



DEPARTMENT OF PHILOSOPHY

KAZI NAZRUL UNIVERSITY Syllabus for M.A. in Philosophy (CBCS) (Academic session 2018-2019)

Preamble

The purpose of a Learning Outcome-based Curriculum Framework (LOCF) is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realise that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values.

LOCF seeks to make higher education in India learner-centric so that graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

Introduction to Learning Outcome Based Curriculum Framework (LOCF) in Kazi Nazrul University:

Two year Post-Graduate programs in Kazi Nazrul University have been designed as a base for research and application of knowledge. The syllabus and curricula of the post graduate programmes have been developed following the UGC LOCF guidelines and through rigorous academic exercises after consulting eminent academic experts and feedback received from various stakeholders of the University. These two-year programs will enable the students to enhance their learning after under-graduate course and to join the workforce in their respective fields. Kazi Nazrul University has an aim to develop the future generation learners sensitive towards the developmental challenges of the nation with special emphasis on the local developmental needs. The University also aims to foster this future generation of learners with a systematic understanding of global development need. The learning outcome-based curricula of different disciplines reflect the national as well as global sustainable needs listed below in the respective programme and course specific outcomes:

National needs:

- Promote Right to education
- Inculcate ethical and professional values
- Increase national and international visibility;
- leverage institutional strengths through strategic partnerships;
- enlarge the academic community within which to benchmark their activities;
- mobilise internal intellectual resources;
- add important, contemporary learning outcomes to student experience;
- Develop stronger research groups.
- Encourage multidisciplinary
- Promote Cross cultural exchanges
- Preservation of traditional knowledge
- Creating human resource for Economic growth
- Promotion of scientific mind-set and critical thinking

Sustainable development needs:

- Help to eradicate poverty
- Ensuring meal for all
- Promoting good health and well being
- Promoting quality education
- Promoting gender equality
- Initiatives for clean water and sanitization
- Programmes to reduce inequalities
- Develop sustainable cities and communities
- promote decent work and economic growth
- initiate industry-academia collaboration for innovative research
- encourage responsible consumer behaviour
- encourage pro-environment awareness

Program Outcomes (PO)s

The overall program outcome of the LOCF at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of MA/MSc/ M.Com/ MBA

- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- Provide higher education institutions and their stake holders an important point of reference for setting and assessing standards.

Postgraduate Attributes

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a postgraduate student should demonstrate will include the following:

- ***Disciplinary Knowledge:*** Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- ***Communication Skills:*** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- ***Critical Thinking:*** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.

- ***Problem Solving:*** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
- ***Analytical Reasoning:*** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- ***Research-related Skills:*** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- ***Collaboration/Cooperation/Team work:*** Demonstrate ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- ***Scientific Reasoning using Quantitative/Qualitative Data:*** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- ***Reflective Thinking:*** Demonstrate critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- ***Information/Digital Literacy:*** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- ***Self-Directed Learning:*** Demonstrate ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- ***Multicultural Competence:*** Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
- ***Moral and Ethical Awareness/Reasoning:*** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.

- **Community Engagement:** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- **Leadership Readiness/Qualities:** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Program Specific outcomes (PSO)s:

After successful completion of this course, the student should be able to achieve the specific learning outcomes into the following areas:

- Metaphysical, Epistemological, and logical issues in Indian and Western both Philosophical perspectives.
- Symbolic Logic, Knowledge of deductive systems, Knowledge of the formal techniques and techniques of evaluating arguments.
- Indian Logic.
- Philosophy of Art from the both Indian and Western perspectives.
- Linguistic Philosophy (Indian and Western.)
- Issues in Continental Philosophy, Values, Contemporary Ethical Issues and other Social-political philosophical thoughts also.

Global Needs	SEM I	SEM II	SEM III	SEM IV
Systems thinking competency	MAPHILC101, MAPHILC102, MAPHILC103, MAPHILC104, MAPHILC105	MAPHILC201, MAPHILC202, MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC301, MAPHILC302, MAPHILC303, MAPHILC304, MAPHILMIE301	MAPHILC401, MAPHILC402, MAPHILC403, MAPHILC404, MAPHILC405
Anticipatory competency	MAPHILC102, MAPHILC103, MAPHILC104,	MAPHILC202, MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC301, MAPHILC302, MAPHILC303, MAPHILC304, MAPHILMIE301	MAPHILC403, MAPHILC404, MAPHILC405
Normative competency	MAPHILC101, MAPHILC102,	MAPHILC201, MAPHILC202,	MAPHILC301, MAPHILC302,	MAPHILC401, MAPHILC402,

	MAPHILC103, MAPHILC104, MAPHILC105	MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC303, MAPHILC304, MAPHILMIE301	MAPHILC403, MAPHILC404, MAPHILC405
Strategic competency	MAPHILC102, MAPHILC103,	MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC301, MAPHILC302, MAPHILMIE301	MAPHILC403, MAPHILC404, MAPHILMJE403
Transdisciplinary collaboration competency	MAPHILC101 MAPHILC102, MAPHILC103, MAPHILC104, MAPHILC105	MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC303, MAPHILMIE301 MAPHILMJE306, MAPHILMJE307,	MAPHILC401, MAPHILC402, MAPHILMJE406
Critical thinking competency	MAPHILC102, MAPHILC104, MAPHILC105	MAPHILC203, MAPHILMIE201	MAPHILC301, MAPHILC302, MAPHILMIE301	MAPHILC401, MAPHILC402, MAPHILC403, MAPHILC404, MAPHILC405
Creativity competency	MAPHILC101 MAPHILC102, MAPHILC103, MAPHILC104, MAPHILC105	MAPHILC201, MAPHILC202, MAPHILC203, MAPHILC204, MAPHILMIE201	MAPHILC301, MAPHILC302, MAPHILC303, MAPHILC304, MAPHILMIE301	MAPHILC401, MAPHILC402, MAPHILC403, MAPHILC404, MAPHILC405
Self-awareness competency	MAPHILC101 MAPHILC102, MAPHILC103, MAPHILC104, MAPHILC105	MAPHILC201, MAPHILC202, MAPHILC203	MAPHILMJE302 MAPHILMJE305 MAPHILMJE307	MAPHILMJE402 MAPHILMJE405 MAPHILMJE407

The vision of the Department of Philosophy is to impart quality education to the students and making them globally competent. The emphasis of the department is to study classical philosophy from both Indian and Western perspectives, and also contemporary philosophical theories in both Indian and Western tradition. Keeping in mind the aforesaid goal the Department offers several new courses bearing relevance and significance in the contemporary world. We hope the syllabus as furnished below will fulfil our goal.

a) Aims :

- a. To give importance to student oriented learning.
- b. To impart quality education.

- c. To encourage the students in research work and critical thinking.

Programme Structure:

The course structure of the proposed programme is given below:

The students are required to take eighteen core courses which are compulsory and two discipline specific elective courses/special courses (Major Elective) of five credits each. Students are to take at least one elective interdisciplinary elective (Minor Elective) course of four credits from other discipline.

Semester-wise Course Division

First Semester: There are five compulsory core courses with five credits each. These are (i) *pratyakṣa pramāṇa and anumāna pramāṇa* (ii) Western Logic (iii) *prāmāṇyavāda*; (iv) Western Epistemology and (v) Critique of Pure Reason & Nyāyasūtra with Vātsyāyanabhāṣya.

Second Semester: There are four compulsory core courses with five credits each and one compulsory minor elective with four credits. These are: (i) Indian Metaphysics; (ii) Western Metaphysics; (iii) Philosophy of Mind; (iv) Modern Indian Philosophy and (v) Logical Paradox (minor elective).

Third Semester: There are four compulsory core courses with five credits each, one compulsory minor elective with four credits and one major elective (students have to select any one group as offered by the Department) with five credits. These are (i) Western Philosophy of Language; (ii) Bhartṛhari: Vākyapadīyam & Visvanāth: Bhāṣāparichheda; (iii) Aesthetics (Indian & Western); (iv) Philosophy of Religion; (v) Ethical Dilemma (minor elective); (vi) Vedānta-I or Sāṃkhya-Yoga-I or Logic-I or Nyāya-I or Buddhism-I or Social & Political Philosophy-I or Philosophy of Mind-I.

Fourth Semester: There are five compulsory core courses with five credits each and one major elective (students have to select any one group as offered by the Department) with five credits. These are (i) Phenomenology & Existentialism (ii) Hermeneutics & Post Modernism (Western); (iii) Indian Ethics; (iv) Western Ethics; (v) Project, Presentation and Grand Viva; and (vi) Vedānta-II or Sāṃkhya-Yoga-II or Logic-II or Nyāya-II or Buddhism-II or Social & Political Philosophy-II or Philosophy of Mind-II. (Students have to select any one group as offered by the Department. In this last semester, students required to take one compulsory course with five credits where they need to write a **Project** and also need to appear for an open viva in front of external experts.)

Learning Outcomes:

This program aims to explain various philosophical theories in both Indian and the Western tradition. After successful completion of this course, the student will be able to:

1. Recognize and respond and the different types of philosophical questions or philosophical queries.
2. Analyze different types of questions or philosophical queries.
3. Present philosophical arguments accurately in both written and oral form.
4. Provide appropriate grounds to evaluate the philosophical arguments and also able to address potential counter-arguments and objections.
5. Describe and articulate one's own points of view in a clear, consistent, concise and thorough manner.

Career Opportunities:

Philosophy explores the core issues of the intellectual tradition. Philosophy is a subject where we can see that there is always a search for a critical and systematic inquiry into fundamental questions, question of right and wrong, truth and falsehood, the meaning of life and the nature of reality and so on. The subject like Philosophy encourages the students/researchers to formulate questions from some new angle and always follow arguments from a Philosophical outlook to provide excellent preparation for various professional programs and also provides a strong foundation for a career in Teaching, as well as Writing,

COURSE CURRICULUM

Course Type	Course Code	Course Title	Learning Hour distribution per week	Credit	Marks
			L: T: P		
MA SEMESTER-I					
Core Course	MAPHILC101	<i>pratyakṣa pramāṇa and anumāna pramāṇa</i>	4: 1:0	5	50
Core Course	MAPHILC102	Western Logic	4: 1:0	5	50
Core Course	MAPHILC103	<i>prāmāṇyavāda</i>	4: 1:0	5	50
Core Course	MAPHILC104	Western Epistemology	4: 1:0	5	50
Core Course	MAPHILC105	Critique of Pure Reason with &Nyāyasūtra Vātsyāyanabhāṣya	4: 1:0	5	50
Total				25	250
MA SEMESTER-II					
Core Course	MAPHILC201	Indian Metaphysics	4: 1:0	5	50
Core Course	MAPHILC202	Western Metaphysics	4: 1:0	5	50
Core Course	MAPHILC203	Philosophy of Mind	4: 1:0	5	50
Core Course	MAPHILC204	Modern Indian Philosophy	4: 1:0	5	50
Minor Elective	MAPHILMIE201	Logical Paradox	4: 0:0	4	50

				Total	24	250
MA SEMESTER-III						
Core Course	MAPHILC301	Western Philosophy of Language		4: 1:0	5	50
Core Course	MAPHILC302	Bhartṛhari: Vākyapadīyam&Visvanāth : Bhāṣāparichheda		4: 1:0	5	50
Core Course	MAPHILC303	Aesthetics (Indian & Western)		4: 1:0	5	50
Core Course	MAPHILC304	Philosophy of Religion		4: 1:0	5	50
Minor Elective	MAPHILMIE301	Ethical Dilemma		4: 0:0	4	50
Major Elective- I	MAPHILMJE301	Vedanta-I	Any One	4: 1:0	5	50
	MAPHILMJE302	Sāṃkhya-Yoga-I				
	MAPHILMJE303	Logic-I				
	MAPHILMJE304	Nyāya-I				
	MAPHILMJE305	Buddhism-I				
	MAPHILMJE306	Social & Political Philosophy-I				
	MAPHILMJE307	Philosophy of Mind-I				
				Total	29	300
MA SEMESTER-IV						
Core Course	MAPHILC401	Phenomenology & Existentialism		4: 1:0	5	50
Core Course	MAPHILC402	Hermeneutics & Post Modernism		4: 2:0	5	50
Core Course	MAPHILC403	Indian Ethics		4: 1:0	5	50
Core Course	MAPHILC404	Western Ethics		4: 1:0	5	50
Core Course	MAPHILC405	Project, Presentation and Grand Viva		0: 0:10	5	50
	MAPHILMJE401	Vedanta-II				
	MAPHILMJE402	Sāṃkhya-Yoga-II				
	MAPHILMJE403	Logic-II				

Major Elective-II	MAPHILMJE404	Nyāya-II	Any One	4: 1:0	5	50
	MAPHILMJE405	Buddhism-II				
	MAPHILMJE406	Social & Political Philosophy-II				
	MAPHILMJE407	Philosophy of Mind-II				
Total					30	300
Grand Total					108	1100

Syllabus for the Degree of Master of Arts (M. A.) in Philosophy (Academic session 2018-2019)

Continuous Assessment: 10 marks & End Semester Examination: 40 marks.

MODE OF EVALUATION:

Continuous evaluation will comprise of internal assessment and end semester examination.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION:

Candidates are to write two essay type answers to questions of 10 marks each out of four such questions, and need to write two answers to questions of 5 marks each out of four such questions and need to write five short type answers to questions of 2 marks each out of eight such questions.

SEMESTER-I Full Marks: 250 CORE COURSES

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks Theoretical
<i>pratyakṣapramāṇa and anumānapramāṇa</i>	C	MAPHILC101	CC-1	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course aims to develop the skills to understand a philosophical text and decipher the underlying philosophical issues in it. And also tries to introduce some of the most important issues in Indian Philosophical system i.e. *Navya-Nyāya* in the light of *Bhāṣāparichhedaḥ* by Viśvanātha.

COURSE OUTCOME:

This course will encourage the students to involve in the critical analysis in Indian Philosophy. This course will emphasize on enriched tradition of argumentation in *Navya-Nyāya*.

Suggested Topics:

- Definitions, Process & Types of *pratyakṣa* and *anumāna*

Recommended Texts:

- *Bhāṣāparichhedaḥ* by Viśvanātha (*pratyakṣa* and *anumānakhaṇḍa*)

Suggested Readings:

- Satish Ch. Vidyabhusan: *History of Indian Logic*, MLBD, 2015.
- B.K. Matilal: *The Character of Logic in India*, State University of New York press, 1998.
- B.K. Matilal: *Logic, Language and Reality*, MLBD, 2017.
- S.S. Barlingay: *A Modern Introduction to Indian Logic*, National Publishing House, Delhi, 1965.
- Nandita Bandyopadhyay: *The Concept of Logical Fallacies*, Sanskrit Pustak Bhandar, 1977.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Western Logic	C	MAPHILC102	CC-2	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course aims to introduce students to the developments in reasoning.

COURSE OUTCOME:

Systematic Logical reasoning will refine their reasoning and argumentation techniques.

Suggested Topics:

- 1st Order Predicate Logic, multiple General Proposition, Relations, Identity, definite description.
- Truth tree for 1st Order Predicate Logic.

Recommended Texts:

- I. M. Copi: *Symbolic Logic* (5th edition), Chapters 3 and 4 Prentice Hall of India, 1998.
- Richard Jeffrey: *Formal Logic: Its Scope and Limits* (1st edition), Tata McGraw-Hill, 1930.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
<i>prāmānyavāda</i>	C	MAPHILC103	CC-3	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course introduces Indian epistemology. In Indian epistemology the controversy over the truth (*pramātvā*) of knowledge is a cardinal problem. Different schools of thought participate in this controversy. The entire discussion in *Prāmānyavāda* centres round the following the set of questions:

1. What are the conditions for generating truth?
2. How can the truth of knowledge be known?

The exclusivity that we observe in Indian epistemology is both veridical cognition and non-veridical cognition is the matter of discussion in case of knowledge. So the theory about 'Pramātvā' also invites the discussion related to erroneous cognition.

COURSE OUTCOME:

This course is designed to enable students to know about certain fundamental epistemological problems. This course will enable students to think critically. Without critical analysis of anything, no understanding is possible.

Suggested Topics:

- *anubhava-yathārtha & ayathārtha*
- *pramāṇa – (a) pratyakṣa, (b) anumāna (c) upamāna(d) arthāpatti (e) anupalabdhi*
- *prāmāṇyavāda– (a) svataḥ prāmāṇyavāda (b) parataḥ prāmāṇyavāda (d) svaprakāśatva & (e) paraprakāśatva*
- *khyātivāda– (a)akhyāti, (b) anyathākhyāti, (c) anirvacanīyakhyāti& (d) ātmakhyātivāda*

Recommended Texts:

- *Tarkabhāṣā* by Keśava Miśra.
- *Tattvacintāmaṇi (prāmāṇyavāda)* by Gaṅgeśa.
- *Ślokavārttika* by Kumārila Bhaṭṭa.

Suggested Readings:

- Govardhan P. Bhatt: *Epistemology of the Bhāṭṭa School of Pūrva- Mīmāṃsā*, Varanasi, 1962
- J.N.Mohanty: *Gangeśa's Theory of Truth*, MLBD, 2006
- Karl Potter: *Encyclopedia of Indian Philosophy (Vol. on Navya-Nyaya)*, Yoga Publication Trust, August, 2014
- B.K. Matilal: *Perception, An essay on Classical Indian Theories of Knowledge*, Oxford University press, Feb, 1992
- K.N. Jayatille: *Early Buddhist Theory of Knowledge*, MLBD, 1963
- S.K. Maitra: *Fundamental Questions of Indian Metaphysics and Logic*, Chakraborty, Chatterjee & Co. Lt. , Jan, 1956
- A.K. Roychowdhury: *Self and Falsity*, Progressive publishers, 1995
- Panchanan Sastri: *Bauddha Darshana*, Joyguru pusthakalaya, 1401 (Bengali Year)
- D. M. Datta: *Six Ways of Knowing*, MLBD, 1997
- S.C. Chatterjee: *Nyāya Theory of Knowledge*, MLBD, 2007

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Western Epistemology	C	MAPHILC104	CC-4	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Epistemology is that branch of philosophy which is concerned with knowledge; its definition, theories and nature. It is also concerned with justification and scepticism. This course packs in the traditional definition of knowledge, as well as the shortcomings of this formulation through Gettier-type counter examples and also the responses to these challenges. Various theories of justification are also included

in this course, as “justification” is a very important epistemic term. And finally, the course incorporates the challenges posed by scepticism to the possibility of knowledge itself.

COURSE OUTCOME:

If we cannot ascertain what knowledge is, all attempts to gather information become futile. This course trains the students to critically analyse the concept of knowledge and fine-tune the reasoning skills.

Suggested Topics:

- Skepticism and the Possibility of Knowledge
- Nature and Definition of Knowledge: Belief and Knowledge
- Gettier Problem and Responses to it
- Justification of Knowledge: Foundationalism, Coherentism, Causal theory and Reliability theory
- Internalism-externalism debate

Recommended Texts:

- J. Dancy: *Introduction to Contemporary Epistemology*, Blackwell, Oxford University press, 1985
- R. M. Chisholm: *Theory of Knowledge* (3rd ed.) Prentice Hall, 1966
- J. Ayer: *The Problem of Knowledge*, Penguin Books, 1956
- J. L. Pollock: *Contemporary Theories of Knowledge*, Rowman& Littlefield, 1986
- G.S.Pappas & M.Swain(eds.), *Justification and Knowledge: New Studies in Epistemology*, D. Reidel Pub.Co.,1978
- Alan Musgrave, *Commonsense, Science and Scepticism: A Historical Introduction to the Theory of Knowledge*, CambridgeUniversityPress,1993
- W. Alston, ‘Internalism and Externalism in Epistemology’, *Philosophical Topics*, Vol. 14, 1986
- W. Alston, ‘An Internalist Externalist’, *Synthese*, Vol. 74, 1988
- L. BonJour, ‘Externalist Theories of Empirical Knowledge’, *Midwest Studies in Philosophy*, Vol. 5, 1980
- Alvin Goldman, ‘The Internalist Conception of Justification’, *Midwest Studies in Philosophy*, Vol. 5, 1980
- K. Lehrer, and S. Cohen, ‘Justification, Truth, and Coherence.’ *Synthese*, Vol. 55, 1983
- R. Feldman, ‘BonJour and Sosa on Internalism, Externalism, and Basic Beliefs’, *Philosophical Studies*, Vol. 131, 2006
- Sutapa Saha, *Evidence and Truth: Responses to the Gettier Problem*, Allied Publishers, 1994
- Tushar Kanti Sarkar, *Knowledge, Truth and Justification*, Allied Publishers, 1992
- Sandhya Basu: *Justification: Concepts and Theories*, Progressive Publishers, 2003
- Projay Sarkar, *Jñāna, Saṁśayavad O Yuktisiddhi Praśange*, Papyrus, Kolkata, 2009

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Critique of Pure Reason & Nyāyasūtra with Vātsyāyanabhāṣya	C	MAPHILC105	CC-5	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Critique of Pure Reason: Kant's *Critique of Pure Reason* is one of the most important philosophical texts in the history of Western Philosophy and the main objective of this course is to introduce a classic text from the Western Philosophical tradition.

Nyāyasūtra with Vātsyāyanabhāṣya: This course aims to develop the skill of how to understand a philosophical text and decipher the underlying philosophical issues in it. And also tries to introduce some of the most important Epistemological issues in Indian Philosophical system i.e., *Nyāya*.

COURSE OUTCOME:

Critique of Pure Reason: This course will introduce our students with Western philosophical perspectives, which eventually nurture their philosophical understanding as a whole. Introducing western thoughts with a thinker like Immanuel Kant will refine their philosophical insight.

Nyāyasūtra with Vātsyāyanabhāṣya: This course will introduce students with some glimpses of our enriched tradition of Indian philosophical text. It also prepares their mind to appreciate and understand the intense philosophical analysis and argumentation of traditional Indian philosophical systems.

Suggested Topics:

- I. Kant : *Critique Of Pure Reason (Selected Topics)*
- Gautama : *Nyāyasūtra*, with *Bhasya* : *Nyāyasūtrabhāṣya (sūtra-23, ānhika-I, adhyāya-I) & Nyāyasūtrabhāṣya (adhyāya – III)*

Recommended Texts:

- N.K. Smith : *A Commentary to Kant's Critique of Pure Reason*, Trans. N. K. Smith, Macmillan & Co. Ltd., 1969.
- H.J. Paton: *Metaphysic of Experience (Vol. I & II)*, George Allen & Unwin, 1965.
- Phanibhusan Tarkabagish: *Nyaya Darsana (I & III)*, West-Bengal Book Board, 1925.

SEMESTER-II
Full Marks: 250
CORE COURSES

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Indian Metaphysics	C	MAPHILC201	CC-6	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The goal of this course is to present and critically engage with some of the important debates in the area of Indian metaphysics. This is a text-based course.

COURSE OUTCOME:

This will introduce our students with the Indian traditional analytic approaches (i.e. *Nyaya*, *Vedānta* and *Sāṃkhya*) and to deep philosophical issues like Causality, *Prakṛti*, *Puruṣa*, *atman* etc.

Suggested Topics:

- The concept of *jīva* and *ātman*
- The World & its creations: *ārambhavāda*, *pariṇāmvāda* and *vivartavāda*
- Different theories of causation : *satkāryavāda*, *asatkāryavāda*, *svabhāvavāda*, *pratītyasamutpādvāda*
- Introduction to categories in Vaiśeṣika metaphysics (*uddeśaprakaraṇa* & *sādharmya-vaidharmyaprakaraṇa of Praśastapādabhāṣya*)
- The concept of *Īśvara*(God); proofs for & against the existence of God
- Concept of *Prakṛti* and *Puruṣa* in Sāṃkhya

Recommended Texts:

- *Nyāyasūtra-vātsyayanabhāṣya*
- *Praśastapādabhāṣya*
- *Nyāyakusumānjali*
- *Vedāntaparibhāṣa*
- *Sāṃkhyakārikā*

Suggested Readings:

- Stephen H. Philips: *Classical Indian Metaphysics*, Delhi: MLBD, 1997.
- Jadunath Sinha: *Indian Realism*, London, Kegan Paul, 1938.
- P.K. Mukhopadhyay: *Indian Realism*, Calcutta, K.P. Bagchi 1984.
- Harsh Narain: *Evolution of the Nyaya-Vaisesika Categoriology*, BharatiPrakashan, 1976
- Sadananda Bhaduri: *Studies in Nyāya-Vaiśeṣika Metaphysics*, Bhandarkar Oriental Research institute, Poona, 1946.
- Narayan Chandra Goswami: *Sāṃkhyatattvakumudī*, Sanskrit Prakasak Bhandar, 1389(Bengali Year)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Western Metaphysics	C	MAPHILC202	CC-7	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Metaphysics is an inquiry into the nature of reality. It has been one of the most basic concerns for philosophers since the time of ancient Greek philosophy. This course comprises of some of the traditional concerns such as reality, truth, being, personal identity, as well as contemporary issues such as the theory of relativity of space and time and quantum theory.

COURSE OUTCOME:

Metaphysics is one of the building blocks in understanding philosophy. The course has been carefully designed to seamlessly mould the classic and the contemporary. Issues from physics have been introduced, so that the students can engage in a dialogue with the scientists and keep up with the progress that is made in the empirical disciplines.

Suggested Topics:

- Problem of being and becoming: Parmenides, Aristotle, Martin Heidegger
- Realism and Antirealism: Nature and Varieties
- Theories of Truth
- Ontological Relativity: W.V.O. Quine

- Theory of Relativity of Space and Time
- Quantum Theory
- Self and Personal Identity: P. F. Strawson, Bernard Williams, Sydney Shoemaker, Derek Parfit

Suggested Readings:

- Aristotle, *Metaphysics*, Translated by Hugh Lawson-Tancred Penguin Books, 1998.
- Michael J. Loux: *Metaphysics: A Contemporary Introduction*, Routledge, 2006
- D.W. Hamlyn :*Metaphysics*, Cambridge University Press, 1984
- P.F. Strawson: *Individuals: An Essay in Descriptive Metaphysics*, Methuen,1957
- B.A. Brody : *Identity and Essence*, Princeton University Press,1980
- Gilbert Ryle : *The Concept of Mind*, Penguin Books, 1973
- Sydney Shoemaker : Self-knowledge and Self-Identity, Cornell University press, 1963
- E.J.Lowe: ‘Substance’, *An Encyclopedia of Philosophy* (ed. G.H.R. Parkinson), Routledge, 1996.
- S. Chakraborti: *Realism and its alternatives*, Papyrus,2000
- Chhanda Gupta: *Realism Versus Realism*, Allied,1995.
- Bernard Williams: *Problem of the Self*, Cambridge,1973.
- Richard Taylor: *Metaphysics*, Prentice Hall, 1992.
- F.H. Bradley: *Appearance and Reality*, Oxford, 1897.
- George Gammow, *Thirty Years that Shook Physics: The Story of Quantum Theory*, Dover Publications Inc., 1985
- George Gammow, *Mr Tompkins in Paperback*, CUP, 2012

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Philosophy Of Mind	C	MAPHILC203	CC-8	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Philosophy of mind deals with a number of issues, which can be broadly classified under “Metaphysical” and “Epistemological”. In this course, the metaphysical issues regarding the nature of mind are introduced. The pivotal question that needs to be addressed, is—‘how can mind be placed in a physical world?’ Here we encounter the most fascinating debates that try to explain mind and mental phenomena, namely, dualism, behaviourism, materialism and functionalism. Reconciliation between the two seemingly unbridgeable entities will be sought after through the works of some of the most iconic philosophers from Descartes to Putnam, Fodor and Davidson.

COURSE OUTCOME:

The students will be introduced to the different theories of the mind and will be able to appreciate how something so close as our mind has led to thousands of years of puzzlement and yet remains so enigmatic. Also, unique to this paper, is the study of some of the most famous thought experiments in philosophy.

Suggested Topics:

Nature and scope of philosophy of mind; Mind in empirical psychology; Mind in *a priori* philosophy; Philosophical taxonomy of mental phenomena; Sensations and propositional attitudes.

1. Philosophical theories of Mind:

- A. Cartesian Dualism: The mind-body relation; problems of causal interactionism

- B. Behaviourism: Methodological and philosophical behaviourism; explanatory inadequacies
- C. Materialism and its varieties
- D. Functionalism

Suggested Readings:

- John Cottingham(ed), *Meditations on First Philosophy*, Cambridge University Press, 1996
- Gilbert Ryle, *Concept of Mind*, Routledge, 2009
- J.J.C. Smart, "Sensations and Brain Processes", in *The Mind- Brain Identity Theory*, C.V. Borst (ed.), Macmillan, 1979
- D.M. Armstrong, "The Causal Theory", in *Mind and Cognition: an anthology*, W.G. Lycan (ed.), Blackwell, 1990
- U.T. Place, "Is Consciousness a Brain Process?", in *Mind and Cognition: an anthology*, W.G. Lycan (ed.), Blackwell, 1990
- Tim Crane, *The Mechanical Mind*, Routledge, 2003
- Hilary Putnam, "The Nature of Mental States", in *Readings in Philosophy of Psychology* (vol.1), Ned Block (ed.), Harvard University Press, 1983
- Ned Block, "Troubles with Functionalism", in *Readings in Philosophy of Psychology*(vol. 1), Ned Block (ed.), Harvard University Press, 1983
- Donald Davidson, "Mental Events", in *Mind and Cognition: an anthology*, W.G. Lycan (ed.), Blackwell, 1990
- Jaegwon Kim, "Multiple Realisation and the Metaphysics of Reduction", in *Supervenience and Mind*, Cambridge University Press, 1993
- Jaegwon Kim, "The Many Problems of Mental Causation", in *Mind in a Physical World: An Essay on the Mind-Body problem And Mental Causation*, MIT Press, 2000
- Paul Churchl and, *Matter and Consciousness*, MIT Press, 2001
- D. J. Chalmers (ed), *Philosophy of Mind: Classical and Contemporary Readings*, Oxford University Press, 2002
- Samuel Guttenplan, *A Companion to the Philosophy of Mind*, Wiley-Blackwell, 1996
- David Braddon-Mitchell and Frank Jackson (eds.), *Philosophy of Mind and Cognition*, Wiley-Blackwell, 2006
- William Jaworski, *Philosophy of Mind: A Comprehensive Introduction*. Wiley-Blackwell, 2011
- John R. Searle, *Mind: A Brief Introduction*, Oxford University Press, 2004
- Peter Carruthers, *The Nature of the Mind: An Introduction*, Routledge, 2004
- E. J. Lowe, *An Introduction to the Philosophy of Mind*, CUP, 2000
- Ian Ravenscroft, *Philosophy of Mind: A Beginner's Guide*, OUP, 2005
- Brian Beakley and Peter Ludlow (eds.), *The Philosophy of Mind: Classical Problems/Contemporary Issues*, MIT, 1994
- Jaegwon Kim, *Philosophy of Mind (Dimensions of Philosophy)*, Westview Press, 2005
- K. T. Maslin, *An Introduction to the Philosophy of Mind*, Polity, 2001
- Madhabendra Nath Mitra, Amita Chatterjee, Proyash Sarkar (eds.), *Manodarshan: sarirbad o tar bikalpa*, Jadavpur University Press, 2013

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Modern Indian Philosophy	C	MAPHILC204	CC-9	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Following the modern Indian tradition we tried to focus on individual thinking of some modern Indian philosopher and their valuable philosophical outlook.

COURSE OUTCOME:

As we pursue this aim, we will try to explore the feelings and realization of the modern Indian thinker so that our student will be introduced with some new ideology.

Suggested Topics:

- M.K. Gandhi: Truth and Love and their Relationship, Moral Foundations of Good Life, Ahimsā, Satyagraha, Sarvodaya, Means-end Relationship, the Good Society: Statelessness, Swaraj and Panchayetiraj.
- B.R. Ambedkar: Critique of Social Evils, Neo- Buddhism
- K. C. Bhattacharya: Grades of Theoretic Consciousness
- J. Krishnamurthi: Freedom and Self

Recommended Texts:

- M. K. Gandhi: *The Hind Swaraj*, Ahmedabad, Navajivan Press, 2001
- K. C. Bhattacharya: *Studies in Philosophy*, MLBD, 1983
- B.R. Ambedkar: *The Annihilation of Caste*, 1936
- S.K. Maitra, *The Ethics of the Hindus*, Calcutta University Press, 1925
- J. Krisnamurti: *Freedom from the Known*, Harper, 1997

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
LogicalParadox	MIE	MAPHILMIE201	MIEC-1	4 - 0 - 0	4	10+40=50

COURSE OBJECTIVES:

This course aimed to focus on the inter-disciplinarily perspectives of philosophy. The aim of this paper is to highlight the logical paradoxes. From an academic point of view, these paradoxes are thought-provoking.

COURSE OUTCOME:

This course will assist the students to understand and analyze the critical reasoning; it will help the students to develop their analytical power and logical attitude.

Suggested Topics:

- Raven's paradox
- Liar Paradox
- Xeno's Paradox
- Sorities Paradox
- Buridan's Ass Paradox
- The Surprise Test Paradox
- The Lottery Paradox
- Meno's Puzzle
- Moore's Puzzle
- Paradoxes of Material Implication
- The Huded Man
- The Horned Man

- The Heap
- Richards Paradox
- Grelling's Paradox

Recommended Texts:

- J. L. Mackie (Ed). 'Truth, Probability and Paradox', Clarendon Press, OUP, 1905
- R.L. Martin (Ed). 'Recent Essays on Truth and the Liar Paradox', Clarendon Press,1984
- W.V. Quine: 'The Ways of Paradox and Other Essays', Harvard University Press, 1976
- W.C. Solomon (Ed). 'Xeno's Paradox', Bobbs-Merrils Publishing,1970
- Tim Maudlin: 'Truth & Paradox', Clarendon Press, OUP, 1998
- W.V.O. Quine: 'On a so called Paradox', *Mind*, Vol.- 62,1953

SEMESTER-III
Full Marks: 300
CORE COURSES

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Western Philosophy Of Language	C	MAPHILC301	CC-10	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Philosophy of Language explores the nature of language and its relation to the world and the mind. The linguistic turn in western philosophy during the 20th century marks a very crucial shift in the methodology of philosophy. The course combines a detailed study of the key concepts concerning "meaning" and "truth". The works of Frege, Russell and Wittgenstein (early and later), will give a clear perspective on this branch of philosophy. Whether philosophy should be done in formal language or in ordinary language, will also be debated in the course.

COURSE OUTCOME:

This course aims to acquaint the students with the many nuances of the use of language. Language is an indispensable part of human culture and evolution, but one seldom pauses to think how language performs so many functions. The paper will acquaint the students precisely with this kind of analytic skills.

Suggested Topics:

- **Issues and Problems:** Proper Names, Definite Descriptions, Sense and Reference; Concepts and Objects; Negative Existentials, Performative-Constative, Speech Acts
- **Wittgenstein:** Language and Reality, Facts and Objects, Names and Propositions, the Picture Theory, Rejection of the Picture-model, Philosophy and Language, Meaning and Use, Forms of Life

Recommended Texts:

- A. P. Martinich (ed.):*The Philosophy of Language*, Oxford University Press, 1985

- John R. Searle (ed.): *The Philosophy of Language*, Oxford University Press, 1971
- B. Russell: *Logic and Knowledge*, R.C. Marsh (ed.), Allen and Unwin, 1956
- B. Russell: *Introduction to Mathematical Philosophy*, Allen and Unwin, 1919
- L. Wittgenstein: *Tractatus Logico-Philosophicus*, (trans.) D.F. Pears and B.F. McGuiness, Routledge & Kegan Paul, 1961
- L. Wittgenstein: *Philosophical Investigations*, (tran.) G.E.M. Anscombe, Basil Blackwell, 1953
- J. L. Austin: *How to Do Things with Words*, (eds. G.T. Warnock and J.O. Urmson), Oxford University Press, 1980
- J. L. Austin: *Philosophical Papers*, (eds. G.T. Warnock and J.O. Urmson), Oxford University Press, 1979
- Saul Kripke: *Naming and Necessity*, Oxford University Press, 1996
- Michael Dummett: *The Seas of Language*, Oxford University Press, 1993
- Max Black: *A Companion to Wittgenstein's Tractatus*, Cambridge University Press, 1971
- P.F. Strawson: *Logico-Linguistic Papers*, Methuen & Co LTD, 1971
- Donald Davidson, *Inquires in to Meaning and Truth*, Oxford University Press, 1984
- Michael Devitt & Kim Sterelney, *Language and Reality*, MIT Press, 1987
- Mark Textor, *Routledge Philosophy Guide Book to Frege on Sense and Reference*, Routledge, 2010
- W.V.O. Quine, *Word and Object*, MIT Press, 1960
- J. Searle, *Speech Acts: An Essay in the Philosophy of Language*, Cambridge University Press, 1969
- P.T. Geach & Max Black (Tr.), *Philosophical Writings of Gottlob Frege*, Blackwell, 1960
- A.W. Moore (ed.), *Meaning and Reference*, Oxford University Press, 1993
- Pranab Kumar Sen, *Reference and Truth*, Indian Council of Philosophical Research, 1991
- Sandhya Basu & Kumar Mitra (ed.), *Paschattya Bisleshani Darsan*, Rabindra Bharati University, 2010

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Bhartṛhari: Vākyapadīyam & Visvanāth : Bhāṣāparichheda	C	MAPHILC302	CC-11	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

In Indian speculation about the nature and function of language can be traced to its earliest period. Amidst various speculations we observe different Stands of thought regarding language. The entire discussion in philosophy of Language centres round the following fundamental questions:

1. What is language?
2. What is the role of language in the creation of the universe?
3. How can word or a sentence be meaningful?

This course is text based. The above mentioned questions are discussed thoroughly in the light of some classical Indian text.

COURSE OUTCOME:

Upon successful completion of this course students will develop skill to explore some new pertinent issues in the philosophy of language. By applying the method of critical analysis students will be capable of evaluating presupposition and style of argumentation. By the knowledge of this course students will be able to deal with philosophical problems because most of the philosophical problems are nothing but linguistic problems.

Suggested Topics:

- *Bhāṣāparichheda (śabda-khaṇḍa)*
- The problem of meaning: *ākāṁkṣā, yogyatā, sannidhi, tātparya; anvitābhīdhanavāda, abhihitānvayavāda*
- The concept of *śakti*
- The concept of *lakṣaṇā*, its classifications
- Bhartṛhari's theory of *śabdabrahmavāda*

Recommended Texts:

- Viśvanātha : *Bhāṣāpariccheda with Siddhāntamuktāvalī(Śabdakhaṇḍa)*
- Bhartṛhari : *Vākyapadīyam*

Suggested Readings:

- K.N. Chatterjee: *Word and its Meaning : A New Perspective*,1980
- Gaurinath Sastri: *The Philosophy of Word and Meaning*, 1959
- K. Kunjuni Raja: *Indian Theories of Meaning*, Adyar Library and Research Centre, 1969.
- K.A. Subramaniam Iyer: *Bhartrhari*, Poona oriental, 1969.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Aesthetics (Indian & Western)	C	MAPHILC303	CC-12	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Indian Aesthetics: The aim of this course is to introduce the rich tradition of art and beauty in India and to elucidate important aesthetic concepts like *Rasa, Dhvani* and *alaukika*. This course will explore the Indian terminology of art- *Saundaryasastra*, nature and purpose of art in India tradition, the place of art and beauty in *Alaukikasāstra*, theory of *Dhvanī* in the light of a special text i.e *Dhvanyaloka* by Anandabardhana.

Western Aesthetics: The aim of this course is to introduce the fundamentals of Western aesthetics in the light of a book *Aesthetics: An introduction of Philosophy of art* by Anne Shepperd.

COURSE OUTCOME:

This course will encourage the students to involve in the deep analysis of a new philosophical subject matter. This course will help the student and researcher to develop their sense of aesthetic attitude or sense of beauty. This course comprises of debates between the Indian and Western thought regarding the sense of beauty which will help the student to acquaint the philosophy of Art.

Suggested Topics:

- *Kāvya-lakṣaṇa* (definition of poetry); *Kāvya-hetu: pratibhā/ Vyutpatti/Abhyāsa*, their distinctive roles in poetic creation; *Kāvya-prayojana*(necessity or use of poetry)

- Different schools of literary criticism (*Kāvyaicāra*): Rasa school(Bharata);*Vakrokti* school or the school of *Alarṅkāra* (Bhamaha&Kuntaka); Rīti school or the school of six guṇas (Daṇḍin and Vāmana); Dhvani school (Anandavardhana); Rasadhvani school (Abhinavagupta)
- Art and its definition: Art as representation; art as expression; art as significant form
- Art and Emotion: The concept of emotion; the concept of fiction; fiction and emotion
- LiteraryAesthetics: The concept of literature; metaphor; truth; meaning and interpretation

Recommended Texts:

- The *Dhvanyāloka* of Anandavardhana with its *Locanā*(commentary by Abhinavagupta)
- Anne Sheppard: *Aesthetics: An introduction to the Philosophy of Art*, Oxford University Press, 1987

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Philosophy Of Religion	C	MAPHILC304	CC-13	4 -1- 0	5	10+40=50

COURSE OBJECTIVES:

Philosophy of religion is the philosophical study of the meaning and nature of religion. It includes the analyses of religious concepts, beliefs, terms, arguments, and practices of religious adherents. The scope of much of the work done in philosophy of religion has been limited to the various theistic religions. The aim of this course is to create awareness about the comparative nature of the different religions Objectives. To introduce the basic concepts in major religions to make the students understand the essential oneness of different religions.

COURSE OUTCOME:

The course shows how philosophy is pertinent to other practices that we engage in. The students will be able to explain some important questions and evaluate philosophic positions and arguments relevant to these problems.

Suggested Topics:

- Issues of truth and objectivity with respect to religions
- Issues that concern the modern mind regarding religions in a cross cultural perspective
- Issues of creationism versus evolutionism, human suffering, freewill & karma, religious experience, faith & Interpretation, religious pluralism and religious & secular morality
- Implications of religious pluralism for religious faith.

Suggested Readings:

- R. Dawkins, "God's Utility Function" in E. Stump and M. J. Murray (eds.) *Philosophy of Religion*, Blackwell, 1999.
- Plantinga, "Is Naturalism Irrational?" in E. Stump and M. J. Murray (eds.) *Philosophy of Religion*, Blackwell, 1999.
- H. J. McCloskey, "God and Evil" in B. A. Brody (ed.), *Readings in the Philosophy of Religion: An Analytic Approach*, New Jersey, Prentice Hall, 191 A.
- "Culakammavibhangasutta" (no. 135) in Nanamoli (trans.) and Bhikkhu Bodhi (ed. and revised) *The Middle Length Discourses of the Buddha (MajjhimaNikaya)*, Wisdom Publications, 1995.
- *The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore*, Sabyasachi Bhattacharya (ed.), National Book Trust, 1997.

- W. T. Stace, “The Teachings of the Mystics” in B. A. Brody (ed.) *Readings in the Philosophy of Religion: An Analytic Approach*, Prentice Hall, 1974.
- Al Ghazali, “Al-Munqidh min al-Datal,” in Richard Joseph and S J. McCarthy, (tr.), *Freedom and Fulfillment*, Twayne Publishers, 1980.
- P. Nowell Smith, “Morality Religious And Secular” in B. A. Brody (ed.) *Readings in the Philosophy of Religion: An Analytic Approach*, Prentice Hall, 1974
- J. Hick, “Religious Pluralism” in Phillip Quinn and Charles Taliaferro (eds.), *A Companion to Philosophy of Religion*, Oxford, Blackwell, 1997 [also available in Charles Taliaferro and Griffiths (eds.) *Philosophy of Religion: An Anthology*, Blackwell Publishing Ltd, 2003].
- Swami Vivekananda, “Addresses at the Parliament of Religions,” in *The Complete Works of Swami Vivekananda*, Vol.I (17th edition), Advaita Ashram, 1986.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Vedānta - I	MJE	MAPHILCMJE301	MJE -1	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The goal of this course is to present and critically engage with some of the important subject matters in the area of Indian philosophical text. This is a text-based course.

COURSE OUTCOME:

This will introduce our students with the Indian traditional approaches and deep philosophical issues like self, self- knowledge, attainment of self-knowledge.

Recommended Texts/Topics:

- Adhyāsabhāśya (BhāmatiTīkā)
- Bādarāyana : *Brahmasūtra* with Śāṅkarabhāśya(*Catuhśūtrī*)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Sāṃkhya- Yoga-I	MJE	MAPHILCMJE302	MJE -2	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The goal of this course is to present and critically engage with some of the important subject matters in the area of Indian philosophical text. This is a text-based course.

COURSE OUTCOME:

This will introduce our students with the Indian traditional approaches through the discussions on classical Sāṃkhya and Yoga Philosophy.

Recommended Texts/Topics:

- Īśvarakṛṣṇa: *Sāṃkhyakārikā* with *Sāṃkhyatattvakaumudī* of VācaspatiMīśra (Select portion)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Logic-I	MJE	MAPHILMJE303	MJE-3	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course aims to introduce students to the developments in reasoning.

COURSE OUTCOME:

Systematic Logical reasoning will refine the reasoning of the students and argumentation techniques and this course will prepare them to understand the logical issues more clearly so that they can engage in it more meaningfully.

Suggested Topics:

- Philosophical Logic
- Truth-tree as a Decision Procedure: Testing Validity of Arguments involving Multiple Quantifiers, Testing Logical Truths of Statements
- The method of Existential Conditionals
- Axiomatic system : PM
 - Axiomatised Syllogistic : AS system
 - Metalogic of AS system

Recommended Texts:

- Richard Jeffrey: *Formal Logic: It's Scope and Limits* (1st Ed.), Chapters: 7 & 9, Macmillan and co., 1930
- Quine: *Methods of Logic*, Harvard University Press, 1982
- Russell & Whitehead: *Principia Mathematica*, Cambridge University Press, 1913
- Hughes & Londey: *The Elements of Formal Logic*, Methuen, 1965

Suggested Readings:

- Quine: 'On what there is' in *From a Logical point of View*, Harvard University Press, 1953
- D. F. Pears: "Is existence a predicate?" in P.F. Strawson (ed.) *Philosophical Logic*, Oxford University Press, 1967
- P.K.Sen : 'Variables and Quantification', in *Logic, Induction, and Ontology*, Jadavpur Studies in Philosophy, Vol. 2, Macmillan, 1980

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Nyāya-I	MJE	MAPHILMJE304	MJE-4	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The goal of this course is to present and critically engage with some of the important Discussion in the area of Indian classical philosophy. This is a text-based course and the text Nyāyasūtra with Vātsyāyanabhāṣya(*adhyāya* –I) will be explored in this course.

COURSE OUTCOME:

This course will introduce students with our enriched tradition of Indian philosophical text. It also prepares to understand the intense philosophical analysis and argumentation of traditional Indian philosophical systems.

Recommended Texts/Topics:

- Gautama : *Nyāyasūtra* with *Vātsyāyanabhāṣya(adhyāya-I)*

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Buddhism-I	MJE	MAPHILMJE305	MJE-5	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The aim of this course is to critically examine some of the important issues in Buddhist Philosophy. In the process of doing it, it will explore the way in which it is developed in India, as well as various other parts of the world.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Recommended Texts/Topics:

- *Mulamadhyamakārika* (Topics: *pratyaya-pariksa*, *svabhāva-pariksa* & *nirvāna-parikṣā*)

or

Vigrahavyavartani of Nāgarjuna (Topics: Criticism of *śūnya*, No Thesis Argument: (*nāstīcamamopratijñā*), Critique of *Pramāṇa*.)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Social–Political Philosophy-I	MJE	MAPHILMJE306	MJE-6	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course discusses some socio-political issues in the western tradition. Thoughts of Plato, Aristotle, Hobbes, and Rousseau will be discussed in the course.

COURSE OUTCOME:

This course helps the students to learn how to argue within this philosophical school of thought.

Suggested Topics:

- Plato: Concept of ideal state and justice
- Aristotle: Ideal state and the form of government
- Hobbes: Social contract and sovereignty

- Locke: Consent, political obligation and the ends of government
- Rousseau: The origin of Inequality
- Hegel: Political rationalism, concept of right

Recommended Texts:

- Plato: *Republic*
- Aristotle: *Politics*
- Hobbes: *Leviathan*
- Locke: *Two Treaties Of Government*
- Rousseau: *Social contract*
- Hegel: *Philosophy of Right*

Suggested Readings:

- J.S.Mackenzi: *Outlines of Social Philosophy*, Routledge, New York, 2016
- C.E.M.Joad: *Guide to the Philosophy of Morals and Politics* Victor Gollancz Limited, London, 1948
- G. W.F. Hegel: *Philosophy of Right*, George Bell & Sons, London, 1896
- J.J. Rousseau: *the Social contract*, Translated with an Introduction By G.D.H. Cole, www.bnpublishing.com, 2007
- Plato: *The Republic*: Om Books International, 2019
- Aristotle: *Politics*, Batoche Books, Kitchener, 1999
- T. Hobbes: *Leviathan*, Penguin, 2002
- J. Locke: *Two Treaties On Civil Government*, Ballantyne, Hanson and co., London, 1884

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Philosophy of Mind-I	MJE	MAPHILMJE307	MJE-7	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course will introduce the students with consciousness studies that have been going on in the western philosophical thoughts and with the various issues pertaining to consciousness.

COURSE OUTCOME:

This course covers a very crucial area of philosophy of mind and will prepare the students for the philosophy of cognitive science course that is offered in the next semester.

Suggested Topics:

- Consciousness and its features
- Approaches to consciousness- William James, John Searle, Daniel Dennett
- Methodological issues in consciousness studies (Introspective, Behaviouristic, Physicalist, Naturalist approaches)

Suggested Readings:

- Jaegwon Kim, *Philosophy of Mind*. Westview press, 1998
- William James, *The Principles of Psychology*, Vol. –I, Dover Publications, 1950
- John Searle, *The Rediscovery of the Mind*, MIT Press, 1992

- John Searle, *Mind, Language and Society: philosophy of real world*, Phoenix, 2000
- D.C Dennett, *Consciousness Explained*, Little Brown, 1991
- D.C Dennett, *Sweet Dreams: Philosophical Obstacles to science of Consciousness*, Bradford Book, MIT Press, 2005
- D.C. Dennett, 'Howto study human consciousness empirically or nothing comes to mind', *Synthese*, 53, 1982
- D. C. Dennett, 'Are we Explaining Consciousness yet?', *Cognition*, 79, 2001
- D. C. Dennett, 'Quining Qualia', *Consciousness in Modern Science*, A. Marcel and E. Bisiach (eds.), OUP, 1988
- Paul Churchland, *Matter and consciousness*, MIT press, 1984
- David J. Chalmers, *The Conscious Mind: In search of a fundamental theory*. OUP, 1996
- D. J. Chalmers, 'Consciousness and Its Place in Nature', *Blackwell Guide to the Philosophy of Mind*, Stich and Warfield (eds.), Blackwell, 2003
- D.J. Chalmers, 'Facing up to the Problem of Consciousness', *Journal of Consciousness Studies*, Vol. 2, No. 3, 1995
- D.J. Chalmers (ed.), *Philosophy of Mind: Classical and Contemporary Readings*. Oxford, Oxford University Press, 2002
- N. Block, 'Paradox and Cross Purposes in Recent Work on Consciousness', *Cognition*, 79, 2001
- Ned Block, 'Concept of Consciousness', *Consciousness, Function and Representation*, MIT Press, 2007
- Susan Blackmore, *Consciousness: An Introduction*, OUP, 2004
- Colin McGinn, 'Can We Solve the Mind-Body Problem?', *Philosophy of Mind*, T. O'Connor & D. Robb (ed.), Routledge, 2003
- Thomas Nagel, 'What It Is Like To Be A Bat?', *The Nature of Mind*, D. M. Rosenthal (ed), OUP, 2001
- F. Jackson, 'Epiphenomenal Qualia', *Philosophical Quarterly*, 32, 1982
- J. Levine, 'Materialism and Qualia: The Explanatory Gap', *Pacific Philosophical Quarterly*, 64, 1983
- D.M. Armstrong, 'What is Consciousness', John Heil (ed.), *The Nature of Mind*, Cornell University Press, 1981
- D.M. Rosenthal, 'Two Concepts of Consciousness', *Philosophical Studies*, 49, 1986
- D.M. Rosenthal (ed.), *The Nature of Mind*, Oxford University Press, 1991
- F. Dretske, 'Consciousness Experience', *Mind*, 102, 1993
- F. Dretske, *Naturalizing the Mind*, MIT Press, 1995
- T. Nagel, 'Brain Bisection and the Unity of Consciousness', *Synthese*, 22, 1971
- Stanislas Dehaene & Lionel Naccache, 'Towards a cognitive neuroscience of consciousness: basic evidence and a workspace framework', *Cognition*, 79, 2001
- M. Tye, 'Précis of Ten Problems of Consciousness', *Philosophy and Phenomenological Research*, Vol. 58, No. 3, 1998
- Amita Chatterjee, 'Consciousness: Dominant Metaphors and Research Methods', in *Understanding consciousness: recent Advances*, Seminar Proceedings, RMIC, 2010
- See Online Papers on Consciousness Compiled by David Chalmers (Editor) and David Bourget (Assistant Editor), Australian National University. Part of PhilPapers: online research in philosophy

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks

Ethical Dilemma	MIE	MAPHILMIE301	MIE-2	4 - 0 - 0	4	10+40=50
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COURSE OBJECTIVES:

This course aimed to highlight on the interdisciplinary perspectives of philosophy. The aim of this paper is to highlight the ethical and moral dilemmas. In our daily life we sometime face moral dilemmas and sometimes we feel confused to take any decision. Those dilemmas are puzzling us. Instead of wondering over those puzzles, philosophical insights may help us to tackle those situations more efficiently.

COURSE OUTCOME:

This course will help the students to realize and resolve those puzzling dilemmas more efficiently.

Suggested Topics:

- Double Blind
- Hedge Hauge's Dilemma
- Extortion
- Fairness Dilemma
- Hobson's Choice
- Morton's Fork
- Prisoner's Dilemma
- Samaritan's Dilemma
- Sophie's Choice Dilemma
- Traveler's Dilemma
- Trolley Problem
- Dilemma regarding Abortion, Suicide, Euthanasia, Marriage, Co-habitation
- Graded Absolutism

Suggested Readings:

- Haviland William A., Prince Herald Y.L., Mc. Bride Bunny, Walrath Dana: *Cultural Anthropology: The Human Challenge*, Cengage Learning, 2011
- Evan Jesrtmann: *Same Sex Marriage and the Constitution*, Cambridge University Press, 2004.
- Philippa Foot: *The Problem of Abortion and the Doctrine of Double Effect*, 1967
- David Bunin: *A Defense of Abortion*, Cambridge Studies in Philosophy & Public Policy, University of Colorado, 2003
- Patrick, Lee.: "Prolife Argument Form of Substantial Identity: A Defense", *Bio-ethics*, June,2004
- Rodger E Meiners: *A Victim Compensation*, Lexinton Books , 1978
- Norman L. Gaisler: *Christian Ethics : Options& Issues* , Baker Academic , 1989
- Peter Singer: *Applied Ethics*,Oxford University Press, 1986

SEMESTER-IV Full Marks: 300 CORE COURSES

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
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Phenomenology & Existentialism	C	MAPHILC401	CC-14	4 - 1 - 0	5	10+40=50
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COURSE OBJECTIVES:

The aim of these two courses is to teach the core concepts of phenomenology & Existentialism as these two subject matters is now a major and important subject matter of philosophy. It will provide and ability to analysed the phenomenological and Existential texts by Husserl and other Existentialist. Keeping in mind recent development of philosophy this course will help the students to develop their research mentality.

COURSE OUTCOME:

As Existential philosophy investigates a new area of philosophy so the course will help to highlight some new questions for the students as well as for the researcher. We hope by this course one can find his own place in existence and society using the frameworks develops by the Existentialist in order to define ones responsibilities within a community.

As a key discipline phenomenology will help the students and new researchers to analyse the phenomenological arguments and discussions though it has some distinct features and something different from other philosophical topics. It will help to recognise and reflect the phenomenological learning of Husserl.

Suggested Topics:

Phenomenology: Development of Husserl's Phenomenology, Reduction, Essential Intuition, Intentionality, Solipsism and Inter-subjectivity, The Life-World (28 Hours)

Existentialism: Sartre's Existentialism: Sartre's understanding of the existentialist dictum 'existence precedes essence', being and phenomena (phenomenon of being and being of phenomenon), being for itself and being in itself, nothingness, being for others, freedom, bad faith, possibility of existential ethics, critique of Marxism.

Recommended Texts:

- Martin Heidegger: *Being and Time* (trans. J. Macquarrie & E. Robinson), Harper and Row Publishers, 1962
- Jean-Paul Sartre: *Being and Nothingness*, Philosophical Library, 1943
- J. N. Mohanty & W. R. Mckenna (eds): *Husserl's Phenomenology : A Text Book*, University Press of America , 1989
- Dermot Moran: *Introduction to Phenomenology*, Routledge, 1999
- Debabrata Sinha: *Phenomenology and Existentialism: An Introduction*, Progressive Publishers, 1974
- Krishna Roy : *Hermeneutics: East and West*, Allied Publishers Ltd. & J.U., 1993
- R.C. Solomon: *From Rationalism to Existentialism*, Rowman & Littlefield Publishers, February 14, 2001.
- R. C. Solomon: *Phenomenology and Existentialism*, Rowman & Littlefield Publishers, February 28, 2001.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
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Hermeneutics & Post Modernism	C	MAPHILC402	CC-15	4 - 1 - 0	5	10+40=50
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COURSE OBJECTIVES:

Hermeneutics: Hermeneutics, as a part of this course, is designed to enable students to interpret any text from hermeneutic point of view. Hermeneutics is the science of interpretation. Interpretation is involved not only in the academic sphere, but in day-to-day life. We also interpret different actions of human being. Hermeneutics, as a methodology of Interpretation, deals with problem occurring in the exegesis of a text.

Postmodernism: The main purpose of this course is to provide with and understanding of the main features of modernity, such as scientific thought, reasoning, objectivity, enlightenment, etc., as opposed to the postmodernist standpoint that grew as a critique of modernist grand narratives. Interestingly, the concepts of modernity and post modernity cut across disciplines- from literature, art, architecture, to possibly all wakes of life. It is not easy to define postmodernism, as the postmodernists are against definition and it is also difficult sometimes to draw a line of demarcation between modernism and postmodernism, as postmodernism operates at the edge of modernity.

COURSE OUTCOME:

This course is introduced to develop some interpretative attitude among the students. Without hermeneutic understanding no interpretation is possible. That is why, hermeneutics plays a very crucial role in the research methodology.

This paper will acquaint the students with two of the biggest intellectual movements of the western world and will also acquaint them with a different style of argumentation from the analytic philosophy.

Suggested Topics:

- Scheleiermacher: Theory of interpretation of *The Bible*; universality of hermeneutics
- Wilhelm Dilthey: Theory of meaning and interpretation; cultural products and the spirit of an age, the hermeneutic circle
- Martin Heidegger: Phenomenology as hermeneutics; the defining capacity of *Dasein* as the interpretative understanding of its world; theoretical understanding and interpretation in an action
- Hans-Georg Gadamer: Theory of fore-conceptions and prejudices; consciousness as effective-historical; lived acquaintance with developing tradition; fusion of horizons
- Modernism and Post- modernism
- Rejection of author and text: Deconstructionism
- Relation of Power and Knowledge: Foucault
- Debate between Rorty& Derrida

Suggested Readings:

- Hans-George Gadamer, *Philosophical Hermeneutics*, translated &ed. By David E. Lirge, University of California Press, 1977.
- Hans-Georg Gadamer: *Truth and Method*, Tr. W. Glen-Doepel, Sheed& Ward, 1979
- J. Bleicher: *Contemporary Hermeneutics*, 1980
- Kurt Muller: Vollmer (ed.), *The Hermeneutics Reader*, Basil Blackwell, 1986.
- Krishna Roy: *Hermeneutics: East and West*, Allied Publishers Ltd. & J.U., 1993.

- H. G. Gadamer: *Truth and Method*. Bloomsbury, 2013
- Gary Shapiro and Alan Sica (eds.), *Hermeneutic Questions and Prospects*, The University of Massachusetts Press, 1984.
- Jean- Francois Lyotard, *The Postmodern Condition: A Report on Knowledge*, Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1979
- Joseph Natolic and Linda Hutcheon (eds.), *A Postmodern Reader*, State University of New York Press, 1993.
- Richard Kearney and Mara Rainwater (eds.), *The Continental Philosophy Reader*, Routledge, 1996.
- Christopher Norris : *Derrida*, Harvard University Press, 1988
- Richard Rorty : *Philosophy and the Mirror of Nature*, Princeton University Press, 1970
- Richard Rorty : *Truth and Progress: Philosophical Papers*, Cambridge University Press, 1998
- Wilhelm Dilthey : *Selected Writings*, Trans. H. Rickman, Cambridge University Press 1976
- Martin Heidegger: *The Basic Problems of Phenomenology*, Trans. A. Hofstadter, Indiana University Press, 1982
- Martin Heidegger: *Being and Time*, Trans. J. Macquarrie & E. Robinson, Blackwell, 1962

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Indian Ethics	C	MAPHILC403	CC-16	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course tried to focus on moral values and duties. This course is both text-based and issue-oriented.

COURSE OUTCOME:

As we pursue this aim, we will explore *Śrīmadbhagavadgītā* and *Arthasaṁgraha* which will guide us leaving an ethical life.

Recommended Texts/Topics:

- *Śrīmadbhagavadgītā* (Chapters II & III)
- Laugakṣibhāskara : *Arthasaṁgraha* (*dharma, bhāvanā, vidhi* and its varieties, *arthavāda, niśedh*)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Western Ethics	C	MAPHILC404	CC-17	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course aims to discuss important questions in the area of ethics and this course provides an opportunity for students to explore the rich tradition of Western ethical reflection and moral formation.

COURSE OUTCOME:

It will help to explore some issues related to morality, values, and also some burning issues like Euthanasia and Abortion and also Environmental Ethics which will guide us a lot in our daily life.

Suggested Topics:

- Nature and Types of Ethics
- Normative Ethics
- Virtue Ethics
- Metaethics: Cognitivism: Naturalism and Intuitionism; Non-cognitivism: Emotivism and Prescriptivism;
- Applied Ethics: Notion and Methodology, Life and Death Issues (Euthanasia and Abortion), Environmental Ethics: Definition and Concerns

Recommended Texts:

- Aristotle: *Nicomachean Ethics* (ed. David Ross), Oxford University Press, 2009
- Kant: *Groundwork of Metaphysic of Morals*, Macmillan, 1785
- J. S. Mill: 'Utilitarianism', *Collected Works of J. S. Mill*, Vol. X, University of Toronto Press, 1863
- W. D. Hudson: *Modern Moral Philosophy*, Macmillan, 1970
- Peter Singer: *Practical Ethics*, Cambridge University Press. 1979
- David S. Oderberg: *Applied Ethics: A Non-Consequential Approach*, Blackwell, 2000
- Tom L. Beauchamp: "The Nature of Applied Ethics", *A Companion to Applied Ethics* (eds. R.G. Frey & C.H. Wellman), Blackwell, 1970
- Robert Elliot (ed.): *Environmental Ethics*, Oxford University Press, 1995
- Alasdair MacIntyre: *After Virtue*, Bloomsbury academic 2013

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Project, Presentation and Grand Viva	C	MAPHILC405	CC-18	0 - 0 - 10	5	30+20=50

COURSE OBJECTIVES:

The aim of this course is to develop the skills like writing a research paper or Article or to present a research paper or to face viva-voce before the selection committee etc.

COURSE OUTCOME:

It helps the students to acquire the skill of writing and helps to be a good researcher; it also helps to think a particular philosophical problem deeply for a new philosophical inquiry.

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Vedānta-II	MJE	MAPHILMJE401	MJE-8	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This will introduce our students with the Indian traditional analytic approaches to deep philosophical issues like self, self- knowledge, attainment of self-knowledge, etc.

COURSE OUTCOME:

This will introduce our students with the Indian traditional analytic approaches to deep philosophical issues like self, self- knowledge, attainment of self-knowledge, etc.

Recommended Texts/Topics:

- Bādarāyana : *Brahmasūtra* with *Śrībhāṣya* (1st *sūtra*)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Sāṃkhya-Yoga-II	MJE	MAPHILMJE402	MJE-9	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The aim of this course is to explore and present a special Indian text and critically engage with some of the important subject matters in the area of Sāṃkhya and Yoga Philosophy.

COURSE OUTCOME:

This will introduce our students with the Indian traditional approaches through the discussions on classical Sāṃkhya and Yoga Philosophy.

Recommended Texts/Topics:

- Patañjali : *Yogasūtra* with *Yogasūtrabhāṣya* of Vyāsa (Selections from *sūtra* I.1 to *sūtra* II.29)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Logic-II	MJE	MAPHILMJE403	MJE-10	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course helps the students to learn some of the important topics in the propositional Logic.

COURSE OUTCOME:

This course will prepare the students to think the logical issues in a proper way and also more clearly so that they can engage in it more meaningfully.

Suggested Topics:

- Meta-theory of propositional Logic: Consistency, Completeness, Independence and Soundness
- Meta-logic of PS system

Recommended Text:

- Basson& O'Connor: *Introduction to Symbolic Logic*, Oxford University Press, 1976
- Geoffrey Hunter: *Metalogic: An Introduction to the Metatheory of Standard First Order Logic*, University of California Press, 1973 (for 2,3,4)
- Ramaprasad Das: *Sanketik Juktibigyan* (vol. I), Pashchimbanga Rajya Pustak Parsad, 1977

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Nyāya-II	MJE	MAPHILMJE404	MJE-11	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The aim of this course is to explore philosophical issues in the classical *Nyāya* tradition.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Recommended Texts/Topics:

- Gaṅgeśa: *Vyāptipañcaka with Didhiti*(1st *vyāptilakṣaṇa*)

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Buddhism-II	MJE	MAPHILMJE405	MJE-12	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

The aim of this course is to explore the important philosophical issues in Buddhism. The course requires the students to critically engage with original texts in Buddhism.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Recommended Texts/Topics:

- *Vijñaptimātratāsiddhi* of Vasubandhu (Selections only)
- *Nyāyabindu* of Dharmakirti (Selections only)

Recommended Texts:

- Stefan Anacker, *Seven Works of Vasubandhu*, MLBD, Delhi, 1994;
- *Vijñaptimatratāsiddhi*: (Bengali Trans) by Sukomal Chowdhury, Sanskrit College Publication, 1974

Suggested Readings:

- A.K. Chatterjee: *The Yogacara Idealism*, MLBD, Delhi, 1998
- Batakrishna Ghosh : *Vijñānavāda* (in Bengali), Sanskrit PustakBhandar, 1397
- Rajendra Prasad : *Dharmakirti's Theory of Inference*, OUP, 2002

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Social And Political Philosophy-II	MJE	MAPHILMJE406	MJE-13	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

This course discusses some of the important issues in the modern social and political philosophy in the western tradition. The course covers issues discussed by various thinkers.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Suggested Topics:

- Mill :Individualism and tolerance
- Marx :Class struggle, opposition of capitalism
- Popper :The critique of historicism and holism, concept of open society
- John Rawls: *Theory of Justice*
- Robert Nozick: Distributive Justice
- AmartyaSen:*Social Choice and Justice*
- Martha Nussbaum : The Capabilities approach

Suggested Reading:

- J. S Mill :*On Liberty*, Boston, Ticknor and Fields, 1863
- Marx :*The Communist Manifesto*, 1848
- Popper:*The Open Society and its Enemies* (2 Vols.), Princeton University Press, 1971
- John Rawls : *A Theory of Justice* (Revised Edition),Oxford University Press, 1999
- John Rawls: "A Liberal Theory of Justice", from John Rawls, *Theory of Justice*, Harvard University Press, 1971
- Robert Nozick: 'Distributive Justice,' from Robert Nozick, *Anarchy, State and Utopia*, Basic Books, 1974
- Habermas :*Toward a Rational Society*, J. J. Shapiro (Trans.) Beacon, 1970
- Amartya Sen : *The Idea of Justice*, Harvard, 2009
- Amartya Sen & Martha Nussbaum: *The Quality of Life*. Oxford University Press, 1993
- Martha Nussbaum: *Women and Human Development, The Capabilities Approach*, Cambridge University Press, 2001

Course Name	Course Type	Course Code	Course Details	L-T-P	Course Credit	Total Marks
Philosophy of Mind-II	MJE	MAPHILMJE407	MJE-14	4 - 1 - 0	5	10+40=50

COURSE OBJECTIVES:

Cognitive science is an interdisciplinary study of the mind and the mental states. This course is designed to make the students learn about the philosophy of cognitive science and traces the path how philosophy of mind became a pertinent topic and matter of concern for the linguists, neuroscientists and cognitive scientists alike.

COURSE OUTCOME:

This course will make the students aware of the history and development of cognitive science and the importance of its philosophical counterpart as well as the implications that it has in the most contemporary studies.

Suggested Topics:

- History and Development of Cognitive Science, Philosophy of AI, Connectionism and Neural Networks
- Computational Representational Theory of Mind, The Modularity Thesis, The Language of Thought Hypothesis
- Embodiment thesis, Situated cognition, Extended Mind Hypothesis, Embeddedness thesis

Suggested Readings:

- Neil Stillings et al., *Cognitive Science: An Introduction*, A Bradford Book, MIT Press, 1995
- Howard Gardner, *The Mind's New Science: A History of the Cognitive Revolution*, Basic Books, 1987
- Jerry A. Fodor, *Psychosemantics*, MIT Press, 1988
- Jerry A. Fodor, *Language of Thought*, MIT Press, 1987
- Jerry A. Fodor, *The Modularity of Mind*, MIT Press, 1983
- J.H. Fetzer, *Philosophy and Cognitive Science*, Paragon House, 1991
- Jerry Fodor, *Representations: Philosophical Essays on the Foundations of Cognitive Science*, The Harvester Press, 1981
- Tim Crane, *The Mechanical Mind*, Penguin Books, 1995
- Margaret Boden (ed.), *The Philosophy of Artificial Intelligence*, Oxford University Press, 1990
- E. Dietrich (ed.), *Thinking Computers and Virtual Persons*, Academic Press, New York, 1994
- H. Bechtel and G. Graham (eds.), *A Companion to Cognitive Science*, Blackwell, Oxford, 1998
- Paul M. Churchland, *Matter and Consciousness: A Contemporary Introduction to Philosophy of Mind*, MIT Press, 1998
- Kim Sterelny, *The Representational Theory of Mind: An Introduction*, Basil Blackwell, 1990
- M.R.W. Dawson, *Understanding Cognitive Science*, Blackwell Publishers, 1998
- Andy Clark, *Mindware: An Introduction to the Philosophy of Cognitive Science*, Oxford University Press, 2001
- James L. McClelland and David E. Rumelhart, *Parallel Distributed Processing: Psychological and Biological Models*, MIT Press, 1986
- Edward E. Smith and Stephen M. Kosslyn, *Cognitive Psychology: Mind & Brain*, PHI, 2007
- Michael W. Eysenck, *Fundamentals of Cognition*, Psychology Press, 2012
- William Bechtel et al., *Philosophy and the Neurosciences: A Reader*, Wiley-Blackwell, 2001
- Patricia Churchland, *Neurophilosophy*, MIT Press, 1986
- Patricia Churchland and Terrence Sejnowski, *The Computational Brain*, MIT Press, 1992
- Carl Senior, et al., *Methods in Mind*, MIT Press, 2006
- A. Patricia and Lorenz Reuter (ed.), *Cognitive Neuroscience of Mind*, A Bradford Book, MIT Press, 2010
- Jean-Pierre Dupuy, *On the Origin of Cognitive Science*, A Bradford Book, 2009

- Philip Robbins and Murat Aydede (eds.), *Cambridge Handbook of Situated Cognition*, Cambridge University Press, 2009
- Andy Clark, *Supersizing the Mind: Embodiment, Action and Cognitive Extension*, Oxford University Press, 2010
- Jerry Fodor, *Language of Thought*, MIT Press, 1987
- Jerry Fodor, *The Modularity of Mind*, MIT Press, 1983
- Jaegwon Kim, *Philosophy of Mind (Dimensions of Philosophy)*, Westview Press, 2005
- Lawrence Shapiro, *Embodied Cognition*, Routledge, 2011
- Paul Thagard, *Mind: An Introduction to Cognitive Science*, 2nd ed., MIT Press, 2005

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