

# Learning Outcomes-based Curriculum Framework (LOCF)

for

B. A. PROGRAMME (PHILOSOPHY)

(Choice Based Credit System)



Govt. College for Women,

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## PREAMBLE

The Learning Outcome based Curriculum Framework (LOCF) is a device to construct outcome-oriented curriculums which have the potential of altering the trajectories of the higher education system in ways which are both novel as well as efficient at the same time. With the inclusion of parameters like Graduate attributes and Qualification Descriptors in the framework, the curriculum design, which traditionally worked on the input side (the content and teaching) will now shift more towards the output side (the ‘results’ that the content and the teaching produces). By making very clear from the onset the precise goals and results that are to be produced with the help of specific courses and Programmes, the LOCF brings into higher education the much-desired values of objectivity, focus and productivity. These values are helpful both for the teachers as well as the students, as the implementation of any curriculum based on LOCF will by implication increase the clarity of purpose of that Programme. With the desired outcomes clear and in focus, the enormous human resource of the academia (both the teachers as well as the students) can be utilised to the best of its potential. All this would definitely lead to the realisation of a just and flourishing society – the ultimate aim of education.

Any Programme built on the foundation of LOCF states clearly its purpose and is designed in a way so as to achieve this purpose by the time a student finishes the Programme of study. The curriculum for B.A. (Programme) Philosophy is designed in a way so as to make the students inculcate one of the most desirous attributes in a human being – *the power of critical thinking*. This exclusively human quality, which is fast diminishing from a world whose pace, dynamics and unreflective attitude makes nothing more of a human than another cog in the vast machine, is the only hope for mankind if it wants to exist in harmony with the world - both natural and artificial. With an acquaintance with the most perennial questions of humankind (metaphysical, ethical, political or existential) via the thought of philosophers who have shaped the world in more ways than a novice mind can imagine, the B.A. Programme in Philosophy will open the minds of the students to all these issues which will widen their thinking horizons to new levels. This will help the students to develop a reflective and critical attitude towards the society, the nation and the world on one side and towards their own habitual thinking patterns on the other side. With such a background, whatever the students wish to do with their life, they will always find their training in philosophy to be an invaluable guiding light.

## **1. Introduction**

The BA (Programme) in Philosophy starts with an introduction to the major branches of philosophy - metaphysics, epistemology and ethics and introduces the major issues dealt with in these branches. As the Programme progresses, the student is engaged with the more specific content. Thus, the Programme offers various core papers covering diverse philosophical themes like Socio-Political Philosophy, Ethics, Western Philosophy, Indian Philosophy and Contemporary Philosophy. In addition, the BA Programme offers skill courses like Logic and Yoga so as to make the student understand and develop her mind and body to full potential for a harmonious development of her being. Further, the BA Programme also offers Generic Electives to students from non-philosophy background so as to make them inculcate a philosophical bent of mind which is going to help them in whatever academic field they have chosen to study. All in all, the BA Programme in Philosophy offers a systematic and robust engagement with one of the most ancient of human sciences and makes the student awaken to the enormous benefits – both academic as well as non-academic- of studying philosophy.

## **2. Learning Outcomes based approach to Curriculum Planning**

The LOCF approach to Curriculum planning is founded on the premise that any course or Programme of study should have neat and well-defined goals in terms of knowledge, skills and real-world application of the contents of the study. The incorporation of parameters like Graduate Attributes and Qualification Descriptors makes sure that such a goal-oriented outcome is achieved with a near perfect accuracy. Further the post- programme assessment of the student in terms of these LOCF parameters brings more accountability and responsibility for all the stakeholders in the field of higher education. After a student completes the BA Programme in philosophy, she has to demonstrate the knowledge, skills, attitudes and values that are promised to her at the beginning of the Programme.

## **2.1 Nature and extent of the B. A (Programme) in Philosophy**

The extent of Philosophy, aptly called the mother of all sciences, is as wide the domain of human knowledge itself. One of the most ancient of all the discourses, almost every independent discipline of the modern age was at one point of time subsumed under the realm of philosophy. Thus, the seeds of most natural sciences (e.g. Physics, Chemistry or Zoology) as well as social sciences (e.g. Political Science, Sociology, Economics or Psychology) were sown, implicitly or explicitly, by one or the other philosophers in the fertile ground of philosophy. Although the modern trend of ‘specialization’ ensured that many such disciplines branched out of their ‘parent’ discipline, any serious and research level study of these or other disciplines is incomplete without a training in Philosophy. This is because the foundational aim of philosophy - *to ever increase the bounds of human knowledge and well-being by rigorous use of thought in a systematic and logical way* - is shared by almost all disciplines of knowledge. The B.A. Programme in philosophy is designed to inculcate in the student all the essential qualities of a sound philosophical mind - critical thinking, threadbare analysis of problems, opening up of mental horizons and bringing to question each and every belief system that we take for granted in our unreflective common-sense attitude towards the world. To inculcate all these qualities, the B.A. Programme in Philosophy offers courses as diverse as Western Philosophy, Indian Philosophy, Social and Political Philosophy, Logic and Ethics. Though many of the issues which the student encounters in a course of philosophy are raised in other disciplines also (Sociology or Political Science, for example), it is the approach and methodology of the discipline of philosophy which gives altogether different perspective of approaching the same content material. In addition, there are certain contents which are in a way explicit to the domain of philosophy (Metaphysics or Epistemology, for example). All these contents combined together under the umbrella of LOCF makes the B.A. Programme in philosophy a robust, thought provoking and life changing endeavor for any student who seriously pursues the Programme.

## **2.2 Aims of B.A. (Programme) in Philosophy**

After successfully completing the B.A. Programme in Philosophy, the student is expected to exhibit the following traits:

- The ability to think critically about different issues – from the nature of the world to the nature of our social and political systems to the nature of knowledge itself.
- The quality of not accepting things as given – whether they be our traditions or our beliefs and values or anything which is taken for granted – and to think about everything with their ‘own’ minds.
- The ability to analyze things in a proper manner.
- The ability to synthesize things in a proper manner.
- The inculcation of a belief that this world can be changed for the better via their rational and logical engagement with the various aspects of the world.

### **3. Graduate Attributes for B.A. (Programme) Philosophy**

Given below are essential Graduate Attributes for a student who has completed B.A. (Programme) in Philosophy:

- Knowledge about philosophers: A graduate in philosophy would know about various philosophers that have enriched this world with their invaluable contributions.
- Understanding of various philosophical theories: A philosophy graduate would be able to explain various theories that are given by the greatest philosophical minds.
- Enhanced writing and communication skills: A philosophy graduate would exhibit better writing and communication skills after the successful completion of the Programme.
- Enhanced Logical Ability: A philosophy graduate would exhibit an increase in the ability to think logically about various issues.

- Increased ethical awareness: A philosophy graduate would understand and exhibit more sensitivity to various ethical issues that are relevant in today's world.

#### **4. Qualification Descriptors for B.A (Programme) in Philosophy**

After completing the B.A (Programme) in Philosophy, the students will be able to:

- Demonstrate an in depth understanding of important philosophers and their theories.
- Demonstrate their knowledge of profound philosophical problems in various branches of philosophy like metaphysics, epistemology and ethics.
- Demonstrate good logical ability in the sense of thinking and talking logically.
- Demonstrate an ability to engage in a healthy dialectic even with those with whom they might disagree.
- Demonstrate an ability to listen carefully to others' arguments.
- Demonstrate a keen awareness about the various issues – ethical, social, political or religious- that affect the world.
- Demonstrate an ability to apply their philosophical training in handling real life issues – both individual as well as social.

#### **5. Programme Learning Outcomes in B A (Programme) Philosophy**

The following are the learning outcomes for B.A.(Programme) in Philosophy:

- Understanding of various philosophical theories and having a critical opinion on these theories.

- Understanding the points of convergence and divergence among various philosophers.
- Understanding the enormous extent to which the present world has been shaped by the thoughts of great philosophers since antiquity.
- Inculcation of various philosophical skills like critical thinking, analytical ability and ability to synthesize information.
- Building up of fresh perspectives on various domains of existence- individual, social, political, religious and the like.
- Using the knowledge and skills acquired through BA Programme in Philosophy to come up with novel solutions to real world problems.



## 6. Choice Based Credit System for B.A. (Programme) in Philosophy

Sem.	Core Course (CC) (6 credits each)	Skill Enhancement Course (SEC) (4 credits each)	Discipline Specific Elective (DSE) (6 credits each)	General Elective (GE) (6 credits each)
<b>I</b>	Introduction to Philosophy (DSC) (I)			
<b>II</b>	Social and Political Philosophy (DSC) (II)			
<b>III</b>	Ethics (DSC) (III)	Deductive Logic (SEC II)		
<b>IV</b>	Western Philosophy (DSC) (IV)	Inductive Logic (SEC II)		
<b>V</b>		Symbolic Logic (SEC III)	Contemporary Philosophy (DSE I)	Indian Ethics (GE I)
			Philosophy of Science (DSE II)	
<b>VI</b>		Philosophy of Yoga (SEC IV)	Indian Philosophy (DSE III)	Applied Ethics (GE II)
			Contemporary Moral Philosophy (DSE IV)	

## **7. Teaching Learning Methods**

The following methods will be used to teach the courses in B.A. Programme in Philosophy:

- Conventional Classroom Lectures
- Dialectical method involving students and the teacher
- Doubt clearing sessions (Tutorials)
- Random quizzes

## **8. Assessment and Outcome Measurement Methods**

The students will be evaluated on the basis of written examinations which will be of 100 marks out of which 80 marks will be for the External Examination and 20 marks will be reserved for the Internal Assessment.

### **Note for paper setting (External Examination):**

The question paper will contain Three Sections:

In the first section, there will be Five (05) Short Answer Questions representing all units i.e. at least one question from each unit and having 03 marks each (All Compulsory).

In the second section, there will be Five (05) Medium Answer Questions representing all units i.e. at least one question from each unit and having 07 marks each (All Compulsory).

In the third section, there will be Four/Five (4/5) Long Answer Questions representing all units i.e. at least one question from each unit and having 15 marks each (Two to be attempted).

## **9. Keywords**

Philosophy, LOCF, Graduate Attributes, Qualification Descriptors, Learning Outcomes, Aims, CBCS, Teaching Learning Process, Assessment, Critical Thinking, Reflection, Mind, Thought, Theory, Knowledge, Western Philosophy, Indian Philosophy, Social and Political Philosophy, Ethics, Contemporary Philosophy, Logic, Yoga, Applied Ethics.

## **10. Courses of study for B.A. (Programme) in Philosophy**

### **Semester - I: INTRODUCTION TO PHILOSOPHY – DISCIPLINE SPECIFIC CORE COURSE (UPLTC-101)**

**Course Objectives:** The course has been devised to introduce to the students the very basics of philosophy – its subject matter as well as its structural framework. The students are also expected to acquaint themselves with the various branches of philosophy and different philosophical standpoints.

#### **Unit-I Nature of Philosophy**

- 1.1 Origin of Philosophy (Indian and Western)
- 1.2 Meaning and Nature of Philosophy
- 1.3 Aims of the study of Philosophy

#### **Unit-II Branches of philosophy**

- 2.1 Metaphysics – Meaning and Nature
- 2.2 Epistemology – Meaning and its Problems.
- 2.3 Axiology – Meaning and Scope

#### **Unit- III Western Philosophical Thought**

- 3.1 Rationalism (Descartes): Innate Ideas, Mind-Body Dualism
- 3.2 Empiricism (Locke): Refutation of Innate Ideas, Primary and Secondary Qualities
- 3.3 Kant: Synthesis of Rationalism and Empiricism

#### **Unit-IV Indian Philosophical Thought**

- 4.1 Means of Knowledge (Nyaya): Perception, Inference, Testimony and Comparison
- 4.2 Path to Liberation (Yoga): Ashtangamarga
- 4.3 Materialism (Charvaka): World, Refutation of God, Refutation of Soul

#### **Unit-V Theories of Truth**

- 5.1 Correspondence Theory of Truth
- 5.2 Coherence Theory of Truth

### 5.3 Pragmatic Theory of Truth

**Course Learning Outcomes:** The students will be able to understand the subject matter and structural framework of the discipline of Philosophy. They will have knowledge of various branches of philosophy and will be able to understand different philosophical standpoints.

**Books recommended:**

1. Introduction to Philosophy – J. N. Sinha
2. Introduction to Philosophy – G. T.W. Patrick
3. Introduction to Philosophy – A. J. Bahm
4. Outlines of Metaphysics – J. S. Mackenzie
5. The Fundamental Questions of Philosophy – A. C. Ewing
6. Philosophy – C. E. M. Joad
7. Philosophy – The Power of Ideas – Brooke Noel Moore and Kenneth Bruder
8. A Critical Survey of Indian Philosophy – Chandradhar Sharma
9. Way to Wisdom – An Introduction to Philosophy – Karl Jaspers
10. Some Main Problems of Philosophy – G. E. Moore

**Semester - II: SOCIAL AND POLITICAL PHILOSOPHY – DISCIPLINE SPECIFIC  
CORE COURSE (UPLTC-201)**

**Course Objectives:** The course has been devised to introduce to the students the fundamentals of socio-political philosophy. The students are expected to understand its interdisciplinary nature and also the significance of the political concepts that are at play within the society.

**Unit-I Introduction**

- 1.1 Meaning and Nature of Social Philosophy
- 1.2 Meaning and Nature of Political Philosophy
- 1.3 Social and Political Institutions:
  - Family (as an agency of socialization)
  - State (Meaning and Functions)

**Unit-II Society and its Theories**

- 2.1 Meaning and Nature of Society
- 2.2 Relation of individual to society
- 2.3 Theories of Society: i) Social Contract Theory (Hobbes, Locke, Rousseau)
  - ii) Organic Theory (Spencer)

**Unit-III Socio-Political Thought: Western**

- 4.1 Equality (J. J. Rousseau)
- 4.2 Liberty (J.S. Mill)
- 4.3 Justice (John Rawls)

**Unit-IV Socio-Political Thought: Indian**

- 4.1 Sarvodya (M.K. Gandhi)
- 4.2 Radical Humanism (M.N. Roy)
- 4.3 SaptaKranti (R.M. Lohia)

## **Unit-V          Crime and Punishment**

5.1 Crime – Meaning, Causes and Methods of prevention of crimes

5.2 Punishment – Meaning and objectives

5.3 Theories of Punishment: Preventive Theory

Retributive Theory

Reformative Theory

**Course Learning Outcomes:** This course will enable the students to have an understanding of the fundamentals of socio- political philosophy. The students will be able to understand its interdisciplinary nature. They will also understand the significance of the political concepts that are at play within the society.

### **Books recommended:**

1. Social Philosophy – R.N. Sharma
2. Social Philosophy – J. S. Mackenzie
3. Social Philosophy – Balkrishna S. Pandit
4. Social Philosophy – Vatsyayan
5. Social Philosophy – Hans Fink
6. Principles of Sociology – C. N. Shankar Rao
7. Indian Political Thought – M.P. Singh and Himanshu Roy
8. Principles of Political Science – A. C. Kapur
9. Political Thought – R. M. Bhagat
10. An Introduction to Political Theory – O. P. Gauba
11. Comparative politics – J. C. Johari
12. An Introduction to Political Theory – R. C. Vermani

## **Semester - III: ETHICS – DISCIPLINE SPECIFIC CORE COURSE (UPLTC-301)**

**Course Objectives:** The course is designed to introduce to the students the theoretical aspects of the discipline of ethics. The students are also expected to gain insights into the ethical framework of Western as well as Indian philosophy, and acquaint themselves with the main theories therein.

### **Unit-I Introduction**

- 1.1 Ethics: Meaning and Nature
- 1.2 Branches of Ethics
- 1.3 Aims of the study of Ethics

### **Unit-II Moral Judgement**

- 2.1 Meaning and nature of moral judgement
- 2.2 Subject of moral judgement
- 2.3 Object of moral judgement
- 2.4 Meaning of logical judgement and difference between logical & moral judgement

### **Unit-III Theories of Moral Standard**

- 3.1 The Standard as Pleasure (Utilitarianism) – Jeremy Bentham
- 3.2 The Standard as Pleasure (Utilitarianism) – J.S. Mill
- 3.3 The Standard as Law – Immanuel Kant (Categorical Imperative)

### **Unit-IV Indian Ethics**

- 4.1 Concept of Purusarthas – Dharma, Artha, Kama, and Moksha
- 4.2 Varn – Asharam – Dharma
- 4.3 Ethical Principles of Jainism: Anuvratas, Mahavratas
- 4.4 Ethical Principles of Buddhism: Four Noble Truths, Eightfold Path

### **Unit- V Applied Ethics**

- 5.1 Meaning and kinds of Applied Ethics
- 5.2 Conservation of Biodiversity
- 5.3 Animal Rights
- 5.4 Euthanasia

**Course Learning Outcomes:** The students will be able to understand the basic theoretical aspects of the discipline of Ethics. They will also be able to understand the ethical framework of Western as well as Indian philosophy and will be able to demonstrate the knowledge of the main ethical theories in philosophy.

**Books recommended:**

1. Short History of Ethics – R. A. P. Rogers
2. Ethics – A. C. Ewing
3. Ethics and the Limits of Philosophy –Bernard Williams
4. Contemporary Moral Philosophy – G. J. Warnack
5. Kant’s Moral philosophy – H. B. Acton
6. Manuel of Ethics – J. S. Mackenzie
7. Ethics – William K. Frankena
8. Introduction to Ethics – William Lillie
9. Principles of Ethics – Balbir Singh
10. A Manuel of Ethics – J. N. Sinha
11. Environmental Ethics – Joe Walker
12. Bio-Ethics – Shweta Singh and SmitaSahu



## **Semester - IV: WESTERN PHILOSOPHY**

### **DISCIPLINE SPECIFIC CORE COURSE (UPLTC-401)**

**Course Objectives:** The course aims at providing the students with a broad introduction to the main thinkers and theories of Western philosophy from antiquity up to the modern era. The students are expected to understand the continuities as well as the ruptures in the Western philosophical narrative.

#### **Unit- I: Ancient Philosophy**

1.1 Pre Socratic-Philosophy – A Brief Introduction.

1.2 Socratic Method

1.3 Plato – Theory of Ideas

Characteristics of Ideas.

1.4 Aristotle – Metaphysical Dualism (Form and Matter)

Theory of Causation.

#### **Unit- II: Medieval Philosophy**

2.1 Scholasticism –Meaning and Characteristics.

2.2 St. Anselm – Ontological Argument for the Existence of God.

2.3 St. Thomas Aquinas – Proofs for the Existence of God.

#### **Unit- III: Modern Philosophy – Rationalism**

3.1 Rene Descartes – Theory of Innate Ideas.

Body-Mind relation (Interactionism)

3.2 Benedict Spinoza – Theory of substance.

Body-Mind relation (Parallelism).

3.3 Wilhelm Leibnitz – Theory of Monads

Theory of Pre-established Harmony

#### **Unit- IV: Modern Philosophy – Empiricism**

4.1 John Locke – Refutation of the doctrine of Innate Ideas.

Difference between Primary and Secondary Qualities.

4.2 George Berkeley – “Esse-Est-Percipi”

Subjective Idealism

## **Unit-V: Modern Philosophy – Hume and Kant**

5.1 David Hume – Theory of Causation.

Theory of Knowledge (Sensationism)

5.2 Immanuel Kant – Classification of judgements: Analytic, Synthetic, a priori, a posteriori.

Possibility of synthetic a priori judgements.

**Course Learning Outcomes:** The students will be able to demonstrate the knowledge of the main thinkers and theories of Western philosophy from antiquity up to the modern era. They will be able to understand the continuities as well as the ruptures in the Western philosophical narrative.

### **Books recommended:**

1. A Critical History of Greek Philosophy – W. T. Stace
2. History of Greek Philosophy – Fuller
3. History of Philosophy – Frank Thilly
4. History of Philosophy – Wright
5. History of Philosophy – Windelband
6. History of Western Philosophy – Bertrand Russell
7. History of Western Philosophy – Copleston
8. History of Western Philosophy – D. J. O's Conner
9. A Critical History of Western Philosophy – Y. Masih
10. Western Philosophy – P. Jain

## **SKILL ENHANCEMENT COURSES (SECS)**

### **Semester – III: DEDUCTIVE LOGIC (UPLTS-301)**

**Course Objectives:** The course aims at providing students with the basic skills and knowhow of the discipline of Deductive Logic. They are expected to understand different logical concepts and are expected to learn their application in solving logical problems.

#### **Unit 1: Introduction**

- 1.1 Logic: Meaning and Nature
- 1.2 Aims of Study of Logic
- 1.3 Proposition: Simple and Compound
- 1.4 Argument: Premises and Conclusion

#### **Unit 2: Deductive Reasoning: Core Concepts**

- 2.1 Deductive Logic: Meaning and Nature
- 2.2 Inductive vs Deductive Reasoning
- 2.3 Three Laws of Thought
- 2.4 Law of Sufficient Reasoning

#### **Unit 3: Problem Solving – I**

- 3.1 Categorical Propositions: A,E,I,O
- 3.2 Terms: Subject and Predicate
- 3.3 Distribution of Terms

#### **Unit 4: Problem Solving – II**

- 4.1 Syllogism: Meaning and Kinds
- 4.2 Categorical Syllogism
- 4.3 Six Rules of Checking Validity of Syllogism

**Course Learning Outcomes:** The students will be able to demonstrate the knowledge of the basic skills and knowhow of the discipline of Deductive Logic. They will be able to understand different logical concepts and will be able to demonstrate the knowledge of the application of these concepts in solving logical problems.

**Books recommended:**

1. Text Book of Deductive Logic – Bhola Nath Roy
2. Deductive Logic – Balkrishna S. Pandit
3. Introduction to Logic – Irving M. Copi
4. Introduction to Logic and Scientific Methods – Cohen and Nagel
5. Elements of Logic (Deductive & Inductive) and The Scientific Methods – Joseph STA  
Maria & Ramniranjan Jhunjhunwala

## **Semester – IV: INDUCTIVE LOGIC (UPLTS-401)**

**Course Objectives:** The course aims at providing students with the basic skills and knowhow of the discipline of Inductive Logic. They are expected to acquaint themselves with the primary concepts and theories of Inductive logic and are expected to learn the application of these concepts in solving real life problems.

### **Unit 1: Introduction**

- 1.1 Meaning of Induction
- 1.2 Kinds of Induction
- 1.3 Uses of Induction
- 1.4 Inductive vs Deductive Reasoning

### **Unit 2: Inductive Reasoning: Core Concepts**

- 2.1 Law of Uniformity of Nature
- 2.2 Law of Universal Causation
- 2.3 Hypothesis
- 2.4 Kinds of Hypothesis

### **Unit 3: Problem Solving – I**

- 3.1 Informal Fallacies
- 3.2 Appeal to Emotion
- 3.3 Hasty Generalization

### **Unit 4: Problem Solving – II**

- 4.1 Method of Agreement
- 4.2 Method of Difference
- 4.3 Method of Concomitant Variation

**Course Learning Outcomes:** The students will be able to demonstrate the knowledge of the basic skills and knowhow of the discipline of Inductive Logic. They will be able to understand the primary concepts and theories of Inductive logic and will be able to apply these concepts to solve real life problems.

**Books recommended:**

1. Text Book of Inductive Logic – Bholā Nath Roy
2. Inductive Logic – Dr. Balkrishna S. Pandit
3. Introduction to Logic – Irving M. Copi
4. Introduction to Logic and Scientific Methods – Cohen and Nagel
5. Elements of Logic (Deductive & Inductive) and Scientific Methods – Joseph STA Maria & Ramniranjan Jhunjhunwala

**Semester-V: DISCIPLINE SPECIFIC ELECTIVE COURSE (Option –I)**

**CONTEMPORARY PHILOSOPHY (WESTERN AND INDIAN**

**(UPLTDSE-501)**

**Course Objectives:** The course aims at introducing the students to the chief issues and debates in the field of contemporary philosophy. Through a careful selection of themes and thinkers of Western as well as Indian thought, it aims at making the students familiar with the trajectory of contemporary philosophical thought.

**Unit-I            Pragmatism**

- 1.1 Pragmatism –its origin as a school of Philosophy
- 1.2 Chief characteristics of Pragmatism
- 1.3 Meaning of Philosophy from the pragmatic point of view
- 1.4 Instrumentalism (John Dewey)
- 1.5 Concept of Truth (William James)

**Unit-II            Existentialism**

- 2.1 Origin and chief characteristics of Existentialism
- 2.2 stages of Existence (Soren Kierkegaard)
- 2.3 Existence Precedes Essence (Jean-Paul Sartre)
- 2.4 Concept of Human Freedom (Jean-Paul Sartre)

**Unit-III           Logical Positivism**

- 3.1. Origin and Development of Logical Positivism
- 3.2 Aims of Logical Positivism
- 3.3 Elimination of Metaphysics (A. J. Ayer)
- 3.4 Principle of Verification (A. J. Ayer)

**Unit-IV           Neo – Realism**

- 4.1 Meaning and Chief Features of Neo-Realism
- 4.2 Refutation of Idealism (G. E. Moore)
- 4.3 Theory of Sense-data (Bertrand Russell)
- 4.4 Theory of Description (Bertrand Russell)

## **Unit-V          Indian Philosophy**

- 5.1 Humanism – S. Vivekananda
- 5.2 Concept of Non-violence – Mahatma Gandhi
- 5.3 Theory of Evolution – Sri Aurobindo
- 5.4 Religion of Man – Rabindranath Tagore

**Course Learning Outcomes:** The students will be able to understand the chief issues and debates in the field of contemporary philosophy. They will be able to demonstrate their knowledge of the trajectory of contemporary philosophical thought.

### **Books recommended:**

1. The Chief Currents of Contemporary Philosophy – D. M. Dutta
2. Pragmatism and Other Essays – William James
3. Reconstruction in Philosophy – John Dewey
4. Six Existentialists Thinkers – A. J. Blackham
5. Language, Truth and Logic – A. J. Ayer
6. The Problems of Philosophy – Bertrand Russell
7. English Philosophy Since 1900 – G. J. Warnock
8. History of Modern Philosophy – Benn
9. Theory and Practice: An Introduction to Philosophy – Gerald Runkle
10. Contemporary Indian Philosophy – Basant Kumar Lal
11. Contemporary Indian Philosophy – T. P. M. Mahadevan
12. Contemporary Indian Philosophy – Chatterjee Margaret



## **DISCIPLINE SPECIFIC ELECTIVE COURSE (Option – II) [Semester-V]**

### **PHILOSOPHY OF SCIENCE (UPLTDSE-502)**

**Course Objectives:** Philosophy of science is one of the most recent and the fastest growing branches of philosophy. This course provides the students with a basic overview of the fundamentals of the discipline as well as some of the chief issues it engages with.

#### **Unit-I Introduction**

- 1.1 Meaning and Development of Science
- 1.2 Meaning of Philosophy of Science
- 1.3 Science and Scientific Methods
- 1.4 Postulates of Science

#### **Unit- II Science and other Disciplines**

- 2.1 Science and Philosophy
- 2.2 Science and Religion
- 2.3 Science and Human Values
- 2.4 Science and Society

#### **Unit-III Scientific Reasoning**

- 3.1 Induction – Meaning and Types of Induction
- 3.2 Hypothesis – Meaning and Criteria of a good Hypothesis
- 3.3 Probability – Meaning and Types of Probability
- 3.4 Reasoning by Analogy

#### **Unit-IV Causal Connection and Methods of Experimental Inquiry**

- 4.1 Meaning and nature of Causal Connection
- 4.2 Method of Agreement
- 4.3 Method of Difference
- 4.4 Joint Method of Agreement and Difference
- 4.5 Method of Concomitant Variations
- 4.6 Method of Residues

## **Unit-V            Explanation in Science**

- 5.1. Meaning of Scientific Explanation
- 5.2. Hempel's Model of Explanation
- 5.3. Explanation and Causation
- 5.4. Explanation and Reduction

**Course Learning Outcomes:** The students will be able to understand the fundamentals of the discipline of Philosophy of Science. They will also be able to demonstrate their understanding of the chief issues in Philosophy of Science.

### **Books recommended:**

- 1. Philosophy of Science – A Very short Introduction – Samir Okasha
- 2. An Introduction to Philosophy of Science – Anthony O' Hear
- 3. Philosophy of Science – P. Frank
- 4. Introduction to Logic and Scientific Methods – Cohen and Negel
- 5. The Range of Philosophy: Introductory Readings – Harold H. Titus & Maylon H. Hepp

## **SKILL ENHANCEMENT COURSE (Semester-V)**

### **SYMBOLIC LOGIC (UPLTS-501)**

**Course Objectives:** The course aims at introducing the students to the basic concepts and tools of the discipline of Symbolic Logic. They are expected to understand and appreciate the different logical devices and learn their application in philosophical discourse.

#### **Unit-I Introduction**

- 1.1 Use of Symbols in Logic
- 1.2 Logical Connectives: Negation, Conjunction, Disjunction, Implication and Equivalence
- 1.3 Punctuation Marks: Parentheses, Bracket & Braces

#### **Unit- II Statements and Arguments**

- 2.1 Statement Forms
- 2.2 Argument Forms
- 2.3 Rules of Inference

#### **Unit-III Problem Solving – I**

- 3.1 Symbolization of Simple Statements
- 3.2 Symbolization of Complex Statements

#### **Unit-IV Problem Solving – II**

- 4.1 Construction of Truth Table - its Method
- 4.2 Tautology
- 4.3 Contradiction
- 4.4 Contingency

**Course Learning Outcomes:** The students will be able to demonstrate their knowledge of the basic concepts and tools of the discipline of Symbolic Logic. They will be able to demonstrate their understanding of the different logical devices and will be able to apply these tools in the philosophical discourse.

**Books recommended:**

1. Symbolic Logic (Fifth Edition) – Irving M. Copi
2. An Introduction to Symbolic Logic – S. K. Langer
3. Logic as a Tool – V. Gorando
4. Introduction to Symbolic Logic – A. H. Basson & D. J. O'Connor
5. Logic – S. Baronett & M. Sen

## **GENERIC ELECTIVE COURSE (Semester-V)**

### **INDIAN ETHICS (UPLTGE-501)**

**Course Objectives:** The course aims at introducing to the students the broad themes and issues at work in Indian Ethics. The course aims at giving to the students an understanding of the ethics theories in Indian Orthodox and Heterodox traditions, as well as the ethics of the Bhagavad Gita.

#### **Unit-I Introduction**

1.1 Indian Ethics: Origin and Sources

1.2 Basic Concepts of the Vedic and the Upanishadic World-view

(i) Rta (the Cosmic order)

(ii) Rna (Duty/Obligation)

(iii) Purusharthas (The Vedic Value System)

1.3 Dharma (the Central Principle of Indian Ethics) – Its meaning, definition and classification

#### **Unit-II Ethics in Dharma Shastras**

2.1 Varna Dharma

2.2 Ashram Dharma

2.3 Duties relating to Varnas and Ashrams

#### **Unit-III Ethics of Heterodox Systems**

(A) Ethics of Jainism:

3.1 Anuvratas

3.2 Mahavratas

(B) Ethics of Buddha:

3.3 Four Noble Truths

3.4 Eight-fold Path

#### **Unit-IV Ethics of Bhagavad Gita and Patanjali's Yoga**

4.1 Nishkama Karma (Bhagavad Gita)

4.2 Svadharma (Bhagavad Gita)

4.3 Yama And Niyama (Pantanjali's Yoga)

**Course Learning Outcomes :** The students will be able to demonstrate their knowledge of the broad themes and issues at work in Indian Ethics. They will be able demonstrate their knowledge and understanding of the ethical theories in Indian Heterodox traditions, as well as of the ethics of the Bhagavad Gita.

**Books recommended:**

1. A Modern Introduction to Indian Ethics – S. S. Barlingay
2. Ethical Philosophies of India – Ishwar Chandra Sharma
3. The Ethics of the Hindus – S. K. Maitra
4. Yoga Philosophy in Relation to Other Systems of Indian Thought – Dasgupta
5. The Ethics of the Gita –G. W. Kaveeshwar

## **Semester-VI:**

### **I. DISCIPLINE SPECIFIC ELECTIVE COURSE (Option – I)**

#### **INDIAN PHILOSOPHY (UPLTDSE-601)**

**Course Objectives:** The course has been designed to introduce to the students the main concepts and theories within the broad framework of Indian philosophy. They are expected to appreciate the distinctions as well as the commonalities between the various schools of Indian philosophy, and grasp their chief metaphysical and epistemological standpoints.

#### **Unit- I: Introduction**

- 1.1 The Four Vedas and their parts – A Brief Introduction.
- 1.2 Classification of Schools of Indian Philosophical Thought.
- 1.3 Common Characteristics of Indian Philosophical Systems.

#### **Unit-II: Heterodox Systems**

- 2.1 Buddhism – Four Noble Truths, Eight-fold Paths.
- 2.2 Jainism – Theory of Knowledge
- 2.3 Charvaka – Concept of world, Soul and God.

#### **Orthodox Systems**

#### **Unit-III: Nyaya – Vaisheshika**

- 3.1 Nyaya – Theory of Pramanas: Pratyaksa, Anuman, Upmana and Shabda.
- 3.2 Vaisheshika – Padarthas: Bhava and Abhava.

#### **Unit-IV: Sankhya – Yoga**

- 4.1 Satkaryavada (Sankhya).
- 4.2 Prakriti – its constituents and evolutes (Sankhya).
- 4.3 Astangmarga (Yoga),

#### **Unit- V: Mimamsa – Vedanta**

- 5.1 Theory of Pramanas (Mimamsa).
- 5.2 Saguna and Nirguna Brahman (Sankara).
- 5.3 Concept of Bondage and Liberation (Ramanuja).

**Course Learning Outcomes:** The students will be able to demonstrate their understanding of the main concepts and theories within the broad framework of Indian philosophy. They will be able to demonstrate their knowledge of the distinctions as well as the commonalities between the various schools of Indian philosophy, and will be able to demonstrate their understanding of the chief metaphysical and epistemological standpoints in Indian Philosophy.

**Books recommended:**

1. Indian Philosophy Vols I & II – S. Radhakrishnan
2. History of Indian Philosophy Vols I & II – J. N. Sinha
3. Indian Philosophy – S. N. Dasgupta
4. Indian Philosophy – R. N. Sharma
5. Indian Philosophy – P. Jain
6. Indian Philosophy – Balkrishna S. Pandit
7. Indian Philosophy Today – N. K. Devaraja
8. Essentials of Indian Philosophy – M. Hiriyanna
9. Outlines of Indian Philosophy – M. Hiriyanna
10. Introduction to Indian Philosophy –Chatterjee & Dutta
11. A Critical Survey of Indian Philosophy – C. D. Sharma
12. Foundations of Indian Philosophy – Balbir Singh
13. Six Systems of Indian Philosophy – M. M. Agrawal
14. Six Systems of Indian Philosophy – Max Mullers



## **DISCIPLINE SPECIFIC ELECTIVE COURSE (Option – II) [Semester-VI]**

### **CONTEMPORARY MORAL PHILOSOPHY (UPLTDSE-602)**

**Course Objectives:** The course aims at providing the students with the primary debates and issues at work in the field of contemporary moral philosophy. The students are expected to familiarize themselves with contemporary moral philosophers and their theories, and evaluate them against one another.

#### **Unit-I Introduction**

- 1.1 Meaning and nature of Moral Philosophy
- 1.2 Problems of Moral Philosophy
- 1.3 Meaning and Types of Morality
- 1.4. Types of Contemporary Moral Theories

#### **Unit-II Logical Positivism**

- 2.1 The General Character of Logical Positivism
- 2.2 Rudolf Carnap (Emotivism)
- 2.3 A. J. Ayer (Emotivism)
- 2.4 C. L. Stevenson (Language Analysis)

#### **Unit-III Deontological Theories of Morality**

- 3.1 The General Character of Deontological Theories
- 3.2 H. A. Prichard (Act-deontology)
- 3.3 Immanuel Kant (Rule-deontology)
- 3.4 W. D. Ross (Rule-deontology)

#### **Unit-IV Teleological Theories of Morality**

- 4.1 The General Character of Teleological Theories
- 4.2 Jeremy Bentham (Hedonism)
- 4.3 J. S. Mill (Utilitarianism)
- 4.4 John Dewey (Consequentialism)

#### **Unit-V Moral Reasoning**

- 5.1 Moral Reasoning – Meaning and its Logic
- 5.2 R. M. Hare – Principles and their Justification

5.3 Kurt Baier – Practical Reasoning and the moral point of view

5.4 Immanuel Kant – Principle of Universalizability

**Course Learning Outcomes:** The students will be able to demonstrate their understanding of the primary debates and issues at work in the field of contemporary moral philosophy. They will be able to show their knowledge of the contemporary moral philosophers and their theories, and will be able to evaluate these theories against one another.

**Books recommended:**

1. Problems of Moral Philosophy – Paul W. Taylor
2. Moral Philosophy – D. D. Raphael
3. Modern Moral Philosophy – W. D. Hudson
4. An Introduction to Moral Philosophy – Dr.Preeti Tripathi
5. Ethics and Moral Philosophy – Mahendra Chaturvedi
6. Contemporary Ethical Theories – T. E. Hill
7. Ethics: Inventing Right and Wrong – J. L. Mackie
8. Ethics – William K. Frankena
9. Ethics and the Limits of Philosophy – Bernard Williams
10. Ethics: Theory and Contemporary Issues – Barbara Mackinnon

## **SKILL ENHANCEMENT COURSE (Semester-VI)**

### **PHILOSOPHY OF YOGA (UPLTS-601)**

**Course Objectives:** This course is designed to acquaint students with the theoretical as well as practical dimensions of Yoga. It aims at encouraging the students to master and employ the skills inherent in various Yogic practices to facilitate a harmonious development of body and mind.

#### **Unit-I Introduction**

1.1 Yoga: Meaning and Sources

1.2 Kinds of Yoga

#### **Unit-II Yoga in Bhagavad Gita**

2.1 Jnanayoga

2.2 Bhaktiyoga

2.3 Karmayoga

#### **Unit-III Applied Yoga -I**

3.1 Patanjali's Yoga

3.2 Ashtanga Marga

#### **Unit-IV Applied Yoga –II**

4.1 Vipassana

4.2 Mindfulness

**Course Learning Outcomes:** The students will be able to demonstrate their understanding of the theoretical as well as practical dimensions of Yoga. They will be able to master and employ the skills inherent in various Yogic practices to facilitate a harmonious development of body and mind.

**Books recommended:**

1. Yoga Philosophy in Relation to Other Systems of Indian Thought – Dasgupta
2. The Ethics of The Gita – Kaveeshwar, G. W.
3. Buddhist Yoga : A Comprehensive Course – Claery, T.
4. Yoga Philosophy of Patanjali – H. Aranya

## **GENERIC ELECTIVE COURSE (Semester-VI)**

### **APPLIED ETHICS (UPLTGE-601)**

**Course Objectives:** The course is designed to introduce to the students the practical applications of the discipline of Ethics. The students are also expected to inculcate skills in identifying the ethical dilemmas and paradoxes at work within contemporary ethical debates.

#### **Unit- I Introduction**

- 1.1 Meaning of Applied Ethics
- 1.2 Origin and Development of Applied Ethics
- 1.3 Kinds of Applied Ethics

#### **Unit- II Environmental Ethics**

- 2.1 Meaning and its problems:
- 2.2 Global Warming
- 2.3 Ozone Depletion
- 2.4 Conservation of Biodiversity
- 2.5 Animal Rights

#### **Unit-III Bio-ethics**

- 3.1 Meaning and its problems:
- 3.2 Euthanasia – Meaning and Types of Euthanasia
- 3.3 Stem Cell Research (SCR)
- 3.4 Cloning – Meaning and types of Cloning
- 3.5 Genetic Engineering

#### **Unit-IV Legal Punishment**

- 4.1 Meaning and Moral Justification of Punishment
  - (i) The Deterrent Theory
  - (ii) The Retributive Theory
- 4.2 Death Penalty –
  - (i) The Deterrence Argument
  - (ii) The Retributivist Argument

**Course Learning Outcomes:** The students will be able to demonstrate their understanding of the practical applications of the discipline of Ethics. They will be able to inculcate skills in identifying the ethical dilemmas and paradoxes at work within contemporary ethical debates.

**Books recommended:**

1. Ethics: Theory and Contemporary Issues – Barbara Mackinnon
2. Environmental Ethics – Joe Walker
3. Bio-Ethics – Shweta Singh and SmitaSahu