2
	2	Letter series	2
	3	Direction test	1
	4	Five-figure series (Non-Verbal)	2
	5	Mirror images	2

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	The teacher in charge of the course may introduce students to additional techniques in reasoning or similar topics. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

**Essential Readings:**

1. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
2. Creighton, James Edwin, *An Introductory Logic*, The Macmillan Company, London, 1919.

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3. RS Aggarwal. *A Modern Approach to Verbal & Non-Verbal Reasoning*. S Chand. 2018. Part I- Section II.
4. RS Aggarwal. *A Modern Approach to Verbal & Non-Verbal Reasoning*. S Chand. 2018. Part I- Section I.
5. RS Aggarwal. *A Modern Approach to Verbal & Non-Verbal Reasoning*. S Chand. 2018. Part II.

**Reference Distribution:**

Module	Unit	Reference No.	Page Nos.	Remarks
1	1	1	2-11	--
		2	Relevant sections	
	2	1 2	11-23 Relevant sections	--
	3	1	24-27	--
2	1	1	168-174	--
		3	1.3	
	2	1	174-180	--
	3	1	180-184	--
	4	1 3	184-190 1.4-1.5	--
3	1	1	211-213	--
	2	1	212-213	--
	3	1	230-235	
	4	3	1.5-1.6; 1.10-1.21	--
4	1	4	1.3-1.12	--
	2	4	1.13-1.19	--
	3	4	8.1-8.19	
	4	5	1.3-1.8	
	5	5	5.1-5.11	--



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### Suggested Readings:

1. Jim Barrett. *Test Your Numerical Aptitude*. Kogan Page, 2007.
2. JC Beall. *Logic: The Basics*. Routledge, 2010.
3. Alan Redman. *Numerical Reasoning Tests: How to Give Yourself the Edge*. Assessment Day, 2010.

### Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment/ Seminar	5
d) Demonstration	5
e) Viva-Voce	5
<b>Total</b>	<b>75</b>