DEPARTMENT OF PHILOSOPHY

M.A. - PHILOSOPHY

SYLLABUS

Effective from the Academic Year 2016-2017
# RESTRUCTURING-2016 (2016-17 batch ONWARDS)

**PG - Arts / Science / Commerce / Social Work**

<table>
<thead>
<tr>
<th>Part</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer Vacation</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Total Hours</th>
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<tr>
<td><strong>Major Core (MC)</strong></td>
<td>30(20 C)</td>
<td>24(20 C)</td>
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<td>20(15 C)</td>
<td>30(24 C)</td>
<td>104(79 C)</td>
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<tr>
<td><strong>Elective Subject (ES)</strong></td>
<td>– –</td>
<td>4(3 C)</td>
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<td>4(3 C)</td>
<td>– –</td>
<td>8(6 C)</td>
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<td><strong>Inter-Disciplinary (ID)</strong></td>
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<td>6(5 C)</td>
<td>– –</td>
<td>6(5 C)</td>
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<tr>
<td><strong>Self study Paper (SSP)</strong></td>
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<td>3 to 4 weeks</td>
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<td>(2 C)</td>
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<tr>
<td><strong>Summer Training Program (STP)</strong></td>
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<td>– –</td>
<td>3 to 4 weeks (1 C)</td>
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<td>(1 C)</td>
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<tr>
<td><strong>Life Skills Training (LST)</strong></td>
<td>– –</td>
<td>2h + 2h# (2 C)</td>
<td>– –</td>
<td>– –</td>
<td>– –</td>
<td>2+2# (2 C)</td>
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<tr>
<td><strong>Extension Activities</strong></td>
<td>LEAP</td>
<td>LEAP(3 C)</td>
<td></td>
<td>– –</td>
<td>– –</td>
<td>(3 C)</td>
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<tr>
<td><strong>Total Hours (Total Credits)</strong></td>
<td>30 (20 C)</td>
<td>30+2# (23+5 C)</td>
<td>–(1 C)</td>
<td>30 (23+2 C)</td>
<td>30 (24 C)</td>
<td>120+2# (90+6+2*)C</td>
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Note: A theory paper shall have 5 to 6 contact hours and a practical session shall have 3 to 5 contact hours.
New format of the subject codes from the 2016 regulation

Subject codes are 10 characters long:

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- 1st & 2nd digits – last two digits of regulation year in YY format (If 2016, it will be 16).
- 3rd alphabet: U – UG / P – PG / M – M.Phil. / D – Ph.D.
- 4th & 5th alphabets: department wise program code (example – MT / CO / HT…..)
- 6th digit: Semester for UG/ PG / M.Phil. and year for Ph.D.
- 7th & 8th alphabet: Category of paper or group of category of papers (GE/RL/OL/HE/OR/AL /ES/SK/MS/CM/CC/ ……)
- 8th & 9th digits: subject number range (01 to 99).

For example,

Example 1: 16UCH1MC01
16 – Admitted in 2016
U – UG student
CH – Chemistry Student
1 – 1st Semester subject
MC01 – Major paper

Example 2: 16PCO2ID01
16 – Admitted in 2016
P – PG student
CO – Commerce Student
2 – 2nd Semester subject
ID01 – Inter disciplinary paper

- For subjects which are carried forward from one regulation to the next, the first two digits representing the regulation alone will change.
- Subjects which are not carried forward from one regulation to the next, will not appear in the new regulation.
- For new subjects which need to be added to a regulation, a new subject code must be created in continuation of the last created code under that type/category.
- Subject codes which are identical (except for the first two digits which represent the regulation year) are treated as equivalent for the purpose of syllabus / question paper setting / conducting examination / etc.
# RESTRUCTURED TEMPLATE (2016)
## M.A. PHILOSOPHY

<table>
<thead>
<tr>
<th>S. NO</th>
<th>SUBJECT CODE</th>
<th>SUBJECT TITLE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>16PPL1MC01</td>
<td>Classical Systems of Indian Philosophy</td>
</tr>
<tr>
<td>2</td>
<td>16PPL1MC02</td>
<td>History of Western Philosophy-I</td>
</tr>
<tr>
<td>3</td>
<td>16PPL1MC03</td>
<td>Philosophy of Human Communication</td>
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<td>4</td>
<td>16PPL1MC04</td>
<td>Logic and Philosophical Inquiry</td>
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<td>5</td>
<td>16PPL2MC01</td>
<td>Epistemology</td>
</tr>
<tr>
<td>6</td>
<td>16PPL2MC02</td>
<td>Contemporary Indian Christian Thought</td>
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<tr>
<td>7</td>
<td>16PPL2MC03</td>
<td>Hermeneutics and Deconstruction</td>
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<td>8</td>
<td>16PPL2MC04</td>
<td>History of Western Philosophy-II</td>
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<td>9</td>
<td>16PPL2ES01</td>
<td>The Philosophy of Popular Religiosity</td>
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<td>10</td>
<td>16PPL2ES02</td>
<td>Philosophy of Education</td>
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<td>11</td>
<td>16PPL2ES03</td>
<td>Philosophy of Liberation</td>
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<td>12</td>
<td>16PHE2FC01</td>
<td>LIFE SKILLS TRAINING</td>
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<td>13</td>
<td>16PPL3MC01</td>
<td>Metaphysics</td>
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<td>14</td>
<td>16PPL3MC02</td>
<td>Contemporary Indian Thought: Philosophical Perspectives</td>
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<tr>
<td>15</td>
<td>16PPL3MC03</td>
<td>Philosophy of Science</td>
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<td>16</td>
<td>16PPL3ID01</td>
<td>Moral Philosophy</td>
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<td>17</td>
<td>16PPL3ES01</td>
<td>Indian Tribal philosophy</td>
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<td>Course Code</td>
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<td>18</td>
<td>16PPL3ES02</td>
<td>Eco-philosophy</td>
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<td>19</td>
<td>16PPL3ES03</td>
<td>Intercultural Philosophy</td>
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<tr>
<td>20</td>
<td>16PZO3TP01</td>
<td>SUMMER TRAINING PROGRAMME</td>
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<tr>
<td>21</td>
<td>16PPL4MC01</td>
<td>Philosophy of Religion</td>
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<td>22</td>
<td>16PPL4MC02</td>
<td>Vedanta</td>
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<td>23</td>
<td>16PPL4MC03</td>
<td>Philosophical Psychology</td>
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<td>24</td>
<td>16PZO4PJ01</td>
<td>PROJECT AND VIVA VOCE</td>
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Objectives

1. To Trace the growth of Indian schools of thought
2. To understand the basic insights of each school
3. To compare and contrast the ancient with modern forms thinking

I. The Origin of Indian Philosophy and its systematization (*darsanas*):
   a. The meaning of Philosophy in Indian traditions
   b. The nature and scope of Indian Philosophy

II. Nyaya – Vaisesika:
   a. The theory of *Padarthas*
   b. Nyaya theory of knowledge
   c. The theory of causation; atomic theory.

III. Samkhya–Yoga
   a. The Samkhya theory of evolution and the 25 categories
   b. The eight limbs of yoga
   c. The process of integration and liberation; *Yoga* and contemporary culture.

IV. The Purva Mimamsa
   a. Sources of knowledge
   b. The importance of *sabda pramana*
   c. The *apauruseya* of the Vedas; their contribution to the philosophy of language.
V. **Jaina Philosophy**

a. The life and teaching of Mahavira

b. The theory of knowledge, ethics and liberation

c. Jainism and the concept of non-violence

**Books for Study**

- Frauwallner, *History of Indian Philosophy, 2 Volumes* Motilal Banarsidas, Delhi, 1973

**Books for Reference**

- Radhakrishnan, *Indian Philosophy*, (two volumes) George Allen and Co., 1929
- Raju, P.T., *Structural Depths of Indian Thought*, South Asian Publishers, New Delhi, 1985
- Stevenson, S., *The Heart of Jainism*, Munshiram, New Delhi, 1984

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16PPL1MC02  HISTORY OF WESTERN PHILOSOPHY PART I

SEMESTER    I  CREDITS    5
CATEGORY    MC(T)  NO.OF HOURS/ WEEK  5

Objectives:

1. To make students familiar with the treasures of Western Philosophical Tradition
2. To enable them to have first-hand knowledge of some classical texts of Western tradition.
3. To make them understand and evaluate contemporary and the solutions suggested by the philosophers

I. The Greek Philosophy: The Early Greek Philosophy- The Milesian School, Pythagorean School, Eleatic School, The Pluralists, The Atomists & The Sophists; The Greek Philosophy- Socrates; Plato and Aristotle

II. Hellenism, Medieval Scholasticism & The Renaissance

Hellenistic Philosophy – Epicureanism & Stoicism; Medieval/ Scholastic Philosophy - Augustinian Philosophy ; Rise of Scholasticism- St. Anselm of Canterbury, Later Scholasticism - St. Thomas Aquinas; The Renaissance-Zwingli’s Humanism and Luther’s Reformed Theology.

III. Modern Western Philosophy: Emergence of Mechanism and Rationalism

Rene Descartes’ Meditations on First Philosophy; Thomas Hobbes’ Political Philosophy, Baruch Spinoza’s Pantheism & Gottfried Wilhelm Leibniz’s “Monads”
IV. The Age of Enlightenment and the British Empiricism

John Locke’s theory of Mind, Social Contract & the notion of Self; David Hume’s Radical Philosophical Empiricism, Skepticism & Naturalism; George Berkeley’s Subjective Immaterialism/Idealism & Treatise Concerning the Problem of Human Knowledge

V. The Kantian Philosophy

Immanuel Kant’s Philosophy - Critique of Pure Reason, Perpetual Peace; The Categorical Imperatives.

Books for Study

6. Price, Joan A., Philosophy Through the Ages, Australia: Wadsworth, 2000

Books for Reference


**16PPL1MC03 PHILOSOPHY OF HUMAN COMMUNICATION**

**SEMESTER** I  **CREDITS**  5  
**CATEGORY** MC(T)  **NO. OF HOURS/WEEK**  5

**Objectives**

a. To give the students a glimpse of what human communication is and the philosophy behind communication
b. To make the student to reflect on different theories of communication as well as the philosophical foundation of theory

c. To acquaint the students with a tool to understand the media scene of India and practically look at news and entertainment

Course Contents


II. Critical cultural theories: Marxist theory – Neo-Marxism-Marshall McLuhan: The medium is the message and massage – Agenda Setting theory – Challenges from cognitive and biological science – Globalization and the media – Globalization problems and the role of media in globalization

III. Symbolic Interactionism of George Herbert Mead – Coordinated management of meaning (CMM) – Expectancy violations theory – interpersonal deception theory – Application of theory and philosophical reflections

V. Semiotics – Feminist theories – Technological Determinism – Cultural Studies – Application of theory and philosophical reflections

**Books for Study**


**Books for Reference**


17. Frederick Williams, *Technology and Communication Behaviour*,

**16PPL1MC04 LOGIC AND PHILOSOPHICAL INQUIRY**

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**Objectives**

1. To introduce the students to key concepts of philosophy
2. To enable them to think logically
3. To familiarize them with methodological skills
1. **Introduction to Philosophy:**
The definition, meaning, scope and subject matter of philosophy - the main branches of philosophy - Philosophical attitudes, motives for doing philosophy - characteristics of philosophy - schools of philosophy.

2. **Formal Logic**
Definition, meaning- units of arguments - terms, definition, proposition, inference -mediate and immediate inference. Dilemma and fallacies.

3. **Symbolic Logic:** the transition to modern logic; constants and variables; truth tables, propositional and predicate logic.

4. **Indian Systems of Logic:** Hindu, Buddhist and Jaina Logic.

5. **Research Methodology:** General directions on writing the dissertation, thesis and steps in writing; research design, language and style; sectional arrangement, regulations on quotations, documenting sources, preparing bibliography.

**Books for Study**

**Books for Reference**
10. Perumalil Augustine, An Invitation to Philosophy, Delhi, ISPCK, 2001

16PPL2MC01 EPISTEMOLOGY

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Objectives:

1. To help the students to acquaint themselves with the epistemological problems faced by philosophers.
2. To understand that the human mind is capable of arriving at the truth.
3. To become familiar with the philosophical issues of truth, error, and certainty.

I. The meaning of Epistemology

a. Clarifying basic terms in Epistemology
b. Value and Varieties of knowledge
c. The Cognitional Structure of Bernard Lonergan

II. The Problem of Knowledge

b. A historical review of some theories of knowledge: Plato, Aristotle,
c. Augustine, Descartes, Locke, Hume, Kant.
III. Sources of Knowledge: Their importance and limitations
a. Perception: Direct and representative theories
b. Authority, tradition, beliefs
c. Reason: Introduction and deduction
d. Intuition

IV. The problem of Truth, Evidence and Certitude
a. The root causes of skepticism
b. Methodological and dogmatic skepticism
c. Relativism and its consequences

V. Indian Epistemology
a. Sources of knowledge in the Indian tradition (six pramanas)
b. Validity of knowledge, causes of error
c. Vedanta paribhasa

Books for Study
3. Plato, Republic, Phaedo, Theaetetus, Meno (relevant portions only).

Books for Reference


**16PPL2MC02 CONTEMPORARY INDIAN CHRISTIAN THOUGHT**

**SEMESTER**  I  **CREDITS**  5  
**CATEGORY**  MC(T)  **NO.OF HOURS/ WEEK**  5  

**Objectives**

a. To introduce the students to the way faith and reason are interrelated.
b. To give a chance to the students to look into what some leading Indian Christians think about the fundamental themes, like God, world and humans.

c. To help the students acquaint themselves with the need for ecumenical movements, inculturation, and inter-religious dialogues in India where pluralism of all kinds is the fact of life.

Course Contents


III. Brahmabandhav Upadhyay: Resume of Life and Thought, Constructing a Hindu ‘Platform’ of Belief and Practice, National Greatness, India’s Downfall, The One-centeredness of Hindu Race, Christianity in India.


V. Textual Studies

(1) M. M. Thomas: Salvation and Humanization

(2) Brahmabandhav Upadhyay:

From: The Writings of Brahmabandhav Upadhyay, Vol. 1

Introduction: Brahmabandhav Upadhyay (1861 – 1907):
A Resume of his Life and Thought, pp. Xiv – Xlvi.

From: The Writings of Brahmabandhav Upadhyay, Vol. 2

a. National Greatness, pp. 60 – 70.

b. India’s Downfall, pp. 141 – 153.

c. The One-Centeredness of Hindu Race, pp. 114 – 126.

(3) Raimundo Panikkar: *The Intrareligious Dialogue*

**Reading Materials**

**Primary Sources**

1. M.M. Thomas

   (1) *The Christian Response to the Asian Revolution* (1966)
   (3) *Salvation and Humanization* (1971)
   (6) *A Diaconal Approach to Indian Ecclesiology* (1995)

1. **Brahmabandhav Upadhyay**

   **Primary Sources**
   

   **Secondary Sources**
   
   

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Journals


3. **Raimundo Panikkar**

**Primary Sources**

(1) *The Intrareligious Dialogue* (1978)

(2) *Myth, Faith and Hermeneutics: Cross-cultural Studies* (1979)


**Books for Reference**


III. -----, *Beyond Inculturation: Can the Many Be One?* (1998)


V. -----, *Beyond Settled Foundations: The Journey of Indian Theology* (1993)
Objectives:

1. To expose the students to Hermeneutic turn in contemporary philosophy
2. To help them to become familiar with a few foundational texts in Hermeneutics
3. To enable the students to relate Hermeneutics to contemporary life

I. WHAT IS HERMENEUTICS?

a) Etymology and definition, myth of Hermes;

b) basic concepts in Hermeneutics with special reference to meaning, interpretation, understanding, Hermeneutics circle;

c) types of Hermeneutics;

d) Characteristics of modern and Indian Hermeneutics.

II. ROMANTIC AND ‘TEXT-CENTERED’ TRADITIONS IN HERMENEUTICS

a) Schleiermacher-General Hermeneutics

b) William Dilthey-Hermeneutics and Human Sciences

c) ‘Text-centered traditions’ – Meaning of Text; Speech-Acts; Distanciation

III. MAJOR HERMENEUTICIANS

a) Martin Heidegger: Dasein as the interpretative understanding

b) Hans-Georg Gadamer: Hermeneutics of tradition
c) Paul Ricoeur: Hermeneutics of suspicion

IV. HERMENEUTICS AND DECONSTRUCTION

a) Hermeneutics and postmodernism: modernism and postmodernism; rejection of the enlightenment appeal to reason;

b) Reader-response theory literary theory, literary Hermeneutics, the death of the author

c) Hermeneutics and Deconstruction: Derrida-writing and difference

V. SUBALTERN HERMENEUTICS

a. Meaning of the term subaltern-critical consciousness – subaltern agency


BOOKS FOR STUDY


BOOKS FOR REFERENCE


Objectives:

1. To make the students aware of the role and importance of Contemporary Western Philosophy
2. To enable them realize the importance of philosophical questions that has far-reaching impact on our current ways of life

Unit I: Absolute Idealism & Dialectical Materialism:
Hegel’s understanding of dialectic; Philosophy of Spirit; Marx’s understanding of dialectic and its ideological impacts today.

Unit II: Existentialism: Søren Kierkegaard’s dialectic of Man, Truth as Subjectivity; Jean-Paul Sartre- the Ontological Categories, Freedom and Inter-subjectivity; Gabriel Marcel-Creative Fidelity, Friedrich Nietzsche’s Nihilism, Perspectivism and Death of God.

Unit III: Philosophy of Language: Logical Positivism; Vienna Circle; Ludwig Wittgenstein (Early & later Wittgenstein).

Unit IV: Phenomenological Movement; Husserlian Phenomenology: Intentionality, Reduction, and features of Phenomenological method; Merleau-Ponty – the Phenomenology of Body, Emmanuel Levinas - the Face of the Other.

Unit V: Feminism: An Overview of Sexism; Gender and Sex; Gender as Socially Constructed, Class exploitation and Gender Justice; Feminism and Cultural Traditions; Streams of feminist thinking: Simone de Beauvoir (philosophical), Martha Nussbaum (Sociological), and Ecofeminism.
Books for Study


Books for Reference


**16PPL2ES01 THE PHILOSOPHY OF POPULAR RELIGIOSITY**

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**Objectives:**

1. To understand and to be aware of the phenomenon of Popular Religiosity in the Indian/Asian context.
2. To learn to interpret its significance for a multicultural and pluri-religious Indian/Asian context.
3. To develop critical tools for reflecting philosophically on the contemporary religious practices by exposing the students to 'popular religious contexts'.

I. **Defining the meaning of 'popular religiosity':** Various approaches in studying this phenomenon - Its relation to the folk, common and historical roots of the particular contexts.
II. **Popular Religiosity in India/Asia**: Illustrating popular religious practices as seen in popular devotions, feasts, pilgrimages, shrines and other religious and ritual practices in various parts of India/Asia.

III. **Articulating the philosophical quest and underpinnings of popular religiosity**: A philosophical analysis of popular religious phenomenon - questions raised and answers sought on God-World-Human, problem of evil and benevolence of the divine etc., as seen in actual popular religious practices in India/Asia.

IV. **Dialogue between popular religion and culture**: Expression of popular religiosity through myths and symbols - hence an inter-cultural study and understanding of popular religiosity by dialoguing with culture/cultures.

V. **A Field trip to any of the shrines or a popular religious event or a pilgrim centre**: Participatory Observation -selective use of field trip methodological tools - learning to philosophize critically in a popular religious context.

**Books for Study**


Books for Reference


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**16PPL2ES02 PHILOSOPHY OF EDUCATION**

**SEMINAR I**

**CREDITS** 5

**CATEGORY** MC(T)

**NO.OF HOURS/WEEK** 5

**Objectives**

a. A philosophical reflection on the notion of education and its aims.

b. To become critically aware of the Goals, objectives and prevalent theories of education.

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c. To enable the students to evaluate the thoughts of some prominent thinkers both Western and Indian traditions.

I. Basic concepts:
education, formation, vocational training, socialization in education. Aims goals and objectives of education.

II. a. The structure of learning theories:
Associationist theory, constructivism, Problem-solving theory and Connectionism. Operational theory of learning (Pavlov, Skinner), learning by model (Bandura), Cognitive learning. The role of Anthropology in education.

b. Methods of education:


IV. Ethical aspects of teaching and learning: as ethically normative action. Ethical behavior, learning to judge, conscience formation; moral development theories of Piaget and Kohlberg. Religion in Pedagogy.

V. Indian models: two ancient models: Guru-sisyaya model – apprentice model (qualification of the guru and sisya); Two modern models: Tagore and Krishnamoorthy; References to Ignatian Pedagogical Paradigm (IPP) and Current Educational Policies.
**Books for Study**


**Books for Reference**

16PPL2ES03 PHILOSOPHY OF LIBERATION

SEMESTER I CREDITS 5
CATEGORY MC(T) NO.OF HOURS/ WEEK 5

Objectives

1. It is aimed at the conscientization of the students by making them aware of contemporary problems and challenges that we face in India and the world at large.

2. To make them capable of philosophizing taking into consideration the concrete reality of oppression and the possibility of liberation. It

3. To familiarize the students with the thought of philosophers of liberation, such as Marx, Dussell, Fanon, Gandhi, Ambedkar, Periyar and others.

I. What is Philosophy of Liberation?


b. Social Analysis: Historical and structural, class and cultural–philosophical understanding of liberation, oppression, exploitation, violence, unjust structures, neo-colonialism, social justice.

II. Study of Enrique Dussel's

*Philosophy of Liberation* and its application to the Indian context.

III. Marxism as Praxis of Liberation

a. The main aspects of Marxism

b. Contemporary trends

c. Western Marxism and Indian Marxism

IV. Other Philosophers and Philosophies of Liberation

a. Franz Fanon

b. Mahatma Gandhi

c. B.R. Ambedkar

d. E.V.R. Periyar

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e. Sri Narayana Guru
f. Martin Luther King
g. Feminism

V. Textual Study: Selection from More than One Text

1. Karl Marx and F. Engels, *Manifesto of the Communist Party*
2. Paulo Freire, *Pedagogy of the Oppressed*
4. Franz Fanon, *Wretched of the Earth*

Books for Reference

16PHE2FC01 LIFE SKILLS TRAINING
SEMESTER II CREDITS 2
CATEGORY FC(T) NO.OF HOURS/ WEEK 2+2

OBJECTIVES OF PG SYLLUBUS

1. To improve and sustain the primal level of competence and performance of PG students through an advanced training of holistic development of oneself.

2. To empower through various skills and strengthen them to face the future life issues and challenges.

3. To equip them with practical and value based learning of soft skills for a better life in future.

INSIDE CLASS HOURS (2 hrs)

Unit – I: Constructing Identity

**Self Image** – Understanding self image – shadows down the lane – self acceptance - **Self Knowledge** – Knowing oneself - **Self confidence** – Guilt and grudges - Power of belief – positive thinking – optimizing confidence - **Self development** – perception, attitude and Behavioural change, developing a healthy and balance personality - **Self esteem** – signs - indicators

Unit – II: Capacity Building

**Motivation** – Definition, types (Intrinsic and Extrinsic), Theories (Maslow’s hierarchical needs, etc), Factors that affect motivation, Challenges to motivation, Strategies to keep motivated, motivational plan. **Time Management Skills**– steps to improve time management, overcoming procrastination, assessing and planning weekly schedule, challenges, goal settings, components of goal settings, consequences of poor time management, control of interruption and distractions.

Communication, public speaking, talents, creativity, learning,
Unit – III: Professional Skills


Unit – IV: Life Coping Skills

Life skills – Personal and reproductive Health, love, sex, marriage and family – family life education – Gender Equity - child bearing and Childrearing practices, Geriatric Care - adjustability Human Relationship – formal and informal - peer group – friends – same and other gender - family – Colleagues – community – emotional intelligence - Stress Coping skills – Definition of stress, strategies to alleviate stress, problem and emotion focused coping, techniques to reduce stress, stress reaction phases, crisis intervention steps, creating positive affirmations, Signs, Symptoms and Reactions of Stress.

Unit – V: Social Skills

Reference books

1. Healing Your Emotional Self: A Powerful Program to Help You Raise Your Self-Esteem, Quiet Your Inner Critic, and Overcome Your Shame by Beverly Engel
2. Self-knowledge and self-discipline by B. W. Maturin
3. Motivation: Biological, Psychological, and Environmental (3rd Edition) by Lambert Deckers
4. Getting Things Done: The Art of Stress-Free Productivity by David Allen
5. Managerial Skills in Organizations by Chad T. Lewis

OUTSIDE THE CLASS HOURS (2 hrs)

- Each student will choose either of the above-mentioned modules and is expected to undergo a training/workshop in that module.
- She/he will have to accomplish ten hrs outside the class hours to fulfill the 2 credits.

Methodology

Inputs, ABL model, Documentaries, group activities and Interaction, Special workshop by professionals.

Evaluation

There will be end test and a Project for ‘inside the class hours’. Viva Voce will be conducted for the ‘Outside the class hours’.

16PPL3MC01 METAPHYSICS

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Objectives:

1. To make students aware of the importance of the metaphysical quest
2. To enable them to develop critical awareness of the meaning of reality

~ 33 ~
3. To make the students appreciate the relevance of metaphysical reflection in the light of contemporary human experience

I MEANING OF METAPHYSICS
   a. The meaning and method of metaphysics
   b. Intellectual dynamism
   c. Being and Categories

II ANALOGY OF BEING AND PRINCIPLES OF BEING
   a. Meaning and types of analogy
   b. Principals of being
   c. Causality and critique of Causality

III CHANGE AND THE MEANING OF TRANSCENDENTALS
   a. Meaning and types of change
   b. Meaning of transcendental
   c. Metaphysical implications

IV THE NOTION OF BEING AND THE BEING OF THE HUMAN PERSON
   a. Meaning of person
   b. Freedom
   c. Person and intersubjectivity

V Text Study
   a. Immanuel Kant, Critique of Pure Reason, selections
   b. Aristotle, Metaphysics, Book XII, Chapter 8 and 9

Books for Study:

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**Books for Reference**


**16PPL3MC02 CONTEMPORARY INDIAN THOUGHT: PHILOSOPHICAL PERSPECTIVES**

**SEMESTER I CREDITS 5**
**CATEGORY MC(T) NO.OF HOURS/ WEEK 5**

**Objectives:**

1. To bring to the awareness of students ‘the influencing factors’ of Contemporary Indian Thought.
2. To acquaint the students with the ‘interplay of tradition and modernity’ in socio-political, religious, cultural realms of India.
3. To appreciate the legacy of Indian Constitution and to visualize India as ‘a nation-in-making’.

**I:** Characteristics of contemporaneity – Indian reformists’ movement – BrahmaSamaj – Christian reformists’ thinkers – Tilak’s Gīta Rahasya and Vivekananda’s *Practical Vedānta*.

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IV: The exclusivist (Sarvakar’s *Hindutva: Who is a Hindu?*, 1928) and the inclusivist (Amartya Sen’s *Identity and Violence: The Illusion of Destiny*, 2006) understanding of modern India - the minoritism and majoritarianism – *The Indian Constitution: Cornerstone of a Nation* (Granville Austin).


**Selected Texts:**

1. *Contemporary Indian Philosophy*, Basant Kumar Lal, Delhi, 1999.


**Related Articles/Public Lecture for reading:**


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Further reading:


16PPL3MC03 PHILOSOPHY OF SCIENCE

| SEMESTER | I | CREDITS | 5 |
| CATEGORY | MC(T) | NO.OF HOURS/ WEEK | 5 |

Objectives

a. To understand the nature, method and procedures of science and evaluate its significance so that the students gain a comprehensive understanding of scientific knowledge, including its strengths and limitations.

b. To understand the physical world (its origin, nature, deeper structure and possible end) in the light of the recent scientific insights and develop a credible view of the physical world.
Course Contents

I. Clarification of Relevant Terms and Examination of Different Views on the Nature of Science
   a. Meaning of the terms science, Philosophy of Science, Cosmology and their relationships.
   b. Views on the nature of science; Logical Positivist View – The Historical View of Science.

II. The Goal and Procedure of Science
   b. The procedure of science: Observation, Description, Explication, Reduction, Formulation of laws and theories, Experimental confirmation.

III. The Method of Science
   b. The philosophical problem of the inductive method; Nelson Goodman’s New Riddle of Induction.
   c. Classical attempts to solve the problem: Appeal to the success of induction and the uniformity of nature; Solutions proposed by Kant, P. Caws, W.D. Theobald, Harre & Madden, Realists of Aristotelian – Thomistic tradition, C.G. Hempel, Karl Popper and Bayes

IV. Conceptual Issues Associated with the World of Science
   a. Understanding spacio-temporal magnitude; Concepts of space, time, motion, place; special extension and
temporal duration and their measurement in philosophy and in modern science.

b. Causality, Determinism and Indeterminism in philosophy, classical physics, and quantum physics; Attempt to create a unified picture of the world combining classical physics with quantum physics.

V. The World Revealed by Science and Philosophy

a. Science and philosophy on the origin and the end of the universe; various world models

b. Different views on the ontological status of theoretical objects – Positivism, Realism, Qualified realism

c. The constitution of material reality: Reductionist view, Hylemorphism

d. The characteristics of the world (the complexity, immensity and finiteness) and the philosophical question: Can the world be self-explanatory?

Books for Study


Books for Reference


3. Coleman, James A. *Modern Theories of the Universe*, Signet

**16PPL3ES01 INDIAN TRIBAL PHILOSOPHY**

**SEMESTER** I **CREDITS** 5
**CATEGORY** MC(T) **NO.OF HOURS/ WEEK** 5

**Objectives :**

1. To understand the tribal way of being and becoming

~ 41 ~
2. To help the students unravel and appreciate the intricacies of the tribal way of concept formation: way of life, and relationship with the divine, the human, and the world.

I: A General survey and Characteristic Features of the Tribal People

1. Evolution of concepts: The tribe, the Adivasi, the Indigineous and the Autochthonous; the Scheduled Tribes (Constitution of India) from historical, political and social science perspectives.
2. Geographical and demographic distribution
3. Characteristic features of a tribe
4. Brief studies of some major tribes
5. The Tribal Worldview
   a) Emic and Etic approaches
   b) Description and understanding of the tribal world
   c) Creation: Time–space unity-Harmony and balance - Interdependence of all forms of life- “Need, not greed”-
   d) Clan – land – ritual continuum.

II : The Tribal Way of Life

Community-centered consciousness

Socializing institutions and process: Dhumkuria, Ghotul, Morung Fellowship: Akhra The tribal way of ethical living:
-Interpersonal relationship : Clan exogamy and tribe endogamy

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- Social sanctions: Taboos and totems
- Sense of right and wrong, good and evil
- Infringement and process of restoration

III: Tribal Hermeneutics and Epistemology

The tribal people come to relate with and to know about nature, human beings, the universe, the Supreme Being, and certain mysteries and realities of life through the following aspects of life: Rites and rituals – Myths and tradition – Taboos – Rites of Passage - Omens – Language, proverbs, wisdoms literature and riddles – Emergence of link languages among tribes, i.e. Sadri, Nagamise.

IV: Phenomenology of Tribal Religion

Belief System: the Supreme Being; Communitarian and communion Sense of the Sacred; unity of the sacred and the secular Spirit world: benevolent and malevolent spirits; totems, myths, omens Belonging to and growing in the tribe (community)

V: Tribal Issues and Challenges in the Contemporary Situation

Tribal people in transition: social, political, cultural

Tribal identity and globalization

Books for Study


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6. Tribal Myths According to the Uraon Tradition.


Books for Reference


9. Patnaik, Nityanad. Folklore of Tribal Communities: Oral Literature of the Santals, Kharias, Oraons and


16PPL3ES03 INTERCULTURAL PHILOSOPHY

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Objectives:

1. To understand the modern cultures from a philosophical perspective and to gain a comprehensive view of the interaction between them.
2. To understand the various challenges of interculturality, the many influences and effects of these exchanges between cultures.
3. To identify key philosophical issues that arise in interculturality and analyse them with the aid of a few philosophers.

CONTENTS:

I. Introduction: Different Definitions, Distinctions: Culture, Value, Civilizations, Identity, Diversity, Eurocentric Culture and Other Cultures,

III Conceptualization: Multiculturalism, Discrimination, Identity, Centrism, intercultural Philosophy and the Pluralistic understanding of Reality

IV Indian understanding of interculturality: Sub-alterns and Minorities, Views of Periyar, Ambedkar, Jaiprakash Narayan

V Key Thinkers: Raimundo Panikkar, Richard De Smet, Aurobindo, Charles Taylor, Habermas and Will Kymlicka

Books for study:


Books for reference:


16PPL3ID01 MORAL PHILOSOPHY

SEMESTER I CREDITS 5
CATEGORY MC(T) NO. OF HOURS/ WEEK 5

Objectives

a. To clarify the basic concepts and problems of moral philosophy.
b. To enable the students to apply the basic concepts and problems in their analyses of the present day moral issues.

Course Contents

I. Introduction:
Definition; ethics and other branches of study; scope and method; importance and its actuality. Moral experience, consciousness and knowledge; Human action and responsibility; Philosophy of values; moral values and its characteristics; The nature of moral obligation; Foundation of the moral order.

II. Moral norms and theories


(b) Objective Norm of morality – application to an action. Nature and specification of Moral law.
‘constant’ and the ‘variable’ in morality. Law and freedom. Existentialism of Kierkegaard and Sartre – Situation Ethics.

III. Indian perspective and background:
(a) Adivasi culture; (b) Values: Purusarthas; (c) Dharma – duty, Sadharana dharma and Svadharma; (d) Karma and Human freedom; (e) Nishkamakarma, Cosmic welfare (lokasangraha)

(b) Business Ethics: Philosophical background, key concepts – responsibility, corruption – case studies.

V. (a) Metaethics – an introduction
(b) Textual study (any two)

Suggested Readings
- Lille, N., *Ethics: An Introduction to Theories and Problems*
- Sahakian, W.S., *An Introduction to Ethics*
- Sharma, R.N., *Introduction to Ethics*
- Fagothey, A., *Right and Reason*
- De Finance, J., *An Ethical Inquiry.*
• Frankena, W.K., *Thinking About Morality*.
• Bourke, V.J., *History of Ethics*.
• Denise, T.C. ed., *Great Traditions in Ethics*.
• Barcalow, E., *Moral Philosophy: Theories and Issues*
• Aristotle, *Nicomachean Ethics*.
• Kant, I., *Foundation of the Metaphysics of Morals*.
• Kant, I., tr. H.J. Paton, *Groundwork of the Metaphysics of Moral*
• Hiriyanna, *Indian Conception of Values*.
• Radhakrishnan, *Hindu View of Life*.
• Sharma, I.C., *Ethical Philosophies of India*
• Tiwari, K.N. *Classical Indian Ethical Thought*.
• Organ, T.W., *The Hindu Quest for the Perfection of Man*.
• Walters, B., *Contemporary Issues in Bioethics, 5th ed.*
• De George, R.T., *Business Ethics*
• Mathias, T.A. *Corporate Ethics*.
• Feinberg, J., ed *Moral Concepts*
• Foot, P., ed., *Theories of Ethics*
• Timathy O’Leary, *Foucault & the Art of Ethics* year 2002.
• Lawrance M. Hinman *Ethics: A Pluralistic Approach to Moral Theory 3rd edition*
Objectives:

1. To introduce the students to the major religions of the world
2. To be familiar with the basic concepts of different thinkers and philosophies of religions
3. To critically reflect on the contemporary questions on religious philosophy of thinkers and religions.

Unit 1: A brief introduction to the major religions of the world. Arguments for the existence of God in the East and West: Ontological, Cosmological, Teleological, Design and Moral arguments.

Unit 2: The attributes of God according to the Eastern and Western Philosophy and the Problem of Evil. The Emergence of Modern Philosophy of Religion: Shift of the focus from philosophizing about God to Religion. Pre-Kantian philosophy of Religion; Post-Kantian reconstruction, Reformulation of Religion by Friedrich Schleiermacher, Hegel, Hume, Marx and Nietzsche.


Unit 4: The Linguistic Turn: The problem posed by verification principle, Ayer’s challenge and its implications for religious discourse.

Books for study


Books for reference
8. Chopra V.D. Religious Fundamentalism in Asia, New Delhi, Gyan Publishing House
17. Joseph Damney Bettis, Phenomenology of Religion, Eight Modern Descriptions of the Essence of Religion

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Objectives

a. To introduce the students to ‘Vedanta’, one of the well known, living philosophical systems of India.

b. To be familiar with various Upanishadic texts which from the basis of Brahmasutra-s Badarayana

c. To be aware of various philosophical schools within the framework of Vedanta.

d. To encounter the Vedantic thinkers of our Modern times.

Outline of the course

I. Introducing Vedanta (Karl Potter)
   a) Introduction to Upanishads
   b) Selected readings from four Upanishadic texts
   c) Common features of Vedanta

II. Advaita of Sankara
   a) The first 4 of the Brahma Sutra-s of Badarayana.
   b) Selected readings from four Upanishadic texts.
   c) Common features of Vedanta

III. The theistic development of Vedanta
   (Eric Lott, J.B. Carman and J. Lipner)
   a) Visistadvaita of Ramanuja (with extract from his Vedarthasangraha)
   b) Basic Philosophy of Azhvars of Tamil Vaisnava tradition.

IV. Dvaita Vedanta of Madhva (cf.I. Puthiadam)
a) Epistemological and Metaphysical Basis of Madhva’s Thought.
b) Man’s knowledge of the Supreme Being
c) Visnu – in Himself/and Universe/and Man’s last destiny.

V. Encountering the Modern Vedanta
a) Mystical Vedanta of Ramana of Ramana Maharshi
b) Universal Vedanta of Swami Vivekananda
c) Christian Vedanta of Abhishiktananda and Bede Griffiths

Bibliography

4. Eric Lott: Vedantic Approaches to God, 1980
5. J.B. Carman, The Theology of Ramanuja, 1973
11. Hindu-Christian Meeting Point: within the cave of the Heart, 1983
Objectives:

1. To understand human nature as such
2. To learn to appreciate the dignity of human being distinguishing it from animals
3. To understand and defend what is characteristically human

I. Life: The concept, the nature and the origin of life. The Essential difference between Animals and Human Beings:
   (a) Animal consciousness: Instincts in animals, Learning in Animals, Language in Animals: (b) Human Self-consciousness/ Reflection, co-reflection and human beings.

II. The Senses:
   a) Cognitive Phenomena: Sensations, Images and Imagination, Memory
   b) Affective phenomena: Feelings, Emotions. (c) Appetitive phenomena: Inborn Sensory Drives, Habits. The Mind: (a) Human intelligence: How do we think?
   c) The Human Will: Will and will power, efficient motives.

III. Personality:
   (a) Its definition and components: Factors which Mould Personality;
   (b) Psycho-analysis: Sigmund Freud, Alfred Adler, C.G.Jung;
   (c) Characterology.

IV. The Human Intellect:
   a) Immateriality of the Intellect: Universality of our ideas, necessity of our judgments;
(c) The origin of our ideas. How the intellect operates: The understanding and the intellect; Knowledge of the Universal and of the Singular; the intellect as a dynamic faculty; the knowledge of metaphysical principles;

b) Judgment and affirmation. The Human Will: (a) Its Object and Nature; (b) Freedom of the Will: Freedom and determinism, free will and liberty, horizontal and vertical freedom;

c) Interaction between intellect and will.

V. Soul and Body:

(a) The Soul: Subsistent, simple, immaterial;
(b) The immortality of the human soul;
(c) The relation between body and soul; Various theories.
(d) How and when the human soul originates. Human Being as a Person:

   (a) The traditional philosophy of human being as a person, human being as an individual, human being as possessing a spiritual nature;

   (b) Modern philosophy about human being as a person, human being-in-the-world, human being as embodied;

   (c) The paradoxes of the human person.

Suggested Readings