

MAHATMA GANDHI UNIVERSITY

**COURSE CREDIT AND SEMESTER
SYSTEM (CBCSS)**

B.A DEGREE PHILOSOPHY PROGRAMME

**RESTRUCTURED CURRICULAM
AND SYLLABUS
2017**

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ACKNOWLEDGEMENT

There are many profound personalities whose relentless support and guidance made this BA Degree (Philosophy) syllabus restructuring-2017 a success. I take this opportunity to express my sincere appreciation to all those who were part of this endeavour for restructuring the syllabus of the UG course in Philosophy under Mahatma Gandhi University, Kottayam.

I express sincere gratitude to the Honourable Vice-Chancellor, Pro-Vice Chancellor, Registrar, Members of the Syndicate, and the Academic Council, for their sincere co-operation and guidance for completion of this work. I place on record my whole-hearted gratitude to the members of the Faculty of Social Science and the Board of Studies for their untiring efforts. I also appreciate the efforts of members of the University Academic Section and other staff.

I am also grateful to all teachers who have participated in the workshops organised by the University for restructuring the syllabus. I also place on record my gratitude to all professionals, academics and other stakeholders who gave valuable suggestions in this regard.

Dean- Faculty of Social Science

Mahatma Gandhi University

Kottayam

INTRODUCTION

The Board of Studies in Philosophy, UG, and the Faculty of Social Science of the Mahatma Gandhi University, Kottayam, introduces timely revision of the existing curriculum for BA Degree programme. The curriculum restructuring has been made, giving equal importance to the classical, modern and contemporary philosophical thoughts.

The restructured curriculum includes topics like Applied Ethics, Aesthetics, gender issues, etc, which are of contemporary significance. The curriculum includes 14 core courses. One of them is a course concerned with imparting awareness of environmental issues and human rights in students (in 5th semester) as per the direction of the Supreme Court of India. The Apex Court has directed the UGC to introduce a basic course on environment at every level of college education.

The curriculum also offers three Open Courses in the 5th semester and the student has the option to select one among them according to their preference. The curriculum includes a Choice-based Course (6th Semester) and the institution can select one among the three Choice-Based Courses. The total credit of the programme is limited to 120 and UG Programme in Philosophy includes:

- a) Common Course: (English, Additional Language).
- b) Complementary Courses.
- c) Core Course.
- d).Open Course.
- e) Choice-based Course.
- f) Project.

The restructured curriculum is being submitted to the academic community with a view to create interest among students to pursue their studies in Philosophy, besides opening a window to the higher studies in the subject.

AIMS AND OBJECTIVES

The Board of Studies in Philosophy, UG, and the Faculty of Social Science recognises the restructured syllabus of the UG course in Philosophy, course content and assessment of scholastic achievement which play complementary roles in shaping education.

The general uses of Philosophy are obviously of great academic value. The study of Philosophy has intrinsic rewards as an unlimited quest for understanding of important, challenging problems.

The study of Philosophy also helps students to develop both their capacity and inclination towards critical thinking. The restructured curriculum has been formulated, keeping in mind the fact that the tools of Philosophy are of great use for the students in furthering education and in employment.

CONSOLIDATED SCHEME-I TO VI SEMESTERS

Sem	Title with Course Code	Course Category	Hrs/ week	Cre dit	Marks	
					Intl	Extl
I	English-1	Common Course	5	4	20	80
	English-2	Common Course	4	3	20	80
	Sec. Lang-1	Common Course	4	4	20	80
	PL1CRT01	Core Course-1	6	4	20	80
	PL1CMT01	Complementary-1	6	4	20	80
II	English-3	Common Course	5	4	20	80
	English-4	Common Course	4	3	20	80
	Sec.Lang-2	Common Course	4	4	20	80
	PL2CRT02	Core Course-2	6	4	20	80
	PL2CMT02	Complementary-2	6	4	20	80
III	English-5	Common Course	5	4	20	80
	Sec.Lang-3	Common Course	5	4	20	80
	PL3CRT03	Core Course-3	5	4	20	80
	PL3CRT04	Core Course-4	4	5	20	80
	PL3CMT03	Complementary-3	6	4	20	80
IV	English-6	Common Course	5	4	20	80
	Sec.Lan-4	Common Course	5	4	20	80
	PL4CRT05	Core Course-5	5	4	20	80
	PL4CRT06	Core Course-6	4	4	20	80
	PL4CMT04	Complementary-4	6	4	20	80
V	PL5CRT07	Core Course-7	6	4	20	80

	PL5CRT08	Core Course-8	5	4	20	80
	PL5CRT09	Core Course-9	5	4	20	80
	PL5CRT10	Core- Course - 10 Environment & Human Rights	5	4	20	80
		Open Course	4	3	20	80
VI	PL6CRT011	Core Course-11	6	4	20	80
	PL6CRT12	Core Course-12	5	4	20	80
	PL6CRT13	Core Course-13	5	4	20	80
	PL6CRT14	Core Course-14	5	4	20	80
		Choice based Course	4	4	20	80
	PL6PRT01	Project	Nil	2	20	80

SYLLABUS
SEMESTER –I

Core Course :PL1CRT01 - Introduction to Philosophical methods

Complementary Course -1 : PL1CMT01- Indian Aesthetics

CORE COURSE

INTRODUCTION TO PHILOSOPHICAL METHODS

Credit : 5

Total No. of hours : 108

Objectives :

- To provide a general introduction to the subject matter of Philosophy.
- To acquaint the student to the fundamental issues in Philosophy.
- To familiarize the students with the terminologies used in Philosophical discussions.

Module I hrs : 27

Classical definitions of Philosophy - Etymological meaning -
Fields of Philosophy: Metaphysics, Epistemology, Logic,
Aesthetics and Ethics (Definition and scope of each).

Reference

Honer, Hunt and Okholm, *Invitation to Philosophy*, Wadsworth

Velasquez Manuel, *Philosophy a text with readings*, Wadsworth
(chapters 1,3 & 5)

Module II - hrs :27

Epistemology: Sources of Valid Knowledge (*Pramanas*) -
Epistemological Theories: Rationalism, Empiricism, Skepticism.

Reference

Honer, Hunt and Okholm, *Invitation to Philosophy*, Wadsworth
TMP Mahadevan, *Invitation to Indian Philosophy*
M. Hiriyanna, *Essentials of Indian Philosophy*
Velasquez Manuel, *Philosophy a text with readings*, Wadsworth
(chapters 1,3 & 5)

Module III - hrs : 27

Metaphysics: Ontology and cosmology - Metaphysical theories:
Monism, Dualism, Pluralism, Materialism, Idealism, pragmatism,
Positivism.

Reference

Frank Thilly, *A History of Philosophy*
Velasquez Manuel, *Philosophy a text with readings*, Wadsworth
(chapters 1,3 & 5)

Module IV - hrs : 27

Methods of Philosophy: Socratic method – Bacon's inductive
method - Cartesian Method - Critical method of Kant

Reference

Frank Thilly, *A History of Philosophy*,
Velasquez Manuel, *Philosophy a text with readings*, Wadsworth
(chapters 1,3 & 5)

COMPLEMENTARY COURSE – 1

INDIAN AESTHETICS

Credits: 4

Total no of hours: 108

OBJECTIVES:

- To introduce the students to Indian Aesthetics
- To acquaint the students to the concepts of Rasa and its constituents
- To acquaint the students to the concept of Dhvani
- To acquaint the students to some of the theories of art in the Indian philosophical tradition

MODULE-I - hrs: 27

Indian terminology for art (Saundarya Sastra), Comparison of Indian and Western Aesthetics-Beauty and Aesthetics- Definition of Art in the Indian Tradition- Place of Art and Beauty in Vedas and Upanishads- Samkhya and Advaita theory of Art.

REFERENCES:

S.S. Barlingay, *A Modern Introduction to Indian Aesthetic Theory*
 Ramaswami Sastri, *The Indian Concept of the Beautiful*
 T.P. Ramachandran, *Indian Philosophy of Beauty (Part I&II)*,
 R. Ravindran Pillai, *Outline of Aesthetics*.

MODULE-II - hrs: 27

The theory of Rasa in the context of Drama - The process of realization of Rasa-Bhava and Rasa-Vibhava, Vyabharibhava, Sthayibhava and Rasa.

REFERENCES:

S.S. Barlingay, *A Modern Introduction to Indian Aesthetic Theory*
 Ramaswami Sastri, *The Indian Concept of the Beautiful*
 T.P.Ramachandran, *Indian Philosophy of Beauty (Part I&II)*,
 R. Ravindran Pillai, *Outline of Aesthetics*. A. Sankaran,
The theories of Rasa and Dhvani

MODULE-III - hrs: 27

The theory of Rasa in the context of poetry-Poetics of Kavyasastra-
 Theories of composition. Alamkara.

REFERENCES:

S.S. Barlingay, *A Modern Introduction to Indian Aesthetic Theory*
 Ramaswami Sastri, *The Indian Concept of the Beautiful*
 T.P.Ramachandran, *Indian Philosophy of Beauty (Part I&II)*,
 R. Ravindran Pillai, *Outline of Aesthetics*.

MODULE- IV - hrs: 27

The theory of Dhvani-Explanations by Anandavardana- Functions
 of words- Abhida, Lakshana and Vyanjana-Sphota theory-
 Bartrhari's contribution-Varities of Dhvani.

S.S. Barlingay, *A Modern Introduction to Indian Aesthetic Theory*
 Ramaswami Sastri, *The Indian Concept of the Beautiful*
 T.P.Ramachandran, *Indian Philosophy of Beauty (Part I&II)*,
 R. Ravindran Pillai, *Outline of Aesthetics*. A. Sankaran,
The theories of Rasa and Dhvani

SEMESTER -2

Core course : PL2CRT02-Traditional Logic

Complementary Course : PL2CMT02 - Western Aesthetics

**CORE COURSE
TRADITIONAL LOGIC**

Credits : 4

Total no. of hours : 108

OBJECTIVES:

- To acquaint the students with the fundamentals of Traditional Logic
- To acquaint the students with reasoning exercises in Deductive Logic
- To acquaint the students with reasoning exercises in Inductive Logic

MODULE-I -hrs : 27

Introduction-Definition, Nature and Scope of Logic- Terms, Propositions and Arguments (Brief description). Difference between Deduction and Induction -Laws of Thought.

REFERENCES

I.M.Copi and Carl Cohen, Introduction to Logic
Creighton and Smart, Introduction to Logic

MODULE-II- hrs : 27

Proposition-Definition-Clasification-Traditional and Modern classification-Distribution of Terms in A,E,I, and O Propositions-Euler's Circle. Immediate Inference-Opposition of Propositions-Square of Oppositions

REFERENCES

I.M.Copi and Carl Cohen, Introduction to Logic
Creighton and Smart, Introduction to Logic

MODULE-III- hrs : 27

Mediate Inference- Deductive arguments-Categorical Syllogism-Rules and fallacies.
Mixed Syllogisms-Hypothetical Syllogism, Disjunctive Syllogism and Dilemma

REFERENCES

I.M.Copi and Carl Cohen, Introduction to Logic
Creighton and Smart, Introduction to Logic

MODULE-IV- hrs : 27

Induction-Types of Induction-Enumerative Induction,Scientific Induction and Analogy (Brief description).
Problem of Induction-Postulates of Induction- Charecteristics of Scientific Induction- Stages of Scientific Induction.

REFERENCES

I.M.Copi and Carl Cohen, Introduction to Logic
Creighton and Smart, Introduction to Logic

COMPLEMENTARY COURSE- 2
WESTERN AESTHETICS

Credits: 4

Total no. of hours: 108

OBJECTIVES: -

- To acquaint the student to the fundamental concepts of Aesthetics
- To acquaint the students to the Greek theories of Aesthetics (Plato and Aristotle).
- To acquaint the students to the modern western theories of Aesthetics.

Module I –hrs : 27

Definition, Nature and Scope of Aesthetics - The process of Aesthetics: Aesthetic experience, expression and appreciation - Aesthetics as a Normative discipline with Beauty as its norm - relation to logic and ethics

References

Anne Sheppard, *Aesthetics: An Introduction to the Philosophy of Art*

E. F. Carritt, *An Introduction to Aesthetics*

Module II-: 27

Greek theories of Aesthetics – Plato's twin theories: Condemnation of art, Educational value of art - Art as imitation - Aristotle: realistic typical theory of Aesthetics - Catharsis as the object of Art.

Reference

E.F. Carritt *The theory of Beauty*.

Kanti Chandra Pandey, *Comparative Aesthetics (volume II)*.

Module III - hrs : 27

Aesthetic theory of Kant - Formalism - Universality of Aesthetic Judgments - Distinction of aesthetic from logical and moral judgments - Aesthetic theory of Hegel - Art as expression of the Absolute in a concrete form - Symbolic, Classical and Romantic Art

Reference

E.F. Carritt *The theory of Beauty*.

Kanti Chandra Pandey, *Comparative Aesthetics (volume II)*.

Module IV - hrs : 27

Marxian theory of Aesthetics - Social responsibility of the artist - Freudian theory of Aesthetics - Aesthetic Automatism

Reference

E.F. Carritt *The theory of Beauty*.

Kanti Chandra Pandey, *Comparative Aesthetics (volume II)*.

Kanti Chandra Pandey, *Comparative Aesthetics*.

SEMESTER- 3**Core Course - 1 : PL3CRT03 - Symbolic Logic****Core Course - 2 : PL3CRT04 - Philosophy of Informatics****Complementary Course -3- PL3CMT03- Socio-Political Thought****CORE COURSE- 1****SYMBOLIC LOGIC****Credits : 4****Total no. of hours : 90****OBJECTIVES:**

- To introduce the students to the basic concepts of Symbolic Logic
- To familiarize the students with the advantages of symbolization

MODULE-I hrs : 22

Logic and language-Three basic functions of language- Emotively neutral language-Symbolic Logic and Traditional Logic- Advantages of Symbolization.

REFERENCES:

I.M Copi, Symbolic Logic (5th edition) ,
 I.M.Copi and Carl Cohen, Introduction to Logic
 Channda Chakraborti, Logic- Informal, Symbolic and Inductive

MODULE-II hrs : 22

Statement Variables- Logical Constants- Truth function-Truth-Value-Truth and Validity-Truth- tables. Truth functional compound statement –Conjunction-Negation-Disjunction-Implication-Material Equivalence.

REFERENCES:

I.M Copi, Symbolic Logic (5th edition)

I.M.Copi and Carl Cohen, Introduction to Logic

Channda Chakraborti, Logic- Informal, Symbolic and Inductive

MODULE-III –hrs : 22

Truth-table technique for problem solving- Statement and Statement forms- Tautology, Contradictory,Contingent. Argument and Argument forms-Testing the validity or invalidity of Argument forms using Truth-tables

REFERENCES:

I.M Copi, Symbolic Logic (5th edition)

I.M.Copi and Carl Cohen, Introduction to Logic

Channda Chakraborti, Logic- Informal, Symbolic and Inductive

MODULE-IV- hrs : 24

Shorter Truth table technique for proving the Invalidity of Arguments-Formal Proof of Validity (Method of Deduction)-Rules of Inference (9 Rules)- Their application-Structure of Formal Proof of Validity

REFERENCES:

I.M Copi, Symbolic Logic (5th edition)

I.M.Copi and Carl Cohen, Introduction to Logic

Channda Chakraborti, Logic- Informal, Symbolic and Inductive

**CORE COURSE - 2
PHILOSOPHY OF INFORMATICS**

Credit : 5

Total No. of Hours : 72

OBJECTIVES:

- To introduce the philosophical foundations of informatics
- To create awareness about social issues and concerns of I.T
- To enable students to use digital knowledge resources in philosophical studies.

MODULE-I- hrs : 18

Origin of the term Informatics- Definition-Philosophical meaning- Information technology - Information philosophy-Information science (Brief account). Term meaning of key concepts-Data, information,.knowldge,intelligence,Artificial intelligence, memory. Internet as information cariage, as memory platform, as cyber space.

REFERENCE:

V. Rajaraman, Introductionto Information technology
Luciano Fleridi, Philosophy and Computing, (Chapter-3)

MODULE-II- hrs : 18

Method of Informatics-Knowledge, cognition,cognitive style of information, analytical style, heuristic style, intuitive style, perceptive style, receptive style, communicative style. Information processing-Flow chart, Decision trees, Truth-tables, bites and logical gates

REFERENCES:

- Owen Flangan, The Science of Mind
Lipschutz, Discrete Mathematics, Schaums Series
Ernest .R. Hilgard & Rita Atkinson, Introduction to Psychology.

MODULE-III –hrs- 18

1. Artificial intelligence- intelligence-independent to biological body and mind, dependent
2. Intelligence as complex property of physical body
3. Intelligence in functional behaviourist view
4. Intelligence as constituent of biological body but different from Consciousness (Samkhya perspective)

REFERENCES:

- Manuel Velasquez, Philosophy (Chapter-2,3,5)
M. Hiriyanna, Outlines of Indian Philosophy

MODULE-IV- hrs - 18

Cyber Ethics- Issues of privacy and freedom-Data piracy, Cyber security- Cyber crime- Digital divide-Cyber terrorism- Intellectual property rights- Green computing and Health issues- Ergonomic and health issues.

REFERENCES:

- Tavani,H.J, Ethics and Technology, Ethical issues in an age of information and communication Technology
R. Spinello & H.Tavani, Readings in Cyber Ethics.

COMPLEMENTARY COURSE- 3
SOCIO-POLITICAL THOUGHT

Credits: 4

Total no. of hours: 108

OBJECTIVES:

- To introduce students the issues relating to state and society

Module I – Total no. of hrs: 27

Individual and Society and its inter-relation with Individual and the state. Key terms, Individual, society and state.

Reference

MacIver and Page, Society Surjeet publishers.

David Stewart H Gene Blocher, Fundamentals of Philosophy

Peasson 2008

Mackenzie, Social philosophy

Module II - hrs: 27

Social life and social relationship Human Equality, Human rights Justice and its norms - merit, equality, social utility, need and ability and liberty, Individual happiness and social responsibility, Multi culturalism and minority group - right, Gandhian concept of Grama Swaraj.

REFERENCE

David Stewart and H Gene Blocker, Fundamentals of philosophy,
Pearson 2008 (chapter 8)

Module III- - hrs: 27

Individual and state: Greek systems -Aristocracy, Democracy,
Oligarchy and Plutocracy, sophistic relativism, Plato's ideal state,
Aristotle's best practicable state.

Reference

Sabine G.H, A history of political thought, O.U.P. 1996
Bhandari, History of European Political Thought

Module IV - hrs: 27

Individual and state modern period - Liberalism -social contract,
capitalism, Democracy, Gandhian view of Decentralisation -
Sarvodaya, Rawl's view on Global justice.

Reference

Sabine G.H, A history of Political thought, O.U.P. 1998
Peter Singer, One world, Orient Longman 2002
Bhandari, History of European Political Thought

SEMESTER – 4**Core Course - 1 : PL4CRT05 - Beginnings of Indian Philosophy****Core Course - 2 : PL4CRT06 - Ancient and Medieval Western Philosophy.****Complementary Course – : PL4CMT04 - Peace Studies****CORE COURSE – 1****BEGINNINGS OF INDIAN PHILOSOPHY****Credits : 4****Total no. of hours : 72****OBJECTIVES:**

- To introduce the students to the salient features of Classical Indian Philosophy
- To acquaint the students to the origin and development of Indian Philosophy from a historical perspective.

MODULE-I –hrs : 18

Salient features of Indian Philosophy-The four vedas-
Development of Vedic religion-Polytheism, Monotheism,
Henotheism and Monism-personalistic and Impersonalistic view
of God- Concept of Rta.

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
M. Hiriyanna, Essentials of Indian Philosophy
C.D.Sharma, Critical survey of Indian Philosophy

MODULE- II - hrs : 18

The Upanishads-The Principal Upanishads-Concept of Reality-
Cosmic and Acosmic view Brahman-Atman-Identity between

Atman and Brahman-Practical teachings of Upanishas-Concept of Moksha.

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
 M. Hiriyanna, Essentials of Indian Philosophy
 C.D.Sharma, Critical survey of Indian Philosophy

MODULE- III –hrs : 18

The Bhagavad Gita-Concept of Nishkama Karma-Synthesis of Karma, Bhakti and Jnana Yoga in Gita-Sthitaprajna-Lokasamgraha

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
 M. Hiriyanna, Essentials of Indian Philosophy
 C.D.Sharma, Critical survey of Indian Philosophy

MODULE- IV –hrs : 18

Origin and development of Systems of Indian Philosophy- Heterodox systems-various heterodox systems (brief description of each system)-Orthodox systems-various orthodox systems (brief description of each system)

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
 M. Hiriyanna, Essentials of Indian Philosophy
 C.D.Sharma, Critical survey of Indian Philosophy

CORE COURSE – 2
ANCIENT AND MEDIEVAL WESTERN PHILOSOPHY

Credit: 4

Total no. of Hours : 90

OBJECTIVES :

- To introduce the students to the fundamental concepts of Ancient and Medieval Western Philosophy.

Module 1- hrs : 22

Introduction to Greek philosophy- The four stages and its main characteristics only- Pre-Socratic period- Thales, Anaximander, Anaximenes, Pythagorus(Number theory only)-Problem of change and permanence- (Heracleitus and Parmenides only)

References

Thilly Frank, A History Of Philosophy, Surjeet Publishers.
W.T. Stace, Greek Philosophy, Surjeet Publishers
Fowler A, A History of Western Philosophy, **CBH**

Module II- hrs : 22

The Sophists-Rhetoric-Homo mensura- The Socratic Problem-
Socratic Ethics- Virtue is Knowledge

References

Thilly Frank, A History Of Philosophy, Surjeet Publishers.
W.T. Stace, Greek Philosophy, Surjeet Publishers
Fowler A, A History of Western Philosophy, **CBH**

Module III- hrs : 22

Plato-Theory of knowledge-Ideas-Allegory of the Cave-Aristotle-
Form and Matter-Potentiality and Actuality- The four causes

References

Thilly Frank, A History Of Philosophy, Surjeet Publishers.

W.T. Stace, Greek Philosophy, Surjeet Publishers

Fowler A, A History of Western Philosophy, **CBH**

Module IV- hrs : 24

Medieval Philosophy; General characteristics and stages- St
Thomas Aquinas- Philosophy and theology-Proofs for the
existence of god

References

Thilly Frank, A History Of Philosophy, Surjeet Publishers.

W.T. Stace, Greek Philosophy, Surjeet Publishers

Fowler A, A History of Western Philosophy, **CBH**

COMPLEMENTARY COURSE – 4
PEACE STUDIES

Credits: 4

Total no. of hrs: 108

OBJECTIVES:

- To equip the students with philosophical analysis on the socio-political issues of contemporary life.

MODULE-I-hrs-27

Concept of Peace- interpretation of the term truce between war, positive meaning, quiet and tranquility, Issues related to Peace-Justice, Dignity of Man, Human Rights violation, Human Equality, Reconciliation and Democracy, Tolerance versus Acceptance, Insider-Outsider

REFERENCES:

Peter Singer, Practical Ethics, (Chapter 9)
Peter Singer, One World, (Chapter 4 &5)

MODULE-II-hrs-27

Peace in Indian Tradition- Vedic concept of three kinds of disturbance of peace, from living being, unseen forces, body and mind, and Quest for Eternal Peace, Peace and Concept of Dharma, Gita concept of Lokasamghraha, Budha's concept of Happiness and Pleasantness for all, Peace through the elimination of ignorance. Gandhi on Peace through Satyagraha, Concept of National Integration, Dalai Llama-True peace comes from within

REFERNCES:

T.M.P.Mahadevan, *Invitation to Indian philosophy* ,
 J.B.Kripalani, *Theory of Satyagraha and his life and thought*.
 Dalai Llama, Speech on receiving Nobel prize.

MODULE-III-hrs-27

Theories of peace-Hobbe's concept of Quarrel-Cometition, desire for safty, desire for recognition. Kant's concept o morally autonomous being, John Rawl's rules of people, Gandhi on moral and soul force of Satyagraha, Law and Civil disobediance.

REFERNCES:

Ranabira Samaddara, *Introductory essay-Peace Studies*.
 Peter Singer,*One World*
 R. Balasubrahmaniam,*Technique of Non-violent resistance*,.
Gandhian thought

MODULE-IV-hrs-27

Peace and International Society- Philopsophical analysis of peace initiatives-(1) Coercive (threat system) (2) Co-operative (regulated exchange system) (3) Convergent (trans-national integration through values) (4) Non-violent resistance

REFERNCES:

Ranabira Samaddara, *Introductory essay-Peace Studies*.
 Peter Singer,*One World*
 R.Balasubrhmianiam, *Technique of Non-violent resistance*,*Gandhian thought*

SEMESTER – V**Core course – 1: PL5CRT07- Modern Western Philosophy****Core Course – 2: PL5CRT08- Systems of Indian Philosophy****Core Course – 3: PL5CRT09- Fundamentals of Ethics****Core Course – 4: PL5CRT10- Environmental Philosophy and
Human Rights****Open Course – (Choose any one out of Three)****Open Course – 1: PL5OPT01- Philosophy of Self Management****Open Course – 2: PL5OPT02- Yoga and Personality Development****Open Course – 3: PL5OPT03- Applied Ethics****CORE COURSE - 1****MODERN WESTERN PHILOSOPHY****Credit : 4****Total no. of hours: 9****Objectives :**

- To familiarize the students to the fundamental concepts in Modern Western Philosophy.

Module I –hrs : 22

Critique of Scholasticism- Transition from medieval to Modern Western philosophy.

References

Frank Thilly, A History of Philosophy

Module II –hrs : 22

Rationalism- Descartes: Method of doubt- Cogito-ergo-sum- Innate ideas- Dualism- Interactionism- Spinoza- Monism- Substance, modes and relations- Psycho-physical parallelism- Leibniz: Monads- Its distinctive features- Doctrine of Pre-established harmony.

References:

Frank Thilly, A History of Philosophy

Frederick Copleston, History of Philosophy

Module III –hrs : 22

Empiricism: John Locke: Rejection of innate ideas- tabula rasa- primary and secondary qualities - George Berkeley: Rejection of abstract ideas- esse est percipii- David Hume: Impressions and ideas- Rejection of causality and Self.

References

Frank Thilly, A History of Philosophy.

Frederick Copleston, History of Philosophy.

Relevant volumes of Cambridge companion Series.

Module IV –hrs : 24

Kant and Hegel- Kant: Copernican revolution- Theory of Knowledge- Intuitions of space and time and categories of understanding- Table of Judgments- phenomena and noumena- Hegel: Absolute idealism- Dialectics.

References

Frank Thilly, A History of Philosophy.

Frederick Copleston, History of Philosophy

CORE COURSE- 2
SYSTEMS OF INDIAN PHILOSOPHY

Credit : 4

Total no. of hours : 108

OBJECTIVES:

- To introduce the students the orthodox and heterodox systems of Indian Philosophy

MODULE-I –hrs : 27

The Nastika darsanas-Carvaka materialism-Refutation of Inference- Carvaka ethics-Buddhism-Four noble truths-Theory of dependent origination-theory of momentariness-No-Soul theory. Jainism-Categories-Anekandavada-Syadvada-Triratnas

REFERENCE

T.M.P Mahadevan, Invitation to Indian Philosophy
,M. Hiriyanna, Essentials of Indian Philosophy
Dutta and Chatterjee, Introduction to Indian Philosophy
C.D.Sharma, Critical survey of Indian Philosophy

MODULE-II –hrs : 27

Nyaya-Vaisesika- Nyaya- Epistemology – Vaisesika- Categories
-Atomism-Theory of causation.

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy,
 M. Hiriyanna, Essentials of Indian Philosophy
 Dutta and Chatterjee, Introduction to Indian Philosophy
 C.D.Sharma, Critical survey of Indian Philosophy

MODULE –III –hrs : 27

Samkhya – Concept of Prakrthi and Purusha-Concept of evolution-
 Theory of causation- Yoga –Ashtanga Yoga.

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
 M. Hiriyanna, Essentials of Indian Philosophy
 Dutta and Chatterjee, Introduction to Indian Philosophy,
 C.D.Sharma, Critical survey of Indian Philosophy

MODULE-IV –hrs : 27

Purvamimasa-concept of Dharma-Advaita Vedanta-Nirguina
 Brahman-Maya-Levels of Reality-Concept of Jivan Mukti-
 Visistadvaita-Brahman-Jiva and Jagat-Bhakti and Prapatti-Dvaita-
 Concept of Panchabhetas (Brief description)

REFERENCES

T.M.P Mahadevan, Invitation to Indian Philosophy
 M. Hiriyanna, Essentials of Indian Philosophy
 Dutta and Chatterjee, Introduction to Indian Philosophy,
 C.D.Sharma, Critical survey of Indian Philosophy

CORE COURSE -2
FUNDAMENTALS OF ETHICS

Credit : 4

Total no. of hours : 90

OBJECTIVES:

- To introduce the students to the fundamental concepts of Ethics

MODULE-I –hrs : 22

Definition-Nature and scope of Ethics-Psychology of moral actions-Desire- wish will-Character- Conduct.

REFERENCES

J.S.Mackenzie, A Manual of Ethics

William Lillie, An Introduction to Ethics

Jadunath Sinha, A Manual of Ethics

MODULE-II –hrs : 22

Classical ethical theories- Consequentialist theory-Psychological Hedonism-Ethical hedonism-Egoistic ethical hedonism-Utilitarianism-Bentham, J.S. Mill. Deontology-Immanuel Kant-Perfectionism- F.H. Bradley.

REFERENCES

J.S.Mackenzie, A Manual of Ethics

William Lillie, An Introduction to Ethics

Jadunath Sinha, A Manual of Ethics

MODULE III –hrs : 22

Virtues-Cardinal Virtues-Views of Plato and Aristotle-Crime and Punishment-Theories of Punishment-Deterrent, Retributive and Reformative theories.

REFERENCES

J.S.Mackenzie, A Manual of Ethics
 William Lillie, An Introduction to Ethics
 Jadunath Sinha, A Manual of Ethics

MODULE-IV –hrs : 24

Indian ethics-Traditional views-Concept of Dharma-Purushartas-Gita view of Nishkama karma-Buddhist view of 8 fold path-Jaina view of vratas,Triratnas. Modern view-Ethical role citizen,-moral values of the Preamble of Constitution of India-Fundamental rights and duties according to the Constitution of India.

REFERENCES

J.S.Mackenzie, A Manual of Ethics
 William Lillie, An Introduction to Ethics
 Jadunath Sinha, A Manual of Ethics

CORE COURSE -4
ENVIRONMENTAL PHILOSOPHY & HUMAN RIGHTS

Credit: 4

Total no. of hours : 92

CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES
& HUMAN RIGHTS
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues..

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and

animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develop positive attitudes and values.

- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

SYLLABUS

4 credits

72 hrs

Module I

**Unit 1 : Multidisciplinary nature of environmental studies Definition,
scope and importance** (2 hrs)

Need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

- a) Forest resources : Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies.
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

- Role of individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles. (10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the given ecosystem:- Forest ecosystem (6 hrs)

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India (8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, effects and control measures of: -

- a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
 - Role of an individual in prevention of pollution
 - Pollution case studies
 - Disaster management: floods, earthquake, cyclone and landslides.

(8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act

- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(10 hrs)

Module –III –hrs-10

Concept of Environment Ethics-Philosophical approach to Environmental Ethics: anthropocentrism, biocentrism, ecocentrism, individual consequentialism and deontologist approach, Holistic approach.

REFERNCES:

Warwick Fox, Toward a Transpersonal Ecology

Clare palmer, An Overview of Environmental Ethics

AKN Reddy, Technology, Development and the Environment: An Analytical Framework

Module – IV –hrs-10

MODULE-IV

Concept of Eco-Philosophy- Eco-philosophy- Arne Naesse's distinction between Shallow and Deep ecology, multiple roots of deep ecology, concept of Ecosophy- Warwick Fox concept of intuition of Deep Ecological Justice- critique of Deep Ecology

REFERENCES:

Arne Naesse, the Dep Ecological Movement: some philosophical aspects

Warwick Fox, Deep Ecology: A new philosophy of our time .

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (8Hrs)

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural
Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)

15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

Human Rights

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House, 2001.
4. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers, 1998. 2011.
6. Sudhir Kapoor, Human Rights in 21st Century, Mangal Deep Publications, Jaipur, 2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES & HUMAN RIGHTS : FOR UNDERGRADUATES

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five

modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

- Course material provided by UGC for class room teaching and field activities be utilized.
- The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.
- Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

OPEN COURSE – 1
PHILOSOPHY OF SELF-MANAGEMENT

Credits: 3

Total no. of hours: 72

OBJECTIVES: -

- To bring out the significance of Philosophy in daily life.
- To create an awareness among students for the need of inculcating Philosophical ideals in one's own life.

Module I –hrs : 18

Philosophy: its theoretical and practical nature - understanding Philosophy as a reflective and critical approach to life and reality.

References

Carel and Gamez, What Philosophy is, Viva Publications
Robert C Solomon, Introducing Philosophy, Oxford

Module II –hrs : 18

The Bhagavad Gita and Self-management: Conflict resolution in man: The Venue of conflict in the Gita as a case of the inner conflict in man - Cultivating emotional stability as the method of its resolution -sthithaprajna - the ideal of samatvam - A comparison with Platos wisdom -yoga as efficiency in action. - cultivation of Yama and Niyama in yoga system

References

Swami Ranganathananda, The Universal Message of the Gita

Dr. S. Radhakrishnan, The Bhagavad Gita

Module III –hrs : 18

Buddhism and Self-management: Analysis of Human suffering: the concept of suffering, cause and the way to its removal - the four noble truths - the need of cultivating mindfulness - the doctrine of middle path.

References

Harold Coward, Eva Dargyay, Ronald Newfeldt, Readings in Eastern Religions Satguru publications

Module IV –hrs : 18

Existentialism and Self-management - Self-identity and the responsibility of choice - the concept of existence - human predicament - bad faith -authentic existence - stages of life - the Aesthetic, ethical and religious - freedom and responsibility.

References

Carel and Gamez, What Philosophy is, Viva Publications

Robert C Solomon, Introducing Philosophy, Oxford

Mrinal Kanti Bhadra, Critical Survey of Phenomenology and Existentialism,(ICPR)

OPEN COURSE - 2
YOGA AND PERSONALITY DEVELOPMENT

Credits: 3

Total no. of hours: 72

OBJECTIVES:

- To acquaint the student to the philosophical basis of Yoga
- To equip students to acquire good personality traits

Module I –hrs : 18

Yoga - term meaning - definition of Patanjali - cessation of Mental modifications - Metaphysical relation between Mind and Consciousness, Forms of Mind - Prakchya, Pravritti and sthiti.

Reference

T.M.P Mahadevan, Invitation to Indian Philosophy

M. Hiriyanna, Essentials of Indian Philosophy

S. Radhakrishnan, Indian Philosophy

Vivekananda Swami - *Rajayoga*

Module II –hrs : 18

Mind and its modifications - right knowledge (pramana), wrong knowledge (viparyaya) verbal delusion (vikalpa) memory (smriti) sleep (nidra). Cessation of modification through practice and detachment, Five fold pain and reduction of pain.

Reference

Vivekananda Swami - *Rajayoga, Yoga - Sutras of Patanjali I (1-15) and II (3, 9)*, Advaita Ashrama, Kolkata

Module III –hrs : 18

Concept of Personality and approaches to understand Personality - trait approach, analysis approach. Yoga concept of fivefold mental attitude - Five kinds of Personalities - dull mind, dissipated mind, oscillating mind, one pointed mind, concentrated mind.

Reference

Vivekananda Swami - *Rajayoga*, Advaita Ashrama, Kolkata
Yogasutras of Patanjali in (1-7)

Module IV –hrs : 18

Eight limbs of Yoga: External practice - Two kinds Ethical disciplines, control of Body, Breath and Withdrawal of sense-organs internal practice - concentration, meditation and absorption.

Reference

T.M.P Mahadevan, Invitation to Indian Philosophy
M. Hiriyanna, Essentials of Indian Philosophy
S. Radhakrishnan, Indian Philosophy,
Vivekananda Swami , *Rajayoga*,
R. Ravi Shanker, *The Philosophy of Yoga of Patanjali –
an overall view*

OPEN COURSE – 3
APPLIED ETHICS

Credits: 3

Total no. of Hours: 90

OBJECTIVES: -

- To introduce the students to the basic concepts of Applied Ethics

Module I –hrs : 22

General Introduction - Normative ethics and Applied Ethics - philosophical analysis of issues in public and private life - Case based reasoning - theory to particular case vs focusing on facts of case -Ethical issues in technological age - the relevance of Applied ethics.

References

Peter Singer, *Practical Ethics*

Hans Jonas *Towards a philosophy of Technology in Philosophy of Technology* Oxford.

Module II –hrs : 22

Bioethics - Termination of life (a) before birth - abortion - status of fetus- personhood - (b) after birth - Euthanasia - active and passive – voluntary, involuntary and non-voluntary- Social and moral issues connected with Euthenasia- Surrogacy-Surrogate motherhood- full and partial surrogacy- social and moral issues connected with surrogacy

References

Watter Glannon, *Biomedical ethics*

Tom Beauchamp and Roy Walters, *Contemporary Issues in Bio-ethics*

Peter Singer, *Practical Ethics* Tom Beauchamp and Roy Watters, *Contemporary issues in Bio ethics*

MODULE-III –hrs : 22

Business ethics-Definition –need- 3 objectives -analysis,evaluation and therapeutic advice. 4 Levels of business ethics-individual level, organizational level,associational level,Societal level and international level- Business and ethics of responsibility.

REFERENCES:

Peter Singer, *Practical Ethics* .

Murthy,C,S,V, *Business ethics*. Weiss Joseph, *Business ethics*

MODULE-IV- hrs : 24

Media ethics-Introduction-need-status of print and electronic media in Indian society-Fourth Estate - Media and the role based obligations-Measures taken by media persons while gathering informations-Honesty, Accuracy, Objectivity, Avoiding Harm and Bias

REFERENCES:

Peter Singer, *Practical Ethics*.

Mathew Kieran, *Media ethics-A philosophical Approach*

SEMESTER – VI

CORE COURSES :

CORE COURSE-1- PL6CRT11- RECENT TRENDS IN WESTERN

PHILOSOPHY

CORE COURSE-2- PL6CRT12- MODERN INDIAN THOUGHT

CORE COURSE-3- PL6CRT13- APPLIED ETHICS

CORE COURSE-4- PL6CRT14- PHILOSOPHY OF GENDER

PROJECT - PL6PRT01- (Linked with Core Courses)

CHOICE BASED COURSES : (CHOOSE ANY ONE OUT OF THREE)

CHOICE BASED COURSE-1- PL6CBT01- PHILOSOPHY OF

SELF MANAGEMENT

CHOICE BASED COURSE-2- PL6CBT02- CRIME AND

PUNISHMENT

CHOICE BASED COURSE-3- PL6CBT03- PHILOSOPHY OF

RELIGION

CORE COURSE- 1
RECENT TRENDS IN WESTERN PHILOSOPHY

Credits : 4

Total no. of hours : 90

OBJECTIVES :

To acquaint the student with the recent trends in Western Philosophy

Module I- hrs : 22

Logical Positivism: Vienna circle - Elimination of Metaphysics - Verification Principle –criticisms-modified verification principle- Elimination of Metaphysics-criticisms

References

Barry R. Gross, *Analytic Philosophy: An Historical Introduction*
R.C, Pradhan, Recent Developments in Analytic Philosophy

Module II –hrs : 22

Linguistic Philosophy: The linguistic turn in Philosophy- Wittgenstein Picture theory- Ideal language- Carnap and linguistic

philosophy-semiotics-syntax-semantics- Pragmatics – (Brief account only) Hermeneutics-Hermeneutic circle.

References

Barry R. Gross, *Analytic Philosophy: An Historical Introduction*
R.C, Pradhan, Recent Developments in Analytic Philosophy

Module III –hrs : 22

Phenomenology: Phenomena-Intentionality-Phenomenological method -Edmund Husserl-meaning of essence-intuition-Transcendental consciousness-Martin Heidegger-Dasein.

References

David West, *An Introduction to Continental Philosophy*
Debabrata Sinha, *Phenomenology and Existentialism*
Frank Thilly, *A History of Philosophy*, Central Publishers, Allahabad.

Module IV –hrs : 24

Existentialism-Causes for its origin- Main characteristics-Two types-theistic-atheistic- Soren Kierkegaard- three stages of life-Sartre- authentic existence- bad faith- Nietzsche - God is – dead - the superman

References

David West, *An Introduction to Continental Philosophy*
Debabrata Sinha, *Phenomenology and Existentialism*
Frank Thilly, *A History of Philosophy*, Central Publishers, Allahabad.

CORE COURSE- 2

MODERN INDIAN THOUGHT

Credits : 4

Total no. of hours : 90

OBJECTIVES:

- To acquaint the students to some of the fundamental concepts propounded by modern Indian thinkers

MODULE-I –hrs : 22

Neo-Vedanta in Indian context- Swami Vivekananda: Nature and Ideal of Universal Religion

Sri Aurobindo: Evolution and Involution, Integral Yoga

Ramana Maharshi: Method of self enquiry

REFERENCES:

B.K. Lal, Contemporary Indian Philosophy

T.M.P. Mahadevan C.V Saroja, Contemporary Indian Philosophy

T.M.P. Mahadevan, Philosophy of Existence, Ramana Ashramam

Sri Aurobindo, Integral Yoga

Arthur Osborne(Ed.), the Teachings of Bhagavan Sri Ramana Maharshi in His Own Words

MODULE-II- hrs : 22

Neo Vedanta in social context of Kerala- Sri Narayana Guru:
 Philosophy of Advaita, Critique of caste – Chattampi
 Swamikal: Vedadhikara Niroopanam

REFERENCES:

Nitya Chaitanya Yati, Jatinirnayam(commentary)
 Prof. G Balakrishnan Nair, complete works of Sri Narayana
 Guru (relevant Sections only)
 K, Maheswaran Nair, the Complete Works of Chattampi
 Swamikal

MODULE-III –hrs : 22

Philosophy of Mahatma Gandhi: Truth, Non-violence,
 Trusteeship, Satyagraha, concept of Social Justice and
 Economic ideas

REFERENCES:

B.K. Lal, Contemporary Indian Philosophy
 T.M.P. Mahadevan C.V Saroja, Contemporary Indian
 Philosophy
 Mohandas Gandhi, Constructive programme

MODULE-IV- hrs : 24

Radical Spiritualism: Jitu Krishnamurthy- concept of freedom
 Dr. S. Radhakrishnan- classification of religion, mysticism

REFERENCES:

J. Krishnamurthy, Freedom From the Known
 Murty, K. Satchidananda; Ashok Vohra (1990). Radhakrishnan: his
 life and ideas

CORE COURSE- 3
APPLIED ETHICS

Credits: 4

Total no. of Hours: 90

OBJECTIVES: -

- To introduce the students to the basic concepts of Applied Ethics

Module I –hrs : 22

General Introduction-Normative ethics and Applied Ethics- Analysis of issues in public and private life of man- Casuistry- Ethical issues in technological age- the relevance of Applied Ethics.

REFERENCES:

Peter Singer, Practical Ethics

Hans Jonas, Towards Philosophy of Technology in Philosophy of Technology.

Module II –hrs : 22

Bio-Ethics-Introduction-Termination of life-(a). Before birth- Abortion- different views on Abortion-Status of fetus-Personhood. (b). After death-Euthenasia-Active and Passive-Voluntary and involuntary-issues connected with Euthenasia-Surrogacy-Surrogate motherhood-issues connected with Surrogacy.

REFERENCES:

Peter Singer, Practical Ethics. Water Glannon, Biomedical Ethics
 Tom Beauchamp and Roy Watters, Contemporary issues in Bio
 ethics

MODULE-III –hrs : 22

Business ethics-Definition –need- 3 objectives -analysis, evaluation
 and therapeutic advice. 4 Levels of business ethics-individual level,
 organizational level, associational level, Societal level and
 international level- Business and ethics of responsibility.

REFERENCES:

Peter Singer, Practical Ethics .
 Murthy, C, S, V, Business ethics. Weiss Joseph, Business ethics

MODULE-IV- hrs : 24

Media ethics-Introduction-need-status of print and electronic media
 in Indian society-Fourth Estate-Media and the role based
 obligations-Measures taken by media persons while gathering
 informations-Honesty, Accuracy, Objectivity, Avoiding Harm and
 Bias

REFERENCES:

Peter Singer, Practical Ethics.
 Mathew Kieran, Media ethics-A philosophical Approach

CORE COURSE- 4
PHILOSOPHY OF GENDER

Credits : 4

Total no. of hours : 108

OBJECTIVES:

- To introduce the students the problem of gender and its philosophical ramifications
- To sensitize the students to the various stages in the development of Feminism
- To familiarize the students to the epistemological and ethical dimensions of the problem of gender.

MODULE-I –hrs : 27

What is gender equality? Difference debate: on male-female, on Masculinity-Femininity, Gender: the role constructed by society, norms and expectations, morality, mothering and ethic of care, dual-parenting, male-female ethics

REFERENCES:

Margaret Walter, Feminism: a very short introduction,
Oxford
Jane Freedman, Feminism, Viva Books, New Delhi(chapter I)
V. Geetha, Gender, Stree Books, Kolkatta
Manuel Velasquez, Male and Female Ethics in Philosophy,
(chapter 7.5) Wadsworth

MODULE-II –hrs : 27

Feminism to gender studies, differing views of feminist thought: First, Second and Third stage of feminism, the Sameness view, the Difference view, the Dominance view, Radicalists and Liberalists, different forms of feminism: Eurocentric feminism, white feminism, black feminism and third world feminism.

REFERENCES:

Margaret Walter, Feminism: a very short introduction, Oxford
 Jane Freedman, Feminism, Viva Books, New Delhi(chapter I)
 V. Geetha, Gender, Stree Books, Kolkatta
 Manuel Velasquez, Male and Female Ethics in Philosophy, (chapter 7.5) Wadsworth

MODULE-III –hrs : 27

Gender- philosophical understanding

1. Liberalist theories, equality of opportunities
2. Eangel's view of origin of family and male dominance
3. Psycho analysis view on becoming men and women:
 Freud, Jacques Lacan and Carl Jung
4. Post modern Post structuralist feminism: Judith Butler

REFERENCES:

Margaret Walter, Feminism: a very short introduction, Oxford
 Jane Freedman, Feminism, Viva Books, New Delhi(chapter I)
 V. Geetha, Gender, Stree Books, Kolkatta

MODULE-IV –hrs : 27

Gender in Indian perspective: tradition- philosophical opposition of inactive purusha and active prakriti in early Samkhya philosophy, Icon of Ardha nariswara, mother God in Sakta tradition, holistic view of life- Purusharhas and gender role, debate on manu's view of status of women(Manusmriti IX-3) Women never fit to be independent: women to be protected by neb or subordinate to men or co-operate with men or dominated by men

REFERNCES:

- Padia, Chandrakala. *Feminism, Tradition and Modernity*.
 Aravind Sharmas, *Feminism, Tradition and Modernity*.
 T.M.P.Mahadevan, *Invitation to Indian Philosophy*

CHOICE BASED COURSE – 1
PHILOSOPHY OF SELF MANAGEMENT

Credits: 4

Total no. of hours : 72

OBJECTIVES: -

- To bring out the significance of Philosophy in daily life.
- To create an awareness among students for the need of inculcating Philosophical ideals in one's own life.

Module I- hrs : 18

Philosophy: its theoretical and practical nature - understanding Philosophy as a reflective and critical approach to life and reality.

References

Carel and Gamez, What Philosophy is, Viva Publications

Robert C Solomon, Introducing Philosophy, Oxford

Module II-: 18

The Bhagavad Gita and Self-management: Conflict resolution in man: The Venue of conflict in the Gita as a case of the inner conflict in man - Cultivating emotional stability as the method of its resolution -sthithaprajna - the ideal of samatvam - A comparison with Platos wisdom -yoga as efficiency in action. - cultivation of Yama and Niyama in yoga system

References

Swami Ranganathananda, The Universal Message of the Gita

Dr. S. Radhakrishnan, The Bhagavad Gita

Module III- hrs : 18

Buddhism and Self-management: Analysis of Human suffering: the concept of suffering, cause and the way to its removal - the four noble truths - the need of cultivating mindfulness - the doctrine of middle path.

References

Harold Coward, Eva Dargyay, Ronald Newfeldt, Readings in Eastern Religions Satguru publications

Module IV- hrs : 18

Existentialism and Self-management - Self-identity and the responsibility of choice - the concept of existence - human predicament - bad faith -authentic existence - stages of life - the Aesthetic, ethical and religious - freedom and responsibility.

References

Carel and Gamez, What Philosophy is, Viva Publications

Robert C Solomon, Introducing Philosophy, Oxford

Mrinal Kanti Bhadra, Critical Survey of Phenomenology and Existentialism,(ICPR)

CHOICE BASED COURSE – 1
CRIME AND PUNISHMENT

Credits : 4

Total no. of hours : 72

OBJECTIVES:

- To enable students to understand moral issues confronting local society and Global society

MODULE-I –hrs : 18

Moral Pathology- key concepts-voluntary action, Responsibility, Error in action, Natural evil and Moral evil, Vice, Law-Eternal law, nature of law, Human law and state law, sin crime, conscience and conscience of Mankind.

REFERANCES

William Lillie, *An Introduction to Ethics*

Jadunath Sinha, *A Manual of Ethics*

MODULE-II- hrs :18

Crime and violation of State law-criminal and tart law, crime in Global context-crime against peace, war crime, crime against humanity, emergence of International criminal law

REFERENCE

Peter Singer, *One World-the ethics of Globalization* (Chapter-4)

MODULE-III- hrs : 18

Philosophical understanding of Criminal Act- guilty mind *menrea* and forbidden mind *actus reus*, I-thou distinction, and insider-outsider distinction.

REFERNCES:

Mark C. Murphy, *Philosophy of Law* (Chapter-4)

Peter Singer, *Practical Ethics* (Chapter-9)

MODULE-IV hrs :18

Punishment-Nature of punishment, aim of punishment, Three theories- Deterrence, Retribution, Rehabilitation. Contrast between Forward- looking theories and Backward – looking theories. Justification and excuse

REFERENCE:

William Lillie, *An Introduction to Ethics*

Peter Singer, *Practical Ethics* (Chapter-9)

Hugh LaFollette, *The Practice of Ethics*

CHOICE BASED COURSE – 2
PHILOSOPHY OF RELIGION

Credits: 4

Total no. of hours : 72

OBJECTIVES:

- To acquaint students with the philosophical basis of Religion

Module I –hrs : 18

Introduction-meaning and definition-Religion and theology-
Religion and science-Philosophy of religion-
Theories for the origin and development of religion-Theo centric-
evolutionary-Marxian and Psychological

References:

John Hick, Philosophy of Religion.

William L Rowe, Philosophy of Religion.

Masih

Module II - hrs : 18

Epistemological issues- Belief and Faith-Reason and Revelation-
main arguments for the existence of God- ontological-teleological-
cosmological-moral

References:

John Hick, Philosophy of Religion.

William L Rowe, Philosophy of Religion.

Masih

Module III hrs : 18

Metaphysical issues- God in relation with the individual and the world-Theism-monotheism-monism-personal and impersonal monism

References:

John Hick, Philosophy of Religion.

William L Rowe, Philosophy of Religion.

S.Radhakrishnan, An Idealistic View of Life.

Module IV- hrs: 18

Christianity- unity and trinity- faith, hope and love- Islam- five vows- unconditional mercy- universal brotherhood- Hinduism- Pancha maha vratas.

References:

John Hick, Philosophy of Religion.Y.Masih,

S.Radhakrishnan, An Idealistic View of Life.

Prof. M.Mujeeb, Muslim Philosophy.

PROJECT

Credits: 2

No. of Contact hours: Nil

Objectives

- To provide guidelines for research project in philosophy
- To initiate students to philosophical perspectives
- To encourage field work in applied philosophy
- To combine case based reasoning with theoretical concepts

Module I

Scope of project in philosophy : Project linked to the core courses.

References

Ramachandran T.P. *Research methodology in philosophy*.
University of Madras.

Module II

Collection of data - Organisation - Presentation

References

Ramachandran T.P. *Research methodology in philosophy*.
University of Madras.

Module III

Chapterization- Submission of draft

References

Ramachandran T.P. *Research methodology in philosophy.*
University of Madras.

Module IV

Submission of completed Project, Presentation

References

Ramachandran T.P. *Research methodology in philosophy.*
University of Madras.