



Deccan Education Society's
Fergusson College (Autonomous), Pune-4
Department of PHILOSOPHY



Deccan Education Society's
FERGUSSON COLLEGE (AUTONOMOUS),
PUNE

Proposed Syllabus under NEP 1.0

for

B. A. (PHILOSOPHY)

Syllabi NEP 1.0 Implemented from Academic Year 2025-26
T.Y.B.A Semester : V and VI

Program Specific Outcomes (PSOs)

PSO	Outcomes
PSO1	Academic Competence: (i) Know core issues, problems and concerns in both Indian and Western traditions. (ii) Develop the skills for oral and written communication with special reference to the quality and organisation of the content. (iii) Explore various branches of Philosophy and their interrelations.
PSO2	Personal and Professional Competence: (i) Process information in a logically consistent manner so as to come up with their own position about a certain topic. (ii) Analyse a problem from an interdisciplinary perspective.
PSO3	Research Competence: (i) Critically evaluate approaches, theories, positions, norms, values. (ii) Analyse concepts and to trace their historical development. (iii) Logically assess the arguments with reference to their comparative strengths and weakness
PSO4	Entrepreneurial and Social Competence: (i) Identify ethically relevant issues in contemporary life and to deliberate over them. (ii) Develop an open minded approach and an attitude of respect for diverse opinions. (iii) Appreciate the significance of democratic values in intellectual discourses. (iv) Apply ethical theories and principles in real life situations.

T.Y. B.A. NEP 1.0						
Semester	Paper	Paper Code	Title	Type	Credits	Exam Type
V	Major	PHI-301	Medieval and Modern Thinkers - Indian Philosophy	Theory	4	CE+ESE
		PHI-302	Twentieth Century Western Philosophy (Thinkers)	Theory	4	CE+ESE
	Elective	PHI-303 OR PHI-304	Political Philosophy: Western and Indian OR Philosophy of Language: Western and Indian	Theory	4	CE+ESE
	Minor	PHI-321	Socio-Political Philosophy	Theory	4	CE+ESE
	VSC	PHI-331	Philosophical Practice: Dialogic Learning	Theory	4	CE
	FP	PHI-345	Field Project	Theory / Practical	2	CE
VI	Major	PHI-351	Twentieth Century Indian Philosophy (Textual Studies)	Theory	4	CE+ESE
		PHI-352	Twentieth Century Western Philosophy (Textual Studies)	Theory	4	CE+ESE
	Elective	PHI-353 OR PHI-354	Ethics and Good Life OR Philosophy of Religion	Theory	4	CE+ESE
				Theory	4	CE+ESE
	Minor	PHI-371	Introduction to Aesthetics	Theory	4	CE+ESE
	VSC	PHI-381	Introduction to Logic-Based Therapy	Theory	2	CE
	OJT	PHI-395	On-Job Training	Theory / Practical	4	CE

Courses Offered in Logic:

T.Y. B.A. NEP 1.0						
Semester	Paper	Paper Code	Title	Type	Credits	Exam Type
V	Minor	LOG-321	Introduction to Methodologies of Sciences	Theory	4	CE+ESE
VI	Minor	LOG-371	Introduction to Indian Logic	Theory	4	CE+ESE

	PHI-301 - Medieval and Modern Thinkers - Indian Philosophy Major Core- Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify the main trends in contemporary Indian philosophy	1
CO2	Discuss the development of Indian philosophical thought in the twentieth century in comparison with the traditional thought	2
CO3	Comprehend the contribution of Jnaneshwar and Kabir in the medieval thought of Indian philosophy	3
CO4	Connect traditional Indian philosophical thought with modern and medieval trends.	3
CO5	Evaluate the social significance of Buddhist philosophy from Ambedkar's perspective	4
CO6	Analyse the conception of philosophy and values in K C Bhattacharya's Philosophy	5

PHI-301 - Medieval and Modern Thinkers - Indian Philosophy
(Major- Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	Sant Jnaneshwara 1. Shiva-Shakti Samaweshana 2. Ajnana Khandan 3. Chidvilasvada	15
II	Sant Kabir 1. Criticism of traditional religion 2. Nature of ultimate reality 3. Concept of guru	15
III	Dr. B. R. Ambedkar 1. The Buddha's First Sermon 2. Concept of Dhamma, Saddhamma 3. On Karma, Rebirth and Nibbana	15
IV	Professor Krishna Chandra Bhattacharya 1. Concept of Philosophy 2. Subject as Freedom 3. Concept of Value	15

Sr. No.	Learning Resources
1.	B. P. Bahirat, Philosophy of Jnanadeva, Motilal Banarasidas, 1998.
2.	Mysticism in Maharashtra, R.D. Ranade
3.	<i>The Buddha and his Dhamma</i> by Dr. Babasaheb Ambedkar, Book Three: What the Buddha Taught
4.	Studies in Philosophy Vol. I and II – K. Bhattacharya, ed. by Gopinath

	PHI-302 - Twentieth Century Western Philosophy (Thinkers) Major Core - Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain and elaborate upon key concepts propounded by Nietzsche, Husserl, Dewey and Wittgenstein	2
CO2	Demonstrate the relevance of learned theories by applying their concepts to interpret modern cultural, political, and ethical debates.	3
CO3	Analyze and examine the logical structures of the philosophies of 20 th Century Western Philosophers	4
CO4	Critically evaluate the philosophical views of 20 th Century Western philosophers	5

PHI-302 - Twentieth Century Western Philosophy (Thinkers)
(Major- Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	Friedrich Nietzsche 1. Critique of Morality 2. Will to Power 3. Concept of Truth	15
II	Edmund Husserl 1. Critique of Naturalism and Psychologism 2. Phenomenology as a rigorous science 3. Intentionality of consciousness and the Phenomenological method	15
III	John Dewey 1. Introduction to Pragmatism 2. Naturalism 3. Concept of Enquiry and Fallibilism	15
IV	Ludwig Wittgenstein 1. Picture theory of Meaning 2. Use theory of Meaning 3. Wittgenstein's views about Philosophy	15

Sr. No.	Learning Resources
1.	Copleston, F. C. (1963). A History of philosophy: Fichte to Nietzsche. (vol. VII & VIII) Germany: Burns and Oates.
2.	Spiegelberg, H. (2012). The Phenomenological Movement: A Historical Introduction. Germany: Springer Netherlands.
3.	Blau, J. L. (1952). Men and Movements in American Philosophy. United States: Prentice-Hall.
4.	Fann, K. T. (1971). Wittgenstein's Conception of Philosophy. United States: University of California Press.
5.	Nietzsche, F. (1977). The Portable Nietzsche. United States: Penguin Publishing Group.
6.	Hickman, L. A., Alexander, T. M. (1998). The Essential Dewey, Volumes 1 and 2. United States: Indiana University Press.

	PHI-303 – Political Philosophy: Western and Indian Elective Theory	
	Number of Credits: 04 No. of Hours:60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Identify major tenets of various political theories and state their relevance.	1
CO2	Compare and contrast every political ideology based on its chief tenets and core claims.	4
CO3	Develop a timeline of key phases in feminism and multiculturalism and explain their interconnections.	2
CO4	Compare and contrast Western and Indian Political thought based on the political issues discussed.	4
CO5	Summarize the key arguments presented by given political philosophers and evaluate their relevance in the historical context.	5
CO6	Identify the influence of Western thought on Modern Indian Political Philosophy and critically evaluate it.	5

**PHI-303 – Political Philosophy: Western and Indian
(Elective-Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	Western Political Thought 1. Introduction to Liberalism – J. S. Mill: Principle of Liberty, Concept of Right, Harm Principle 2. Introduction to Marxism - Historical Materialism, Class Struggle, Concept of Alienation	15
II	Western Political Thought 1. Introduction to Feminism - Types of Feminism – a) Liberal b) Marxist c) Radical, Phases of Feminism 2. Introduction to Multiculturalism - Three Phases and Five Stages of Multiculturalism, Issues regarding Identities, Interests and Recognition	15
III	Indian Political Thought 1. M. G. Ranade – Liberalism, Concept of Providence, Neo-Bhagwat Dharma 2. M. K. Gandhi - Truth, Satyagraha, Non-violence	15
IV	Indian Political Thought 1. B.R. Ambedkar - Liberty, Equality, Fraternity, Democracy, Annihilation of Caste 2. M.N Roy - Critique of Marxism, Radical Humanism, Democracy	15

Learning Resources

Sr. No.	References
1.	Ambedkar, B.R., Annihilation of Caste, Bheem Patrika Publication, Jullundur, 1975.

2.	Bhiku Parekh: Rethinking Multiculturalism: Cultural Diversity and Political Theory, MacMillan Publishers, India, 2000.
3.	Bose. N. K., Selections from Gandhi, Navajivan, Ahamadabad,1957.
4.	Dr. Babasahed Ambedkar Writings and Speeches, Education Deptt. Govt. Of Maharashtra Bombay, Vol. III, 1987.
5.	Dr. Babasahed Ambedkar Writings and Speeches, Education Department, Govt. of Maharashtra, Bombay 1979-92 (Relevant sections only.)
6.	Gandhi M. K., Sarvodaya, Navajivan, Ahamadabad.1957. 1
7.	Heywood Andrews: Political Ideologies an Introduction, Palgrave MacMillan, 2003
8.	L. P. Pojman and James Fieser: Introduction to Philosophy (Classical Contemporary Reading 4th Ed.) Chapter 3, 6, Oxford University Press, 2008.
9.	Lal Basant Kumar, Contemporary Indian Philosophy, Delhi, 1999.
10.	Lindgren, J. Ralph (1984). The Social Philosophy of Adam Smith. _Revista Portuguesa de Filosofia_ 40 (3):334-335.
11.	Mahadevan T.M.P., & Saroja C.V., Contemporary Indian Philosophy, Madras, 1985.
12.	Naravane V.S., Modern Indian Thought, Bombay, 1964.
13.	R. C. Soloman: Introducing Philosophy (A text with integrated reading) Part One: 2 Oxford University Press, 2008.
14.	Ray Benay Gopal, Contemporary Indian Philosophy, Allahabad, 1957.
15.	Will Kymlicka: Contemporary Political Philosophy (2nd edition), Oxford University Press, 2002.

	PHI-304 – Philosophy of Language: Western and Indian Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify fundamental issues in the Philosophy of language.	1
CO2	Summarize the key arguments presented by various thinkers concerning the theory of meaning.	2
CO3	Summarize the key arguments presented by various thinkers concerning the theory of verbal knowledge.	2
CO4	Explain key distinctions in the theories of Frege, Russell, and Strawson.	2
CO5	Develop the ability to read and interpret philosophical texts.	3
CO6	Compare and contrast Indian and Western Philosophies of language with regard to themes and central arguments.	4

**PHI-304 – Philosophy of Language: Western and Indian
(Elective-Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	Theories of Meaning 1. Gottlob, Frege: On Sense and Reference 2. Bertrand Russell: On Denoting	15
II	Critique Theories of Meaning 1. Strawson, P. F. "On Referring" 2. Donnellan, K. "Reference and Definite Description"	15
III	Verbal Knowledge 1. Nature of Verbal Knowledge 2. Means of Knowing Denotative Function 3. Division of Words 4. Implication (Lakṣaṇa)	15
IV	Causes of Verbal Knowledge 1. Contiguity (āsatti) 2. Semantic Competency (yogyatā) 3. Syntactic Expectancy (ākāṅkṣā) 4. Intention of the Speaker (tātparya)	15

Learning Resources

Sr. No.	References
1.	Donnellan, K., "References and Definite Descriptions", The Philosophical Review, vol.-75, 1966, pp. 281-304.
2.	Frege, G., "On Sense and Reference", tr. by M. Black in Translations from the Philosophical Writings of Gottlob Frege, P. Geach and M. Black (eds. and Trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.
3.	Jerrold, Katz. J. (1971) The Philosophical Relevance of Linguistic theory in The Philosophy of Language, (ed.) Searle, Oxford University Press.

4.	Jha, V. N. (1992) Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī, Sambhāṣā, Vol. 13.
5.	Kunjuni Raja, K. (1963). Indian Theories of Meaning, Adyar Library, Madras, 1963.
6.	Lycan, William. (2008). Philosophy of Language: A Contemporary Introduction, New York: Routledge.
7.	Matilal, B. K. (1996). Logic, Language, and Reality, Delhi: Motilal Banarsidass, Delhi.
8.	Morris, Michael. (2007). An Introduction to the Philosophy of Language, Cambridge University Press, Cambridge.
9.	Nyaya Siddhanta Muktavali of Visvanatha, English Translation: Nyaya Philosophy of Language,
10.	Russell, B., "On Denoting", Mind, 1905, pp. 479-493. Further Readings:
11.	Russell, Bertrand, (1918) The Philosophy of Logical Atomism, in R C Marsh, Logic and Knowledge, New York: Routledge.
12.	Shastri, D. N. (1964) Critique of Indian Realism, Agra: Agra University.
13.	Strawson, P. F., "On Referring", Mind, 1950, pp. 320-344.
14.	Tr. by John Vattanky , S. J. , Sri Satguru Publications, Delhi, 1995.

	PHI-321 – Socio-Political Philosophy Minor- Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify key issues in socio-political Philosophy based on various ideologies and thinkers.	1
CO2	Identify major tenets of various socio-political theories and state their relevance.	2
CO3	Explain the interconnections between ethical theory and political theory.	2
CO4	Develop a timeline of key phases in feminist politics and explain their interconnections.	2
CO5	Trace the development of multicultural politics and identify philosophical issues involved in each stage.	3
CO6	Compare and contrast every political ideology based on their core claims.	4

PHI-321 – Socio-Political Philosophy
(Minor-Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	Thinkers who changed our worldview 1. Adam Smith , - Moral Sentimentalism, Economic Liberalism, Stage theory of Development 2. Charles Darwin – Philosophy of Becoming, Moral Sense Theory 3. Sigmund Freud - Theory of Moral Development, Views on God and Religion	15
II	Liberalism 1. Introduction to Liberalism: History of liberal thought 2. Liberalism: J. S. Mill, Critique of Liberalism 3. Emergence of Modern Liberalism	15
III	Marxism 1. Introduction to Marxism 2. Historical Materialism, 3. Class Struggle 4. Concept of Alienation	15
IV	Feminism & Multiculturalism 1. Introduction to Feminism: ways of analyzing feminism 2. Types of Feminism: Liberal, Marxist, Radical 3. Introduction to Multiculturalism 4. Three Phases and Five Stages of Multiculturalism	15

Sr. No.	Learning Resources
1.	Bhiku Parekh: Rethinking Multiculturalism: Cultural Diversity and Political Theory, MacMillan Publishers, India, 2000.
2.	Darwin, Marx, and Freud: their influence on moral theory, Caplan & Jennings - Plenum Press – 1984
3.	Heywood Andrews: Political Ideologies an Introduction, Palgrave MacMillan, 2003

4.	L. P. Pojman and James Fieser: Introduction to Philosophy (Classical Contemporary Reading 4th Ed.) Chapter 3, 6, Oxford University Press, 2008.
5.	Lindgren, J. Ralph (1984). The Social Philosophy of Adam Smith. _Revista Portuguesa de Filosofia_ 40 (3):334-335.
6.	R. C. Solomon: Introducing Philosophy (A text with integrated reading) Part One: 2 Oxford University Press, 2008.
7.	Will Kymlicka: Contemporary Political Philosophy (2nd edition), Oxford University Press, 2002.

	PHI-331 - Philosophical Practice: Dialogic Learning VSC Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify and describe key concepts, methods, and traditions in philosophical practice.	1
CO2	Apply techniques of philosophical inquiry, dialogue, and introspection-extrospection to real-life personal and interpersonal challenges.	2
CO3	Demonstrate the ability to collaborate effectively in philosophical dialogue and counselling sessions.	3
CO4	Analyze and evaluate personal worldviews, biases, and ethical positions using critical thinking and reflective summarization techniques.	4&5
CO5	Create well-structured philosophical case reports, and oral presentations, synthesizing theoretical knowledge and practical insights.	6

Vocational Skills that students will acquire:	
1.	Articulating thoughts on various philosophical concepts and theories
2.	Active-learning skills which enhance engagement with others' perspectives for responding thoughtfully
3.	Ability to do collaborative work to explore philosophical ideas
4.	Rapport building for creating spaces for authentic conversations
5.	Sharpened dialogical skills that enhance inter-personal communication
6.	Thinking critically about various issues in life
7.	Problem-solving through critical thinking
8.	Presenting various complex ideas and perspectives clearly
9.	Report-writing skills required for documenting case studies, reflective summaries, etc.
10.	Self-evaluation for better introspection

**PHI-331 - Philosophical Practice: Dialogic Learning
(VSC-Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	Introduction-Philosophy to Philosophical Practice 1. Knowledge and action 2. Actionable principles in philosophy (Deontology, Phronesis, Niskama Karma) 3. Epistemological tools 4. Attributes of a philosophical practitioner	10
II	Inquiry 1. World-view 2. Questioning	10

	3. Introspection-Extrospection 4. Reflective Summarization	
III	Dialogue 1. Dialogical self 2. Nelsonian Socratic Dialogue 3. Milinda-Panha 4. Vairagya Shatakam 5. Manache Shlok	10
IV	Praxis in Indian schools of thought 1. Nastika Darshanas 2. Astika Darshanas 3. Gandhian Philosophy 4. Feminist Thinkers	10
V	Praxis in Western schools of thought 1. Greek Philosophy 2. Phenomenology 3. Existentialism 4. Contemporary approaches	10
VI	Understanding Philosophical Counselling 1. Basics of counselling 2. Communication skills 3. Case Taking 4. Documentation	10

Learning Resources

Sr. No.	References
1.	Lu, Q., & Stanton, A. L. (2010). How benefits of expressive writing vary as a function of writing instructions, ethnicity, and ambivalence over emotional expression. <i>Psychology & Health</i> , 25(6), 669–684. https://doi.org/10.1080/08870440902883196
2.	Viktor Wang (2014). <i>Handbook of Research on Education and Technology in a Changing Society</i> . DOI: 10.4018/978-1-4666-6046-5; ISBN13: 9781466660465; Chapter 68
3.	Racionero, Sandra & Valls, Rosa. (2006). <i>Dialogic Learning: A Communicative Approach to Teaching and Learning</i> . 10.5040/9798216000198.ch-065.
4.	Racionero-Plaza, Sandra & Padrós, Maria. (2010). The Dialogic Turn in Educational Psychology. <i>Revista de Psicodidactica</i> . 15. 10.1387/RevPsicodidact.808.
5.	Moir-Bussy, A. (2010). Transformative counsellor education through dialogue: Hong Kong example. <i>Asia Pacific Journal of Counselling and Psychotherapy</i> , 1(2), 160–169. https://doi.org/10.1080/21507686.2010.504775
6.	Amir, L. (2019). <i>Taking Philosophy Seriously</i> . United Kingdom: Cambridge Scholars Publishing.
7.	Aurobindo, S. (2003). <i>Our Many Selves: Practical Yogic Psychology</i> . United States: Lotus Press (WI).
8.	Amir, L. (2017). <i>Rethinking Philosophers' Responsibility</i> . United Kingdom: Cambridge Scholars Publishing.
9.	Batory, Anna, Bąk, Wacław, Oleś, Piotr and Puchalska-Wasyl, Małgorzata (2010). "The Dialogical Self: Research and Applications" <i>Psychology of Language and Communication</i> , vol.14, no.1, pp. 45-59. https://doi.org/10.2478/v10057-010-0003-8 .
10.	Cam, P. (2020). <i>Philosophical Inquiry: Combining the Tools of Philosophy with Inquiry-based Teaching and Learning</i> . United States: Rowman & Littlefield Publishers
11.	de Miranda, Luis. (2023). <i>Philosophical Health: Thinking as a Way of Healing</i> . United Kingdom: Bloomsbury Publishing.

12.	Fosl, P. S., Baggini, J. (2020). The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods. United Kingdom: Wiley.
13.	Hadot, P. (1995). Philosophy as a Way of Life: Spiritual Exercises from Socrates to Foucault. United Kingdom: Wiley.
14.	Hermans, H. J. M. (2001). The dialogical self: Toward a theory of personal and cultural positioning. Culture & Psychology, 7(3), 243-281.
15.	Hersch, E. L. (2003). From Philosophy to Psychotherapy: A Phenomenological Model for Psychology, Psychiatry, and Psychoanalysis. (n.p.): University of Toronto Press.
16.	James, W. (1890). The principles of psychology (Vol. 1). Henry Holt and Co.
17.	Kane, P.V. (1968). History of Dharmasastra (Ancient and Medieval Religious and Civil Law in India). Pune: Bhandarkar Oriental Institute.
18.	Marinoff, L. (2022) Essays on Philosophy, Praxis and Culture
19.	Marinoff, L. (2001). Philosophical Practice. United Kingdom: Academic Press.
20.	Morhayim, R. (2015). Women in Philosophical Counseling: The Anima of Thought in Action. United States: Lexington Books.
21.	Philosophical Practice: 5 Questions. (2013). United States: Automatic Press / VIP.
22.	Raabe, P. B. (2001). Philosophical counseling: theory and practice. United Kingdom: Bloomsbury Academic.

	PHI-345 - Field Project FP Theory/Practical	
	Number of Credits: 02 No. of Hours:60	

T.Y. B.A SEM VI		
	PHI-351 Twentieth Century Indian Philosophy (Textual Studies) Major Core Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Outline the development of fundamental concepts in Indian philosophy from traditional to contemporary	1
CO2	Explain the modifications in methods of twentieth century Indian philosophy	2
CO3	Demonstrate the conceptual difference between distinguishability and separability	3
CO4	Re-evaluate Indian moral thought from the perspective of private vs public morality	3
CO5	critically examine the fundamental concepts of Karma, Spirituality, etc.	4
CO6	Evaluate the popular understanding of Charvaka Philosophy from the perspective of Debiprasad Chattopadhyaya	5

PHI-351 Twentieth Century Indian Philosophy (Textual Studies)
(Major-Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	1. <i>Three Myths About Indian Philosophy</i> , Daya Krishna 2. <i>Yajna and the Doctrine of Karma</i> , Daya Krishna	15
II	1. <i>Distinguishables and Seperables</i> , S. S. Barlingay (Part I, II & III) 2. <i>Re-understanding Indian Moral Thought</i> , Pradeep Gokhale	15
III	1. <i>Lokayata - A Study in Ancient Indian Materialism</i> - Debiprasad Chattopadhyaya (Introductory chapter)	15
IV	1. <i>Karma, Causation and Retributive Morality</i> , Rajendra Prasad	15

Learning Resources

Sr. No.	References
1.	Debiprasad Chattopadhyaya <i>Lokayata - A Study in Ancient Indian Materialism</i>
2.	Daya Krishna , <i>Indian Philosophy - A Counter-Perspective</i> , Oxford University Press, 1991.
3.	S. S. Barlingay, <i>Beliefs, Reasons and Reflections</i> , Indian Philosophy Quarterly Publication, Pune, 1983.
4.	Rajendra Prasad, <i>Karma, Causation and Retributive Morality</i> , Indian Council of Philosophical Research, 1989.

	PHI-352 Twentieth Century Western Philosophy (Textual Studies) Major Core Theory	
	Number of Credits: 04 No. of Hours:60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Explain the philosophical issues discussed in the prescribed texts and describe their broader implications	2
CO2	Use falsifiability, existentialist principles, or metaphysical analysis as tools to engage with and critique modern scientific, ethical, or artistic discourses.	3
CO3	Analyze the logical and conceptual structures underlying the arguments presented in the selected texts	4
CO4	Critically appraise the ideas presented in the selected texts	5

PHI-352 Twentieth Century Western Philosophy (Textual Studies)
(Major-Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	<i>Elimination of Metaphysics</i> by A.J. Ayer	15
II	<i>Conjectures and Refutations</i> by Karl Popper	15
III	<i>Existentialism is a Humanism</i> by Jean-Paul Sartre	15
IV	<i>The Method of Analysis in Metaphysics</i> by Susan Stebbings	15

Learning Resources

Sr. No.	References
1.	Ayer, A. J. (2012). <i>Language, Truth and Logic</i> . United States: Dover Publications.
2.	Popper, K. R. (2002). <i>Conjectures and refutations</i> . United Kingdom: Routledge.
3.	Sartre, J., Macomber, C., Cohen-Solal, A. (2007). <i>Existentialism Is a Humanism</i> . United States: Yale University Press.
4.	Stebbing, L. S. (1933). IV.—The Method of Analysis in Metaphysics. <i>Proceedings of the Aristotelian Society</i> , 33(1), 65–94.

	PHI-353 – Ethics and Good Life Elective Theory	
	Number of Credits: 04 No. of Hours:60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Define key concepts in various philosophical theories and debates	1
CO2	Explain the key concepts in various ethical theories	2
CO3	Apply theories such Deontology, utilitarianism, existential ethics to navigate real-life dilemmas	3
CO4	Critically analyze the philosophical underpinnings of the selected theories	4
CO5	Assess the strengths and limitations of different philosophical perspectives	5

PHI-353 – Ethics and Good Life
(Elective - Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	Free Will and Determinism 1. Libertarianism, Determinism, Indeterminism, Compatibilism 2. Moral responsibility and Moral Desert	15
II	Indian Approaches to Good Life 1. Nishkama Karma, Sthitaprajña (Bhagawadgeeta) 2. Ayurveda's approach to a good life 3. Charvaka approach to a good life 4. Jaina approach to a good life	15
III	Ethical Theories (Western) 1. Deontological Ethics (Immanuel Kant): Categorical Imperative, The concept of Good Will, Postulates of Morality 2. Utilitarianism: Jeremy Bentham's Hedonistic Calculus, J.S. Mill's critique of Bentham's theory, Greatest happiness principle, Higher and lower pleasures	15
IV	Contemporary Theories 1. Feminist Ethics: Ethics of Care- Carol Gilligan (In contrast with Lawrence Kohlberg's understanding of justice and fairness) 2. Existentialist Ethics: Jean-Paul Sartre a. Background of existentialism b. Existence precedes Essence c. Bad faith, Freedom, Choice Authenticity	15

Learning Resources

Sr. No.	References
1.	Cornman, J. W., Lehrer, K., & Pappas, G. S. (1992). <i>Philosophical problems and arguments: An introduction</i> . Hackett Publishing.
2.	Tiwari, K. N. (1998). <i>Classical Indian ethical thought: A philosophical study of Hindu, Jaina and Bauddha morals</i> .
3.	Sharma, I. C. (1965). <i>Ethical philosophies of India</i> . G. Allen & Unwin.
4.	Fieser, J., & Lillegard, N. (2005). <i>Philosophical questions: Readings and interactive guides</i> . Oxford University Press, USA.
5.	Broad, C. (2014). <i>Five types of ethical theory</i> . Routledge.
6.	Titus, H. H. (1947). <i>Ethics for today</i> . American Book Co, New York.
7.	Chadwick, R. (Ed.). (2012). <i>Encyclopedia of applied ethics</i> . Academic Press.
8.	Kaufmann, W. (2016). <i>Existentialism from Dostoevsky to Sartre</i> . Pickle Partners Publishing.
9.	Luper, S., & Brown, C. (1992). <i>The moral life</i> . Harcourt Brace College Publishers.

	PHI-354 – Philosophy of Religion Elective Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define the concept of God according to each school of thought.	1
CO2	Summarize the arguments presented by various schools to prove the existence of God.	2
CO3	Define the concept of Religion and identify the issues pertaining to generating a comprehensive definition of Religion.	1
CO4	Compare and contrast Indian and Western conceptions of God and arguments given in favor and against the existence of God.	4
CO5	Summarize the key arguments presented to elucidate the role of Religion in society and evaluate their relevance in today's context.	5
CO6	Identify underlying philosophical issues pertaining to politics of secularism, fundamentalism and terrorism using case studies from the current affairs.	3

**PHI-354 – Philosophy of Religion
(Elective - Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	Introduction to Philosophy of Religion 1. Nature of Religion - Definition and Kinds of Religion, Religion and Science, Religion and Morality 2. Difference between Philosophy and Theology 3. Reason, Revelation, and Faith 4. Difference between Dharma and Religion	15
II	Concept of God and Proofs for the Existence of God 1. Concept of God: Judeo-Christian Tradition, Advait Vedanta, Yoga, Nyaya 2. Arguments for the existence of God: a) Ontological b) Cosmological c) Teleological d) Moral (Western and Indian) 3. Criticism of proofs for the existence of God (Western and Indian) 4. Problem of Evil (Western and Indian)	15
III	Religion as a Social Institution 1. Durkheim on True Nature of Religion 2. Critique of Religion – Marx 3. Critique of Religion - Freud 4. Critique of Religion - Ambedkar	15
IV	Religion in Contemporary Times: Social and Political Issues 1. Secularism: Issues and Problems 2. Fundamentalism: Issues and Problems 3. Terrorism: Issues and Problems 4. Atheism and Scientism	15

Learning Resources

Sr. No.	References
1.	Ambedkar B.R. (1974). <i>The Buddha and his Dhamma</i> . Siddharth Prakashan.
2.	Datta & Chatterje. (2012). <i>An Introduction to Indian Philosophy</i> . Routledge.
3.	Durkheim, E., (1994). <i>A Selection of Readings with biographies and introductory remarks</i> , American Academy of Religion.
4.	Freud S. On Religion. https://iep.utm.edu/freud-r/
5.	Galloway G. (1951). <i>The Philosophy of Religion</i> . T & T Clark.
6.	Hick J. H. (2006). <i>Philosophy of Religion</i> . Prentice-Hall of India.
7.	Hospers J. (2017). <i>An Introduction to Philosophical Analysis</i> (Chapter 7). Routledge.
8.	Nye M. (2003). <i>Religion: The basics</i> (Chapter 5). Routledge.
9.	Rolston Holmes III, (1997) <i>Science and Religion: A Critical Survey</i> Harcourt Brace Custom Publishers.
10.	Tiwari, K. (2007). <i>Classical Indian Ethical Thought</i> , Motilal Banarasidas.

	PHI-371 – Introduction to Aesthetics Minor Theory	
	Number of Credits: 04 No. of Hours:60	
	Course Outcomes (COs) On completion of the course, the students will be able to:	Bloom's cognitive level
CO1	Define various concepts in Philosophical Aesthetics in general and from the point of view of individual philosophers.	1
CO2	Identify and critique the main themes in Philosophical Aesthetics.	2
CO3	Summarize the main arguments presented by a given school of aesthetic thought pertaining to each theme.	2
CO4	Identify key philosophical issues pertaining to the field of art and explain positions taken up by various philosophers.	2
CO5	Develop a timeline of key developments in Philosophical Aesthetics from ancient to contemporary times and explain their interconnections.	4
CO6	Compare and contrast various philosophical positions pertaining to concepts of Beauty and Sublimity.	4

**PHI-371 – Introduction to Aesthetics
(Minor - Theory)
Course Contents**

Unit No.	Title of Unit and Contents	No. of hours
I	UNDERSTANDING AESTHETICS Introduction to Aesthetics: Emergence of Philosophical Aesthetics, Concept of Aesthetics: aesthetic object, aesthetic judgment, aesthetic attitude, aesthetic experience, aesthetic properties	15
II	ANALYZING ART Art as representation, Art as expression, Artistic Formalism, Aesthetic Theory of Art, Art and Morality, Ontology of Art, Metaphysics of fictional characters	15
III	BEAUTY AND SUBLIMITY Plato's account of Beauty, Medieval account of Beauty Issues associated with Human beauty, Natural beauty and Artistic beauty, Idea of Sublimity	15
IV	EXPLORING CONTEMPORARY AESTHETICS Wittgenstein's account of Art, Institutional Theory of Art, Modern and Contemporary Aesthetics, Aesthetics of Pop Culture, What Makes Humor Aesthetic?	15

Learning Resources

Sr. No.	References
1.	A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful (1757).
2.	Adorno, Theodor W. "On Popular Music" In Essays on Music. Ed. Richard Leppert
3.	Berleant, Arnold. Re-thinking Aesthetics: Rogue Essays on Aesthetics and the Arts. N.p., Taylor &

	Francis, 2017.
4.	Carriet E.F., The Theory of Beauty, Methuen, London, 1962.
5.	Darren Hudson Hick, When Is a Work of Art Finished?, The Journal of Aesthetics and Art Criticism, Volume 66, Issue 1, February 2008, Pages 67–76, https://doi.org/10.1111/j.1540-594X.2008.00288.x
6.	Gaut, Berys & Lopes, Dominic (eds.) (2000). _The Routledge Companion to Aesthetics_. Routledge.
7.	Hospers John, Introductory Readings in Aesthetics, The Free Press, New York, 1969.
8.	Hospers John, Introductory Readings in Aesthetics, The Free Press, New York, 1969.
9.	Hume, D. ‘Of the Standard of Taste’
10.	Kant I., Critique of Judgment, (tr.) Bernard J.H., Oxford, London, 1973.
11.	Kant, I. [1790] ‘Analytic of Aesthetic Judgment’ in Critique of Judgment
12.	Kuisma, Oiva ; Lehtinen, Sanna & Mäcklin, Harri (eds.) (2019). _Paths from the Philosophy of Art to Everyday Aesthetics_. Helsinki, Finland: Finnish Society for Aesthetics.
13.	LaFollette, H. & Shanks, N. (1993). Belief and the basis of humor. American Philosophical Quarterly, 30, 329-339. Creative Commons License.
14.	Lintott, Sheila, ""Why (not) philosophy of stand-up comedy?"" (2017). Faculty Contributions to Books. 110.
15.	Martin, Mike W. (1987). Humor and Aesthetic Enjoyment of Incongruities. In John Morreall (ed.), The Philosophy of Humor and Laughter, Albany: SUNY Press, 172-186.
16.	Morris Weitz, “The Role of Theory in Aesthetics,” The Journal of Aesthetics and Art 1 Criticism, XV (1956), 27-35.
17.	Oswald Hansfling, Philosophical Aesthetics
18.	Scruton, Roger. Beauty: A Very Short Introduction. Oxford; New York: Oxford University Press, 2011.
19.	The Philosophy of Art: A Contemporary Introduction, Noël Carroll. (C)
20.	Thomasson, Amie L. (1998). _Fiction and Metaphysics_. Cambridge University Press.
21.	Yuriko Saito, Everyday Aesthetics (Oxford: Oxford University Press, 2007)

	PHI-381 – Introduction to Logic-Based Therapy VSC Theory	
	Number of Credits: 02 No. of Hours:30	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Identify emotion based on the object and rating	1
CO2	Articulate emotional reasoning in day-to-day instances	2
CO3	Employ the concepts learnt to identify fallacies in emotional reasoning	3
CO4	Analyze fallacious emotional reasoning and refute it	4

Vocational Skills that students will acquire:	
1.	Identifying and classifying emotions based on underlying emotional reasoning.
2.	Spotting logical fallacies in emotional reasoning.
3.	Applying philosophical concepts to challenge faulty thinking.
4.	Recording and analyzing personal emotional experiences using LBT.
5.	Comparing philosophical and psychological counseling approaches.
6.	Analyzing emotional reasoning through peer interaction.
7.	Conducting self-dialogue to uncover and revise irrational beliefs.
8.	Building emotional awareness and identifying reasoning patterns.
9.	Strengthening resilience by transforming distress into rational concern.
10.	Reflecting on personal values to enhance empathy and ethical awareness.

PHI-381 – Introduction to Logic-Based Therapy
(VSC-Theory)

Course Contents

Unit No.	Title of Unit and Contents	No. of hours
I	Introduction to Logic-Based Therapy 1. History of Philosophical Counseling 2. Difference between philosophical counseling and psychological counseling 3. Introduction to Logic-Based Therapy, Practice areas of Logic-Based Therapy 4. The role of emotions in Logic-Based Therapy	15
II	Dealing with Distressing emotions 1. Rules that cause you emotional turmoil: a. Demanding Perfection b. Can'tstipation c. Awfulizing d. Damnation Overcoming faulty emotional reasoning	15

Learning Resources

Sr. No.	References
1.	Cohen, E. D. (2016). <i>Logic-based therapy and everyday emotions: A case-based approach</i> . Lexington Books.
2.	Cohen, E. D. (2003). <i>What would Aristotle do?: Self-control through the power of reason</i> . Prometheus Books, New York.
3.	Cohen, E. D. (2009). <i>Critical thinking unleashed</i> . Rowman & Littlefield.
4.	Cohen, E. D. (2006). <i>The new rational therapy: Thinking your way to Serenity, success, and profound happiness</i> . Rowman & Littlefield Publishers, Inc.

	PHI-395 – On Job Training OJT Theory	
	Number of Credits: 04 No. of Hours:120	

	LOG - 321: Introduction to Methodologies of Sciences Minor -Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Define various methods used by sciences and assess them critically.	2
CO2	Identify the key issues in the classification of sciences into natural and social.	2
CO3	Identify the influence of Philosophy on social and natural science research.	2
CO4	Develop a timeline of the development of a scientific approach to understanding reality and scientific method.	3
CO5	Compare and contrast various theoretical positions in the methodology of sciences.	4

**LOG - 321: Introduction to Methodologies of Sciences
(Minor- Theory)**

Unit No.	Title of Unit and Contents	No. of hours
1	History of Science, Common sense and Science, Classification of sciences, Objectives of science, The concepts of Method, Methodology, and Epistemology, Subject matter of social sciences, Concept of social action	15
2	Nature of Scientific Laws – Natural Sciences and Social Sciences, Models of Explanation in Natural Sciences, Models of Explanation in Social Sciences	15
3	Approaches to scientific theories (Natural Sciences) (a)Logical Positivism (b)Popper: Counter Inductivism, Positivism: Auguste Comte, Logical Positivism: Unity of method	15
4	Critique of Positivism concerning: (a)Explanation / Understanding (b)Objectivity / Value Neutrality	15
Sr. No.	Learning Resources	
1.	Nagel E., The Structure of Science Problems in the Logic of Scientific Explanation MacMillan, 1961.	
2.	Hempel C.G., Philosophy of Natural Science, Prentice Hall, Englewood Cliff, New Jersey, 1966.	
3.	Hempel, C.G., <i>Aspects of Scientific Explanation</i> , Free Press, New York, 1968.	
4.	Keat Russell Urry, <i>Social Theory as Science</i> RKP, London, 1975.	
5.	Ryan Alan: <i>Philosophy of Social Science</i> MacMillan, 1970.	
6.	Lessnoff M. H.: <i>The Structure of Social Science: A Philosophical Introduction</i> , George Allan Unwin Ltd., London, 1974.	
7.	R. Rudner: <i>Philosophy of Social Sciences</i> , Prentice Hall, Englewood Cliff, New Jersey, 1966	
8.	Popper K. (1934). The logic of scientific discovery. Routledge.	

	LOG- 371: Introduction to Indian Logic Minor- Theory	
	Number of Credits: 04 No. of Hours:60	
Course Outcomes (COs) On completion of the course, the students will be able to:		Bloom's cognitive level
CO1	Explain the inter relation between Logic, Epistemology and Metaphysics in the domain of Indian philosophy.	1
CO2	Define various concepts used in traditional Indian Logic.	1
CO3	Summarize various ways of classification of Anumana according to various Indian Schools of Logic.	2
CO4	Identify inductive elements in Indian logic and compare them with western logic.	3
CO5	Compare and contrast salient features of Indian Logic and Western Logic.	4
CO6	Compare and contrast the inference theory of different Indian Schools.	4

LOG-371 : Introduction to Indian Logic
(Minor- Theory)
Course Contents

Unit No.	Title of Unit and Contents	No. of hours
1	Relationship of Logic, epistemology, and metaphysics in the Indian tradition, History of Indian Logic, The Question of Truth, Validity and Soundness, The Concept of Necessity in Indian Logic, The Concept of Proposition	12
2	Nyaya Logic - Anumāna and its kinds: Svārthanumāna and Parārthanumāna, Kevalānvayī, Kevalavyatireki and Anvayavyatireki, The concepts of Vyapti and Paramarsa.	12
3	Inductive elements in Indian Logic: the concepts of vyāptigrahopāya, sāmānyalakṣaṇaprātyasatti, tarka, upādhi , Hetvabhasas, Charvaka Criticism of Anumana	12
4	Buddhist theory of inference: Definition, constituents and process of Anumana, Dignāga on fallacies, Dignāga's theory of triple character of Hetu and its critique, Dharmakīrti's views on Anumana and Vyapti	12
5	Jaina theory of inference: Logical structure of Jaina theory of Syādvāda, Jaina theory of Naya and Nayabhasa, Tarka and Vyapti	12

Sr. No.	Learning Resources
1.	Annambhatta, Tarkasaṃgraha with Dipika, trans. by Prof. Gopinath Bhattacharya in English, Progressive Pub, 1976
2.	Satishchandra Vidyabhooshan, A History of Indian Logic, Motilal Banarasidas
3.	Chatterjee and Datta, An Introduction to Indian Philosophy, Rupa and company, 2007
4.	E PG Pathashala, A Course on Philosophy, P-07, Logic https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=oYPhnOmK5lhY4GGCoKqF5Q==