

**CREDIT FRAMEWORK FOR THE POST  
GRADUATE (PG) PROGRAMME**

**SAVITRIBAI PHULE PUNE UNIVERSITY**

**Faculty: Humanities**

**School: Human Studies**

**Department: Philosophy**

**Programme: M.A.**

**Subject: Philosophy**

**Choice Based Credit System and  
Learning Outcome Based System  
under NEP 2020**

**Operative from  
Academic Year: 2023-2024**

## **Rules & Regulations**

- a) The M.A. degree will be awarded to a student who completes a total of 88 credits (22 credits per Semester) in a minimum of two years.
- b) A student may take a minimum of 66 credits and a maximum of 88 credits in his/her Department.
- c) In case a student wishes to take all courses from the Department of registration, s/he can also do so.
- d) Eligibility for registering for courses other than the Department of registration will be decided by the respective Department.
- e) Each course will have:
  - i. 50% of marks as semester-end examination
  - ii. 50% marks for internal assessment
- f) A teacher may select a minimum of two of the following procedures internal (continuous) assessment:
  - i. Written Test (minimum one for each course)
  - ii. Term Paper
  - iii. Journal notes for practical
  - iv. Seminar presentation
  - v. Short Quizzes
  - vi. Assignments
  - vii. Extension work
  - viii. Group Discussion
  - ix. Field visits
  - x. Panel discussion
  - xi. Group project
  - xii. Film, art and literary appreciation
  - xiii. Any other medium of assessment that fits / suits the respective course
- g) The semester-end examination will be a written test conducted by the Department and the pattern for the same will be decided by the Departmental Committee and Examination Committee in accordance with the rules and regulations of the University.

- h) The semester-end examination of research project, On Job Training, Dissertation, Case Study and other research related activities will be based on the evaluation of the submitted manuscript.
- i) There is no individual head of passing. The student has to pass in the combined total of continuous assessment and semester-end examination.
- j) Revaluation of the semester-end examination answer scripts (but not of internal assessment papers) can be done according to applicable University regulations.
- k) Internal Assessment answer books may be shown to the students concerned but not the end-semester answer scripts.
- l) There will be an evaluation (feedback) of each course by students at the end of every semester as per applicable University regulation for maintain the standards of Higher education.
- m) While marks will be given for all examinations; they will be converted into grades. The semester-end and final grade sheets and transcripts will have only grades and grade-points average. The students have no right to know or enquire about the marks for respective course or cumulative marks for the entire semester(s).
- n) To pass a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.
- o) The system of evaluation will be as follows:  
Each assignment / test will be evaluated in terms of marks. The marks for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later, grade point average. Results will be declared for each semester and the result of final examination will give total marks, grades and grade point average.

<b>%Marks</b>	<b>Grade</b>	<b>Grade point</b>
75 to 100	O : Outstanding	06
65 to 74	A : Very Good	05
55 to 64	B : Good	04
50 to 54	C : Average	03
45 to 49	D : Satisfactory	02
40 to 44	E : Pass	01
00 to 39	F : Fail	00

- p) **CGPA = [(Total Grade Points Earned × Credit hrs for each course) ÷ Total Credit hrs]**
- q) The following table illustrates the conversion of Final grade point average into Final grade, as per the CBCS regulations followed by the University:

<b>GPA</b>	<b>Final Grade</b>
05.50 — 06.00	O
04.50 — 05.49	A
03.50 — 04.49	B
02.50 — 03.49	C
01.50 — 02.49	D
00.50 — 01.49	E
00.00 — 00.49	F

### **Academic Integrity and Plagiarism**

- a) It is the Department's task/duty to encourage ethical scholarship and inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have an academic and moral responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examinations or other forms of assessment and must ensure they do not plagiarize.
- b) In order to maintain the standards of Higher Education, the Department has adopted the following definition of plagiarism:
- Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words of creative works of another. These include published and unpublished documents, designs, music, sound, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and / or electronic media, cyberspace and other public domains.*
- c) The following are examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarizing or simply rearranging another person's words, ideas, etc without changing the basic structure and/or meaning of the text;
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretations it is;
- A 'cut and paste' of statements from multiple sources;
- Presenting as independent, work done in collaboration with others;
- Copying or adapting another student's original work into a submitted assessment item.

### **General Instructions Regarding the Courses Offered by the Department**

- a) In every Semester the first five courses (viz. PHL 501 MJ, PHL 502 MJ, PHL 503 MJ, PHL 504 MJ, PHL 505 MJ) are Major Core courses.
- b) Out of the list of Major Elective courses, **two** courses are to be opted by a student to complete the 22 mandatory credits for successfully completing each semester.
- c) On Job Training (OJT), Research Project: In addition to a wide range of options, the syllabus under NEP-2020 mandates the student to compulsorily complete the credits for research and internship (OJT). The options to complete these courses are provided in the syllabus and the Department continuously will update the options for the greater benefit of students.
- d) The lists of readings and references for courses mentioned in the syllabus will be updated by the Department and by the respective teachers from time to time.

## Semester I

### Major Cores:

### Credits

PHL 501 MJ – Problems in Indian Metaphysics	- 3 credits (Theory) + 1 credit (Practical)	= 4
PHL 502 MJ – Problems in Western Metaphysics	- 3 credits (Theory)+ 1 credit (Practical)	= 4
PHL 503 MJ – Indian Philosophies of Life	- 3 credits (Theory) + 1 credit (Practical)	= 4
PHL 504 MJ – Traditional Logic	- 1 credit (Theory) + 1 credit (Practical)	= 2
PHL 505 MJ – Basic Foundations of Research	- 4 credit (Theory)	= 4

### Major Electives: (2 credits course)

**Note:** Any **two** electives (of 2 credits each) are to be opted by students from the following list of electives.

= 4

- PHL 506 MJ – Sāṃkhya
- PHL 507 MJ – Early Buddhism I
- PHL 508 MJ – Mahayana Buddhism I
- PHL 509 MJ – Jainism I
- PHL 510 MJ – Philosophy of Bhagavad-Gīta I
- PHL 511 MJ – Early School of Nyāya I
- PHL 512 MJ – Cārvāka and Indian Materialism I
- PHL 513 MJ – Ancient Greek Philosophy
- PHL 514 MJ – Plato
- PHL 515 MJ – Descartes
- PHL 516 MJ – Jurgen Habermas
- PHL 517 MJ – Philosophy of Natural Science I
- PHL 518 MJ – Theistic Existentialism
- PHL 519 MJ – Western Aesthetics

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**Total Credits - 22**

## Semester II

<b>Major Cores:</b>	<b>Credits</b>
PHL 520 MJ – Problems in Indian Epistemology	- 3 credits (Theory) + 1 credit (Practical) = 4
PHL 521 MJ – Problems in Western Epistemology	- 3 credits (Theory)+1 credit (Practical) = 4
PHL 522 MJ – Methods and Conceptions in Indian Philosophy	-3 credits(Theory)+1credit (Prac.) = 4
PHL 523 MJ – Facets of Philosophy	- 1 credit (Theory) + 1 credit (Practical) = 2
PHL 524 MJ – On Job Training (OJT)	- 4 credits (Theory / Practical) = 4

### **Major Electives:** (2 credits course)

**Note:** Any **two** electives (of 2 credits each) are to be opted by students from the following list of electives) = 4

PHL 525 MJ – Propositional Logic

PHL 526 MJ – Early Buddhism II

PHL 527 MJ – Mahāyāna Buddhism II

PHL 528 MJ – Jainism II

PHL 529 MJ – Philosophy of Bhagavad-Gīta II

PHL 530 MJ – Early School of Nyāya II

PHL 531 MJ – Cārvāka and Indian Materialism II

PHL 532 MJ – Pre - Śaṅkara and Śaṅkara Schools of Vedānta

PHL 533 MJ – Indian Philosophy of Language

PHL 534 MJ – Indian Aesthetics

PHL 535 MJ – Gandhian Philosophy

PHL 536 MJ – Hume

PHL 537 MJ – Philosophy of Natural Science II

PHL 538 MJ – Atheistic Existentialism

PHL 539 MJ – Philosophy of Social Science

PHL 540 MJ – Social and Political Philosophy

PHL 541 MJ – Society and Public Sphere

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**Total Credits - 22**

# Semester I

## Major Cores:

(3 credits Theory + 1 credit Practical = 4 credits)

### PHL 501 MJ : PROBLEMS IN INDIAN METAPHYSICS

(4 Credits Major Core)

#### Learning Objective:

- To introduce basic issues and problems of metaphysics as discussed in Indian philosophical traditions.

#### Credit I: (Theory)

##### Sat

- a) Sat as eternal reality, *Kūtasthanitya* and *Pariṇāmīnitya*: Vedānta and Sāṃkhya
- b) Sat as both eternal and non-eternal: Jainism
- c) Sat as non-eternal and momentary: Buddhism
- d) Vaiśeṣika View on the nature and classification of *Padārthas*
- e) Theory of Universals: Nyāya and Buddhism

#### Credit II: (Theory)

##### Ātman, Mind and Person

Perspectives of the following systems:

- a) Cārvāka
- b) Buddhism, Sāṃkhya-Yoga
- c) Nyāya-Vaiśeṣika
- d) Advaita Vedānta

#### Credit III: (Theory)

##### External World

- a) Sāṃkhya
- b) Nyāya-Vaiśeṣika
- c) Buddhism
- d) Śaṅkara and Rāmānuja

## **Credit IV: (Practical)**

### **Causation**

- a) *Satkāryavāda* of Sāṅkhya
- b) *Asatkāryavāda* of Vaiśeṣika
- c) *Pratītyasamutpāda* of Buddhism
- d) *Satkāryavāda* of Vedānta
- e) Romanize any relevant topic from any relevant original text
- f) Reading an original text and preparing the Glossary (relevant topics from credit I to III)

### **Learning Outcome:**

- The students will be able to understand and examine the various philosophical schools with regard to the nature of its problems and concepts in Indian Philosophy.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Dasgupta, S.N., *A History of Indian Philosophy*, Cambridge University Press, London, 1940, (Relevant volumes and chapters).
- 2) Hirianna, M., *Outlines of Indian Philosophy*, George Allen and Unwin, London 1918.
- 3) Mohanty, J.N., *Reason and Tradition in Indian Thought*, Clarendon Press, Oxford 1992, (Relevant sections).
- 4) Athalye, V.Y. & Bodas, M.R. (tr. & ed.), *Tarka Samgraha of Annambhatta*, BORI, Pune, 1963, (Relevant Sections).
- 5) *Arthaśāstra with comm. Śrīmūla* of T. Ganapati Shastri and tr. and intro. N.P. Unni, New Delhi: Bharatiya Book Corporation, 3 vols., 2006.
- 6) *Caraka Samhitā: Agniveśa* revised by Caraka and Dṛḍhabala, with *Āyurvedadīpikā* of Cakrapāṇidatta, ed. Vaidya Jadavji Trivikramji Acharya, Bombay: Nirnaya Sagar Press, 1941.

### **Books for Reference:**

- 1) Dravid, R.R., *The Problem of Universals in Indian Philosophy*, Motilal Banarsidass, Delhi, 1972.
- 2) Murti, T.R.V., *The Central Philosophy of Buddhism*, George Allen and Unwin, London, 1955.

- 3) Smart, Ninian, *Doctrine and Arguments in Indian Philosophy*, George Allen and Unwin London, 1964.
- 4) Misra, S (tr), *Vedanta Paribhasa*, Jaya Krishna Das Hari Das Gupta, Benares, 1937.
- 5) Banarjee Nikunja Vihari: *The Spirit of Indian Philosophy*, Avnold- Hei nemann Publishers (India) private Ltd. New Delhi

# **PHL 502 MJ : PROBLEMS IN WESTERN METAPHYSICS**

**(4 Credits Major Core)**

## **Learning Objective:**

- This paper aims to develop systematic and critical understanding of the basic concepts and problems about the theories of reality- of the world, Self and Other in Western Metaphysics.

## **Credit I: (Theory)**

### **Introduction to Metaphysics and the Conception of the External World**

- a) Problem of Being and Becoming: Parmenides, Heraclitus, and Aristotle
- b) Theories of Reality: Subjective Idealism (George Berkeley), Common-sense realism (G.E. Moore)

## **Credit II: (Theory)**

### **Self and Mind**

- a) Concept of Self: Descartes, Hume and Kant
- b) Mind-body Dualism: Descartes and Gilbert Ryle

## **Credit III: (Theory)**

### **Substance and Categories**

- a) Categories: Aristotle, Kant
- b) Problems of Substance: Leibniz and Spinoza
- c) Theories of Causation: Aristotle and Hume

## **Credit IV: (Practical)**

### **Practical Activity**

- a) Textual reading of the original text
- b) Article Review
- c) Seminar presentation/ workshop/ panel discussions.

## **Learning Outcome:**

- The students will be able to distinguish between the different theories of reality advanced in Western Metaphysics. They will develop the ability to clearly articulate the meaning of the

concepts of world, self and other from the standpoint of at least Western metaphysical position.

**Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) O'Connor, D.J. *A Critical History of Western Philosophy*. Collier Macmillan Publishers, London, 1964.
- 2) Copleston, F. *A History of Philosophy*. Image Books, New York, 1974.
- 3) Hospers, John. *An Introduction to Philosophical Analysis*. Prentice Hall, 1953.
- 4) Russell, Bertrand. *The Problems of Philosophy*. Oxford University Press, 2006.
- 5) Shields, Christopher. *Aristotle*, New York: Routledge, 2007.
- 6) Woolhouse, Roger. S. *Descartes, Spinoza, Leibniz: The Concept of Substances in Seventeenth-Century Metaphysics*. Routledge, 1993.

**Books for Reference:**

- 1) Kirk G.S and J.E. Raven. *The Pre – Socratic Philosophers: A Critical History with a Selection of Texts*. Cambridge University Press, Cambridge, 1957
- 2) Edwards, Paul. *The Encyclopaedia of Philosophy*. Macmillan Co. and the Free Press, New York, 1967
- 3) Krishna, Daya. *Paschyatya Darsana Ka Itihas*. Rajasthan Hindi Granth Academy, Jaipur.
- 4) Hume, David. *A Treatise on Human Nature* (ed.) A. Selby Bigge, OUP, 1978.
- 5) Hume, David. *An Inquiry Concerning Human Understanding*. Hackett Publishing Company, 1993.

## PHL 503 MJ : INDIAN PHILOSOPHIES OF LIFE

(4 Credits Major Core)

### Learning Objective:

- To acquaint students with the normative framework of Indian moral values as accepted in ancient Indian philosophical traditions, both heterodox and orthodox.

### Credit I: (Theory)

- a) Indian Philosophies of Life: Nature and significance., *Preyas*, *Śreyas* and *Niḥśreyas*.
- b) The concept of *Puruṣārtha*: *Kama-Artha-centric*, *Trivarga-centric* and *Mokṣa-centric*.
- c) The conceptions of *Rta-R̥ṇa*. The conceptions of *Dharma*: *Vedic* and *Śrāmanic*.
- d) Kinds of *Dharma* according to Vedic tradition: *Sādhāraṇa dharma* and *Viśeṣa dharma* (*Varṇāśrama dharma*).

### Credit II: (Theory)

- a) The doctrines of *Karma* and Rebirth; The conceptions of *Bandha* (bondage) and *Mokṣa* (liberation).
- b) Analysis of suffering according to Sāṅkhya and Buddhism.
- c) Various conceptions of *Mokṣa*: *Nirvāṇa*, *Kaivalya*, *Brahmābhāva*, *Jīvanmukti*, *Videhamukti*.
- d) Jainism: *Vratas*, *Śrāvākācāra* and *Śramāṇācāra*., Buddhism: *Śīla*.

### Credit III: (Theory)

Ways of Good Life

- a) Patanjali: *Aṣṭanga-Yoga*.
- b) Jainism: *Triratna*.
- c) Buddhism: *Ārya-Aṣṭangika-Mārga*.

### Credit IV: (Practical)

- a) Reading original text with the Course Teacher / Scholar invited by the teacher
- b) Presentations, Panel discussions, Debate, Dialogue on any topic, issue (from credit I to III)
- c) Engaging students with departments of Indian languages to get acquainted with language of the original source texts.

d) Romanizing any relevant topic from the original text and preparing the Glossary of special terms (from credit I to III)

### **Learning Outcomes:**

- The learners will be able to identify, understand and discuss Indian ethical terms, concepts, problem and theories in a given context.
- They will understand the significance of Indian views on duty, virtues, character and moral obligations. T
- hey will develop an ability to apply these ethical principles in decision making process.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

1. Prasad, Rajendra, Karma, *Causation and Retributive Morality, Conceptual Essays in Ethics and Metaethics*, ICPR, New Delhi, 1989.
2. Hiriyanna, M., *The Quest After Perfection*, Kavyalaya Publishers, Mysore, 1982.
3. Ranade, R.D., *Pathway to God-realisation*.
4. Radhakrishnan, *Hindu View of Life*, George Allen and Unwin, 34 Bombay, 1971.
5. Maitra, S. K., *The Ethics of the Hindus*, University of Calcutta, 1956.
6. Bhelke,S.E. and Gokhale, P. P. (eds.), *Indian Moral Philosophy: Problems, Concepts and Perspectives*, IPQ Publication, Pune, 2002.
7. Tiwari, Kedarnath, *Classical Indian Ethical Thought*, Motilal Banarsidass, Delhi, 1998.
8. Barlingay, S. S., *A Modern Introduction to Indian Ethics*, Penman Publications, Delhi 1998.

### **Books for Reference:**

1. Kane, P.V., *History of Dharmasastra*, Vol. I and II, BORI, Pune, 1968.
2. *Purusartha* (anthology), Datta-Laxmi Trust, Pune, 1995.
3. Bhargava, Dayananda, *Jaina Ethics*, Motilal Banarsidass, 1968.
4. Jaini, Padmanabha S., *Jaina Path of Purification*, Motilal Banarsidass, Delhi,
5. Saddhatissa, H., *Buddhist Ethics*, Allen and Unwin, 1970.
6. Nanamoli, Bhikkhu (Tr.) *The Path of Purification* (Visuddhimagga) by Bhadantacariya Buddhaghosa, Fourth Edition, Buddhist Publication.

# **PHL 504 MJ : TRADITIONAL LOGIC**

**(2 Credits Major Core)**

## **Learning Objective:**

- To introduce the fundamental elements of traditional logic.

## **Credit I: (Theory)**

- a) Nature, scope and History of logic
- b) Laws of Thought
- c) Sentence and Proposition distinction
- d) Nature, structure and classification of propositions, Terms, propositions and judgments
- e) Square of Opposition of propositions

## **Credit II: (Practical)**

- a) Nature and Types of inferences: - Mediate, Immediate
- b) Mediate Inference - Deduction: Obversion; Conversion
- c) Immediate Inference: - Nature of Syllogism
- d) Figures and Moods of Syllogism
- e) Rules and Fallacies pertaining to Syllogistic Reasoning

## **Learning Outcomes:**

- The students will get an understanding of fundamental concepts in traditional logic and reasoning.
- They will be able to engage themselves in rational communication with argumentative and analytical skills.
- They will be able to apply logical skills in philosophical as well as day-to-day problem solving.

## **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) Copi, I.M., *Introduction to Logic*, Macmillan Co. New York, 1986.6
- 2) Singh, Arindam & Goswami, Chinmoy, *Fundamentals of Logic*, ICPR, New Delhi, 1998.
- 3) Hurley, Patrick, J. *A concise Introduction to Logic*, Wadsworth Publication, Australia

**Books for Reference:**

- 1) Terrell, D.B., *Logic: A Modern Introduction to Deductive Reasoning*, Holt Reinhart & Winston, New York, 1967.
- 2) Hughes, G.E. & Londey, D.G., *The Elements of Formal Logic*, Methuen, London, 1965.

# **PHL 505 MJ : BASIC FOUNDATIONS OF RESEARCH**

**(4 Credits Major Core)**

## **Learning Objective:**

- To introduce the students with basic aspects and techniques of academic writing in philosophy so that their writing and research skills and capabilities are honed for taking up future projects in diverse domains of Humanities and Social Sciences.

## **Credit I: (Theory)**

- a) Meaning, objectives, motivation, and significance of research.
- b) Identification of the research problem
- c) Review of literature and its importance in the formulation of research problem

## **Credit II: (Theory)**

- a) Format and style of a philosophy research proposal.
- b) Identifying scholarly sources, verifying online sources as a practice in research
- c) Effective use of library sources in research

## **Credit III: (Theory)**

- a) Main body of research, Argumentative coherence in writing
- b) Citations, Paraphrasing, Notes, References and Bibliography
- c) Chicago/APA/MLA style guides

## **Credit IV: (Theory)**

- a) Significance and utility of workshops /seminar/conferences/ symposiums in research
- b) Use of Reference Management software (Zotero/Mendeley etc.) in research
- c) Meaning and importance of Plagiarism, use of Plagiarism software (Turnitin/ Ouriginal etc.)

## **Learning Outcomes:**

- The students will be ready with a hands-on academic training for taking up research projects such as writing articles, book reviews, dissertation, research collaborations etc.

- The training will enhance their prospects of publishing in reputed national and international journals.

#### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

#### **Books for Reading:**

1. Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.
2. Lipson, Charles. *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more*. University of Chicago Press, 2011.
3. Park, Chris. "In other (people's) words: Plagiarism by university students--literature and lessons." *Assessment & evaluation in higher education* 28, no. 5 (2003): 471-488.
4. Pears, Richard, and Graham Shields. *Cite them right*. Bloomsbury Publishing, 2022.

#### **Books for Reference:**

1. American Psychological Association. *Concise Guide to APA Style: The Official APA Style Guide for Students*. United States: American Psychological Association, 2020.
2. Kent, Tracy. "The complete guide to referencing and avoiding plagiarism." *elucidate* 4, no. 5 (2007).
3. Price, Glanville, and Brian Richardson, eds. *MHRA style guide: A handbook for authors, editors, and writers of theses*. MHRA, 2008.
4. The Modern Language Association of America. *MLA Handbook*. Spain, Modern Language Association of America, 2021.
5. Turabian, Kate L., Colomb, Gregory G., Booth, Wayne C., Williams, Joseph M.. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition: Chicago Style for Students and Researchers. United Kingdom: University of Chicago Press, 2013.

## Major Electives:

(2 credits each)

**Note:** Any **two** electives (of 2 credits each) are to be opted by students from the following list of electives.

### PHL 506 MJ : SĀM̄KHYA

(2 Credits Major Elective)

#### Learning Objective:

- To give a fairly exhaustive knowledge of the basic issues, concepts and doctrines of Sāmkhyadaraśana with reference to Sāmkhyakārikā and its two commentaries Gauḍapādabhāṣya and Sāmkhyatattvakaumudī.

#### Credit I: (Theory)

- a) The historical background and early developments
- b) The problem of *Duḥkha* and its solution
- c) Twenty-five Tattvas and their classification, Evolution of Tattvas
- d) Nature, status and relation of *Prakṛti* and *Puruṣa*
- e) Theory of Causation

#### Credit II: (Theory)

- a) *Triguṇas*, Theory of knowledge; Means of knowledge
- b) The concept of Mind: *Manas*, *Buddhi*, *Ahaṁkāra*, *Puruṣa* and their role in knowledge.
- c) Proofs for the existence of *Vyakta*, *Avyakta*, *Puruṣa*, Plurality of *Puruṣas*,
- d) *Sāttvika* and *Tāmasa* forms of *Buddhi*, *Pratyayasarga*
- e) Bondage and Liberation, The roles of *Prakṛti*, *Puruṣa* and *Buddhi* in them

#### Learning outcome:

- The learner will be able to understand the Sāmkhya epistemology and world view in accordance with its theory of causation.

#### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Sharma, Har Dutta (ed. & tr.), *Sāṃkhyakārikā with Gauḍapādabhāṣya*, Oriental Book Agency, Poona, 1933.
- 2) Bhattacharya, Ramashankar, *Sāṃkhyatattvakaumudī*, Motilal Banarsidass, Delhi, 1964.
- 3) Larson, Gerald, *Classical Sāṃkhya*, Motilal Banarsidass, Delhi, 1979.
- 4) Ballantyne, J R, *The Sāṃkhya Aphorisms of Kapila*, The Chowkhamba Sanskrit Series Office, Varanasi, 1963
- 5) Date, V H, *Vedānta Explained* vol. 1), Book Sellers' Publishing Company, Bombay, 1954.  
(Śaṅkara criticism of Sāṃkhya )

### **Books for Reference:**

- 1) Sengupta, Anima, *Classical Sāṃkhya: A Critical Study*, Manoranjanasen Gaur Ashram, Lucknow, 1969.
- 2) Karl Potter, *Encyclopedia of Indian Philosophies* Volume 4, Princeton University Press, New Jersey, 1987

## PHL 507 MJ : EARLY BUDDHISM- I

(2 Credits Major Elective)

### Learning Objective:

- To introduce to the student the philosophical and religious dimensions of early Buddhism.

### Credit I: (Theory)

- a) The Nature of the Buddha's problem and the nature of his inquiry (*Ariyapariyeṣaṇa sutta*); His doctrine of four noble truths
- b) The first Noble truth: *Dukkha*; The Buddhist concept of *Dukkha*, Three kinds of *Dukkhatā*
- c) Three characteristics of Phenomena: *Anicca*, *Anattā* and *Dukkha*: Their interrelation (*anattalakkhana sutta*); The doctrine of *Anattā* and five aggregates. The question of compatibility between *Anattā* and Rebirth (Discussion in *Milindapañho*)
- d) The second Noble Truth: The Cause of Suffering; Moral-psychological causes of suffering: *Sakkāyadiṭṭhi*, *Avijjā* and *Taṇhā*, *Akusalamūla Praṭicca-samuppāda* and *Dvādaśa-nidāna*

### Credit II: (Theory)

- a) The Third Noble truth: Cessation of Suffering; *Nibbāna/Nirvāṇa*— Nature and Kinds — *Sopādiṣeṣa*, *Nirupādiṣeṣa*. Arhat-hood as the ultimate goal. Four stages to *Arhattva*: *Sotapanna*, *Sakadāgāmi*, *Anāgāmi*, *Arhat*
- b) The fourth Noble Truth: Way to *Nibbāna* — *Aṭṭhangika-magga*, *Śīla-Samādhi-Prajñā*;
- c) The Buddhist Theory of Meditation: *Samatha-Anupassanā*, Mindfulness Meditation (*Satipaṭṭhānasutta*),
- d) The Doctrine of four *Brahma-Vihāras*

### Learning Outcome:

- The students will be able to understand the historical reasons for the origin and development of early Buddhism with its metaphysical and ethical approaches.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Varma, V.P., *Early Buddhism and Its Origins*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1973.
- 2) Narada, *The Buddha and his Teachings*, Buddhist Missionary Society, Malaysia, 1988.
- 3) Sangharakshita, *The Three Jewels*, Windhorse Publications, London, 1977.
- 4) Kesarcodi Watson, Ian, *Approaches to Personhood in Indian Thought*, Sri Satguru Publications, 1995, (The chapter on Moksa only).
- 5) Chincore Mangala R. *Buddhist Conceptions of Man and Human Emancipation: A Critical Investigation*; New Bharatiya Book Corporation; Delhi; 2007
- 6) Dharmananda Kosambi, *Bhagavan Buddha*, Rajkamal Prakashan, Mumbai, 1956

### **Books for Reference:**

- 1) *Dialogues of the Buddha* (mostly available at: [www.accesstoinsight.org](http://www.accesstoinsight.org)):
- 2) *Kalamasutta* (AN3.65); *Kutadantasutta* (DN 5); *Tevijjasutta* (DN 13); *Assalayanasutta* (MN 93); *Samannaphalasutta* (DN 2); *Dhammacakkappavattanasutta* (SN 56.11); *Ariyapariyesanasutta*
- 3) *Anattalakkhanasutta* (SN22.59); *Bharasutta* (SN22.22); *Mahanidanasutta* (DN 15)15; *Milindapanho: Questions of King Milinda* (in The Pali Canon: Sutta Pitaka: Khuddaka Nikaya)
- 4) *Itivuttaka: Iti. 44* (in *Sutta Pitaka: Khuddaka Nikaya*) *Mahasatipatthanasutta* (DN 22); *Vacchagotta Sutta*; *Cula Malunkya Sutta Kamasutra*; *Assalayanasutta*; *Esukārī-sutta*; *Vāseṭṭha Sutta*; *Brāhmaṇavagga*

# PHL 508 MJ : MAHĀYĀNA BUDDHISM I

(2 Credits Major Elective)

## Learning Objective:

- To introduce to the student the philosophical and religious dimensions of Mahayana Buddhism.

## Credit I: (Theory)

### Foundation & the development of Mahāyāna Buddhism

- a) Difference between *Śrāvakayāna* and *Mahāyāna*
- b) *Dharmanairātmya*, *Pudgalnairātmya*
- c) *Arhat* and *Bodhisattva*
- d) *Nirvāṇa*: Difference between *Śrāvakayāna* and *Mahāyāna*

## Credit II: (Theory)

### Major Doctrines of Mahāyāna Buddhism

- a) *Ṣad / Daśa Paramitās*
- b) *Daśabhūmi*
- c) *Trikāyavāda*

## Learning Outcome:

- The students will be able to understand the origin and nature of the Madhyamika school with its epistemological, metaphysical and ethical positions as developed in Mahayana Buddhist tradition.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for reading:

- 1) Sangharaksita, *A survey of Buddhism* (Its doctrines and methods through the ages), Tharpa publication, London, 1987 (sixth edition)
- 2) Schumann, *Buddhism and Outlines of its Teachings and Schools*, Reidel and Co., London, 1973

- 3) Chatterjee, A.K., *The Yogacara Idealism*, Delhi, Motilal Banarsidass Publishers Pvt. Ltd, 1986
- 4) Murti, T.R.V., *The Central Philosophy of Buddhism*, New Delhi, Harper Collins, 1998
- 5) Bhattacharya B., *An Introduction to Buddhist Esoterism*, Motilal Banarsidass, Delhi, 1980

### **Books for Reference:**

- 1) N. Dutt, *Aspects of Mahayana Buddhism in its relation to Hinayana*, Luzac and Co. Ltd., London, 1930
- 2) K. Venkata Ramanan, *Nagarjuna's Philosophy as presented in Mahaprajnaparamitasastra*, Books from India Ltd., London, 1976
- 3) Kenneth Inada (Tr). *Nagarjuna: A translation of His Mulamadhyamakakarika with an Introductory Essay*, The Hokuseido Press, Tokyo, 1970
- 4) Chatterjee, A. K., *Readings on Yogacara Buddhism*, Varanasi, Centre of Advanced Study in Philosophy (Banaras Hindu University), 1971
- 5) Conze, Edward, *Buddhist Thought in India*, London, George Alien & Unwin, 1983
- 6) S. Mukhopadhyaya (Tr. and Ed.) *The Trisvabhavanirdesa of Vasubandhu*, Vishvabharati, 1939
- 7) Vasubandhu; *Vijnapti-matrata-siddhi*, Chatterjee, K. N. (Trans.) Kishor Vidya Niketan, Varanasi, 1980
- 8) Shashi Bhusahan Dasgupta, *An Introduction to Tantric Buddhism*, Shambhala Publications, Boulder and London, 1974
- 9) Getly, Alice; *The Gods of Northern Buddhism*, Munshiram Manoharlal Pvt. Ltd. New Delhi, 1978
- 10) Pande, G.C.; *Bauddha dharma ke Vikasa ka Itihasa*, Hindi samiti Granthamala, U.P. 1976
- 11) Upadhyay B.; *Bauddha Darsana Mimamsa*; Chowkhamba Vidya Bhavan, Benaras, 1954
- 12) Siderits, Mark and Katsura, Shoryu, *Nagarjuna's Middle Way*, Wisdom Publications, Somerville, USA, 2013.

## PHL 509 MJ : JAINISM- I

(2 Credits Major Elective)

### Learning Objective:

- To introduce to the student the philosophical and religious dimensions of Jainism.

### Credit I: (Theory)

- a) Historical Development of Jainism
- b) Vedic culture and *Śramaṇa* culture and place of Jainism in *Śramaṇa* culture.
- c) Concept of Dravya
- d) Nature of *Jīva* and its kinds
- e) Nature of *Ajīva*; *Pudgala*, *Dharma*, *Adharma*, *Ākāśa*
- f) *Kāla*

### Credit II: (Theory)

- a) *Pramāṇa*: Nature and Classification of *Pramāṇas* (Introduction only)
- b) *Syadvāda*; The relevance of *Syadvāda* to *Ahimsā*
- c) *Nayavāda*
- d) *Anekāntavāda*

### Learning Outcome:

- The students will be able to understand the origin and nature of the Jain philosophy with its metaphysical and epistemological positions as developed in Jain tradition.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Bhargava, Dayananda; *Jaina Ethics*, Motilal Banarasidas, Delhi, 1968.
- 2) Mehta, M.L *Jaina Philosophy*. P.V. Research institute, Varanasi, 1971.
- 3) Umasvati; *Tattvarthasutra* translated by K.K. Dixit, L.D. Institute of Sociology. Ahmedabad,
- 4) Tukol, T.K., *Sallekhana is not Suicide*, L.D Institute, Ahmedabad.
- 5) Umāsvāti/*Umāsvāmī's Tattvartha sūtra* That Which Is translated by Nathmal Tatia, Motilal Banarasidass, Delhi, 2007.

# PHL 510 MJ : PHILOSOPHY OF BHAGAVAD GĪTĀ - I

(2 Credits Major Elective)

## Learning Objectives:

- To introduce the students the philosophical dimensions of Bhagavadgītā.
- To acquaint them with the basic concepts, theories and practical aspects of Bhagavadgītā.

## Credit I: (Theory)

### Place and importance of Bhagavadgītā

- a) Bhagavadgītā and interpretation
- b) Bhagavadgītā as *Prasthāna*: Historical and Philosophical Development

## Credit II: (Theory)

### Ways of Life

- a) Karma Yoga:
  - i) Classification of *Karma* — *Karma*, *Akarma*, *Vikarma* and *Niṣkāma karma*
  - ii) *Jñānottara Karma*
- b) Bhakti Yoga
  - i) Types and of *Bhakta* — *Ārta*, *Arthārthī*, *Jijñāsu* and *Jñani*, Nature of Bhakti
  - ii) Relation between *jñāna* and *Karma*
- c) Jñāna Yoga
  - i) Distinction between *Jñāna*, *Ajñāna*, *Vijñāna* and *Ātmajñāna*
  - ii) *Samanvaya* of *Karmayoga*, *Bhaktiyoga* and *Jñānayoga*, in Bhagavadgītā

## Learning Outcome:

- The student will be able to analyse the major social, ethical and spiritual concepts and issues in the text and to understand their meaning, its social-cultural significance and relevance.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

- 1) *Śaṅkarabhāṣya of Bhagavadgītā*

- 2) Tilak B. G. - *Śrīmadgītārahasya Athava Karmayogaśāstra*, J. S. Tilak, Pune, 1973 (10th ed.)
- 3) Radhakrishnan S., *The Bhagavadgītā*, Blackie & Sons Pvt. Ltd., Bombay, 1983 (8th ed.)
- 4) More S.S. - *Gītā as Theory of action*, Satguru Publication, New Delhi, 1990
- 5) Arvindo, - *Essays on Bhagavadgītā* Shri Aurobindo Ashram ,1922 (E book free online)
- 6) Shinha Shriparakash, *Bhagavadgita Evam Bhagvatpuran mey Karma ki Avdharana*, Eastern Publisher,2013
- 7) Pathak Bhuvesha Nath, *Shrimadbhagavadgita* , 2007

### **Books for Reference:**

- 1) Shrimad Rajchandraji, *Atmasiddhi shastra*, Harcollins Publisher,2022
- 2) Ranade. R.D, *The Bhagavadgita as philosophy of God-Realisation*, Bhartiya Vidhya Bhavan Mumbai ,2009

## PHL 511 MJ : EARLY SCHOOL OF NYĀYA – I

(2 Credits Major Elective)

### Learning Objective:

- To introduce the chief tenets of the early school of Nyāya as it developed from Gautama to Vācaspatimiśra, Jayanta and Bhāsarvajña.

### Credit I: (Theory)

- a) The concept of *Ānvīkṣikī*;
- b) Brief introduction to the 16 terms of *Nyāya*;
- c) *Niḥśreyasa*; The notions of *Prameya* and *Apavarga*
- d) The classification of *Pramāṇas*
- e) The nature and definition of *Pratyakṣa*, Types of *Pratyakṣa*, *Laukika* and *Alaukika*, *Savikalpaka* and *Nirvikalpaka*

### Credit II: (Theory)

- a) The nature and classification of *Anumāna*, *Upamāna*, *Śabda*
- b) Related notions: *Drṣtānta*, *Siddhānta*, *Avayava*, *Tarka*, *Nirṇaya*
- c) The nature and classification of *Hetvābhāsās*

### Learning outcome:

- This course will help students to understand major aspects of Indian Philosophical Logic.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Potter, Karl (ed.), *Encyclopedia of Indian Philosophies* (Vol. II), Motilal Banarsidass, Delhi, 1977, (Relevant sections).
- 2) Vidyabhushan, Satishcandra, *History of Indian Logic*, Motilal Banarsidass, Delhi, 1978

### Books for Reference:

- 1) Jha, Ganganath, *Nyāyasūtras of Gautama* (Vols. I - IV), Motilal Banarsidass, Delhi, 1984.

- 2) Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi, 1976.
- 3) Gokhale, P. P., *Inference and Fallacies Discussed in Ancient Indian Logic*, Indian Book Center, Delhi, 1992

# PHL 512 MJ : CĀRVĀKA AND INDIAN MATERIALISM- I

(2 Credits Major Elective)

## Learning Objective:

- To acquaint the student with Cārvāka school and materialistic trends in Indian thought.

## Credit I: (Theory)

### Introduction

- a) The terms *Lokāyata*, *Bārhaspatyadarśana*, *Cārvākadarśana*, *Ānvīkṣikī*, *Vaitandika* and their significance.
- b) Some historical and mythological *Lokāyata* personalities: Virocana, Ajitakeśakambalī, Paesi / Pāyāsi and their views
- c) The Question of Unity and Diversity of *Cārvāka-darśana*
  - i) The Popular understanding of *Lokāyata/Cārvāka-darśana*
  - ii) Criticism of the Popular Approach: Debiprasad Chattopadhyay's approach
  - iii) Pluralist Approach to *Lokāyata* and *Cārvāka*: Eli Franco and P. P. Gokhale

## Credit II: (Theory)

### The Diverse Epistemological trends in Lokāyata

#### a) Skepticism:

- i) The view of *Dhūrta-Cārvākas* that the number and nature of *pramāṇas* cannot be determined (*Nyāyamañjarī*).
- ii) The distinction between local and global skepticism. Jayarāsibhaṭṭa's skepticism: Criticism about *pramāṇa* and *prameya* in general. Criticism of Nyāya definition of *Pratyakṣa*. Jayarāsibhaṭṭa's status as a Lokāyata thinker.
- iii) Comparison of the approach of Jayarāśi with those of Nāgārjuna and Śrīharṣa.

#### b) Extreme Empiricism

The view that perception is the only *pramāṇa*; Dilemma of inference; the Problem Concerning *vyāpti* and ascertainment of *vyāpti*

#### c) Mitigated Empiricism

The view that along with perception, a kind of inference is also *pramāṇa*

- i) The view of *suśikṣitatara Cārvākas*: Distinction between *utpannapratīti* and *upādyapratīti anumāna*

ii) the view of Purandara: Acceptance of *lokaprasiddha anumāna*

**Learning Outcome:**

- This course will help students to understand the historical and diverse epistemological trends as developed in the tradition of Indian materialism.

**Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) Barlingay S. S., Pune, *Beliefs, Reasons and Reflections*, IPQ Publication, 1983 (The Chapters, “Distinguishables and Separables” and “Body and Soul”)
- 2) Barlingay, S. S., *Re-understanding Indian Philosophy: Some Glimpses*, D. K. Printworld, New Delhi, 1998
- 3) Bhattacharya, Ramkrishna, *Studies on the Cārvāka/Lokāyata*, Delhi, Anthem Press India, 2012
- 4) Chattopadhyaya, Debiprasad: *Lokayata: A Study in Ancient Materialism*, New Delhi, People’s Publishing House, 1978 (Fourth Edition)
- 5) Chattopadhyaya, Debiprasad: *What is Living and What is Dead in Indian Philosophy*, New Delhi, People’s Publishing House, 1976
- 6) Franco, Eli: *Perception, Knowledge and Disbelief* (A study of Jayarāsi's Scepticism) Motilal Banarsidass, Delhi (1987)
- 7) Gokhale, Pradeep P.: *Lokāyata/Cārvāka: A Philosophical Inquiry*, Oxford University Press, New Delhi, 2015
- 8) Gokhale, Pradeep P.: “Materialism in Indian Philosophy: The Doctrine and Arguments”, published in Joerg Tuske (Ed.): *Indian Epistemology and Metaphysics*, Bloomsbury, USA, 2017 (Pages 129-151)
- 9) Gokhale, Pradeep p.: “Dr. Ambedkar’s Interpretation of Buddhism”, Pradeep Gokhale (Ed.) The Philosophy of Dr. B. R. Ambedkar, Sugava Prakashan, Pune, 2008
- 10) Gokhale, Pradeep P.: “Professor Biswambhar Pahi: The Nyāya-Vaiśeṣka Reformer”, The Journal of Foundational Research, Vol. XXIV, 1-2, pp. 20-29
- 11) Mittal, K.K., *Materialism in Indian Thought*, Munshilal Manoharlal, New Delhi, 1974.

### **Books for Reference:**

- 1) Chattopadhyay, Debiprasad (Ed.): *Carvaka/Lokayata* Munshilal Manoharlal for ICPR Publications, New Delhi, 1990.
- 2) Jayarasibhatta: *Tattvopaplavasimha*, Sanghavi and Parikh (Ed.) Gos No. LXXXVII, Baroda, 1940.
- 3) Athavale Sadashiv, *Carvaka Itihasa Ani Tattvajnana*, Prajna Pathshala, Wai, 1980.
- 4) Sriharsa :*Khandanakhandakhadya*,Chaukhamba Sanskrit Series, Varanasi,1970
- 5) Bhattacharya, Kamleswar ; (ed & tr). *The Dialectic Method of Nagarjuna* with translation of *Vigrahavyavartani*, Motilal Banarsidass; Delhi, 1978

# PHL 513 MJ : ANCIENT GREEK PHILOSOPHY

(2 Credits Major Elective)

## Learning Objective:

- This paper aims to acquaint the students with essential concepts and ideas from Ancient Greek Philosophy with special reference to contemporary philosophical relevance.

## Credit I: (Theory)

### Introduction to the Conceptual Distinctions of Greek Philosophy

- a) The Milesians: Thales (water as arche), Anaximander (Apeiron as arche) and Anaximenes (air as arche)
- b) Being: Parmenides
- c) Becoming: Heraclitus
- d) Zeno's Puzzles-Is Zeno a sceptic?
- e) The Pythagoreans: Number Theory

## Credit II: (Theory)

### Nature of Reality

- a) Pluralists: Empedocles and Anaxagoras
- b) Atomists: Leucippus and Democritus
- c) Sophists: Relativism of Protagoras
- d) Socratic Method: Elenchus
- e) Plato Theory of Forms

## Learning Outcomes:

- The students will be able to Learn how to articulate the basic questions raised by the Milesians and the Pythagoreans.
- They will understand the distinctiveness of the questions raised by Parmenides and Heraclitus in contrast to the Milesians.
- It will help them also in understanding the attempts in Socrates and Plato to open a new front in Greek thinking.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

1. Kirk, Geoffrey Stephen, John Earle Raven, and Malcolm Schofield (eds). *The Pre-Socratic Philosophers: A Critical History with a Selection of Texts*. Cambridge University Press, 1983.
2. Barnes, Jonathan. *Early Greek Philosophy*. Penguin Classics, 2001.
3. Vlastos, Gregory. *Socrates, Ironist and Moral Philosopher*. Vol. 50. Cornell University Press, 1991.
4. Shields, Christopher. *Classical Philosophy: A Contemporary Introduction*. Routledge, 2003.
5. Moore, Terence. *The Cambridge Companion to Early Greek Philosophy*. Cambridge University Press, 1999.

### **Books for Reference:**

1. Annas, Julia. *Ancient Philosophy: A Very Short Introduction*. Vol. 26. Oxford Paperbacks, 2000.
2. Burnet, John. *Early Greek Philosophy*. London: A & C Black Ltd, 1920
3. Fink, Jakob Leth (ed). *The Development of Dialectic from Plato to Aristotle*. Cambridge University Press, 2012.
4. Heidegger, Martin. *Basic Concepts of Aristotelian Philosophy*. Indiana University Press, 2009.
5. Gill, Mary Louise, and Pierre Pellegrin (eds). *A Companion to Ancient Philosophy*. John Wiley & Sons, 2009.
6. Guthrie, William Keith Chambers, and William Keith Chambers Guthrie (eds). *A History of Greek Philosophy: Volume 2, The Pre-Socratic Tradition from Parmenides to Democritus*, Vol. 2. Cambridge University Press, 1962.
7. Barnes, Jonathan (ed). *The Cambridge Companion to Aristotle*. Cambridge University Press, 1995.
8. Osborne, Catherine. *The Pre-Socratic Philosophy: A very Short Introduction*. Oxford University Press, 2004.
9. Kavanaugh, Leslie Jaye. *The Architectonic of Philosophy: Plato, Aristotle, Leibniz*. Amsterdam University Press, 2007

## **PHL 514 MJ : PLATO**

**(2 Credits Major Elective)**

### **Learning Objectives:**

- To introduce some basic issues and problems discussed by Plato.
- A close and textual study of the dialogues such as Meno, Theaetetus, Parmenides, Cratylus and Republic with reference to the issues provided in the syllabus below is a major demand of the course.

### **Credit I: (Theory)**

- a) The intellectual and social context of Socratic and Platonic Philosophy
- b) Artists vs. Philosophers,
- c) Virtue and the problem of teachability
- d) Relation between Justice and Soul

### **Credit II: (Theory)**

- a) Doxa and Episteme, Theory of Forms
- b) The Divided Line Argument, Allegory of Cave
- c) The Three Classes, Women and Society, Philosopher King
- d) Nature of Language, The Problem of Naming

### **Learning Outcomes:**

- The students will be able to understand the Platonic foundations of Western philosophy.
- With an emphasis on the primary readings, a first-hand impression of Plato's writings will help the students in understanding and developing argumentative rigor in engaging with discursive participants.
- A grasp of Plato's dialogical method will enhance the writing and research acumen of students.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

1. Cooper, John M., and Douglas S. Hutchinson, eds. *Plato: complete works*. Hackett Publishing, 1997
2. Fine, Gail. *The Oxford Handbook of Plato*. Oxford University Press, 2019.
3. Press, Gerald A., and Mateo Duque, eds. *The Bloomsbury Handbook of Plato*. Bloomsbury Publishing, 2022.

### **Books for Reference:**

1. Baxter, Timothy MS. *The Cratylus: Plato's critique of naming*. Brill, 1992.
2. Bloom, Allan, and Adam Kirsch. *The Republic of Plato*. Basic Books, 2016.
3. Bluck, Richard Stanley, ed. *Meno*. Cambridge University Press, 1961.
4. Gerasimos, Santas. *Goodness and Justice: Plato, Aristotle, and the Moderns*. Blackwell, 2001.
5. McCoy, Marina. *Image and argument in Plato's Republic*. Suny Press, 2020.
6. Vlastos, G., ed. *Plato: a collection of critical essays*. Anchor Books, 1971.
7. Welton, William A., ed. *Plato's forms: varieties of interpretation*. Lexington Books, 2002.

## **PHL 515 MJ : DESCARTES**

**(2 Credits Major Elective)**

### **Learning Objective:**

- To introduce to students the rise of rationalism in modern period of philosophy with major themes of Descartes' philosophy.

### **Credit I: (Theory)**

- a) Descartes and Modern Philosophy, Epistemological shift, Tree of Knowledge
- b) Rules for Direction of Mind, Views on Perception
- c) Method of Doubt, Cogito Ergo Sum, Primacy of the Subject
- d) Clearness and distinctness of Ideas, Truth and Possibility of error

### **Credit II: (Theory)**

- a) Notion of Substance, Corporeal and Incorporeal Substance
- b) Problem of Mind-Body Dualism, Problem of Solipsism
- c) Arguments for the Existence of God, Kant's critique
- d) Kant's and Ryle's critique of Descartes' idea of Self

### **Learning Outcomes:**

- The students will be able to understand the Rationalism of Descartes and his philosophical method.
- They will be able to examine Cartesian method of inquiry and his philosophical conclusions.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Descartes, Rene, *Discourse on Method and Meditations*, (tr.) Laurence J Lafleur, The Liberal Arts Press, New York, 1960.
- 2) Erol, E. & Harris, George (ed.), *Descartes' Rules for the Direction of the Mind* (by the late H. H. Joachim Reconstructed from Notes taken by his Pupils), Alien Union Ltd, London, 1957.

### **Books for Reference:**

- 1) Cottingham, John (ed.), *The Philosophical Writings of Descartes*, Cambridge University Press,
- 2) Doney, Willis (ed.), *Descartes: A Collection of Critical Essays*, Garden City, New York, 1969.
- 3) Smith N. K., *Descartes' Philosophical Writings*, Macmillan, 1952.
- 4) Keeling, S. V., *Descartes*, Oxford University Press, 1968.
- 5) Boyer, Carl, *A History of Mathematics*, Princeton, NJ, Princeton University Press, 1985.
- 6) Clarke, Desmond, *Descartes: A Biography*, Cambridge University Press, 2006.
- 7) Farrell, John, *Demons of Descartes and Hobbes, Paranoia and Modernity, Cervantes to Rousseau*, Cornell UP, 2006
- 8) Sorrell, Tom, *Descartes*, Oxford University Press, 1987.
- 9) Cottingham, John, *The Cambridge Companion to Descartes*, Cambridge University Press, 1992.
- 10) Garber, Daniel, *Descartes' Metaphysical Physics*, University of Chicago Press, 1992.
- 11) Gaukroger, Stephen, *Descartes: An Intellectual Biography*, Oxford University Press, 1995.
- 12) Garber, Daniel & Ayers, Michael, *The Cambridge History of Seventeenth-Century Philosophy*, Cambridge University Press, 1998.
- 13) Melchert, Norman, *The Great Conversation: A Historical Introduction to Philosophy*, McGraw Hill, New York, 2002.
- 14) Grayling, A.C., *Descartes: The Life and Times of a Genius*, Walker Publishing Co., Inc, New York 2005.
- 15) William, Bernard, *Descartes: The Project of Pure Inquiry*, Penguin, 1978.

# PHL 516 MJ : JÜRGEN HABERMAS

(2 Credits Major Elective)

## Learning Objective:

- The course is intended to introduce the students to contemporary debates in the field of continental social and political philosophy as propounded by the German philosopher Jürgen Habermas.

## Credit I: (Theory)

### Core Concepts

- a) Critical theory, Frankfurt School
- b) Communicative rationality, communicative action, post-metaphysical thinking
- c) Instrumental reason, practical reason, public sphere
- d) Discourse ethics, rationalization, Secularization/Post-secularism

## Credit II: (Theory)

### Selected Primary Readings

- a) Knowledge and Human Interests
- b) The Tasks of a Critical Theory of Society
- c) Three roots of communicative action
- d) The Relationship between Theory and Practice

## Learning Outcome:

- The students will be able to trace and track the trajectories of contemporary debates in Habermas with the historical discourses of modernity with respect to the issues of knowledge, morality and various forms of normative social order.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

1. Allen, Amy, and Eduardo Mendieta. *The Cambridge Habermas Lexicon*. Cambridge: Cambridge University Press (2018).

2. Dews, Peter. *Habermas: a critical reader*. Blackwell Publishers (1999).
3. Habermas, Jürgen, and William Outhwaite. *The Habermas Reader*. Polity Press (1996).
4. Habermas, Jürgen. *Jürgen Habermas on Society and Politics: a reader*. Beacon Press, (1989).

### **Books & articles for Reference:**

1. Arendt, Hannah, Seyla Benhabib, James Bohman, John Dewey, Jon Elster, Nancy Fraser, *Jürgen Habermas et al. The Idea of the Public Sphere: a reader*. Lexington Books, (2010).
2. Broman, Thomas. "The Habermasian Public Sphere and Science in the enlightenment". *History of science* 36, no. 2 (1998): 123-149.
3. Delahunty, Robert J., and John Yoo. "Kant, Habermas and Democratic Peace." *Chi. J. Int'l L.* 10 (2009): 437-473.
4. Finlayson, James Gordon, and Fabian Freyenhagen, eds. *Habermas and Rawls: Disputing the political*. Routledge (2011).
5. Finlayson, James Gordon. *Habermas: A very short introduction*. Oxford University Press, (2005).
6. Geuss, Raymond. *The idea of a Critical Theory: Habermas and the Frankfurt School*. Cambridge University Press, (1981).
7. Habermas, Jürgen, Sara Lennox, and Frank Lennox. "The Public Sphere: an encyclopedia article (1964)." *New German Critique* 3 (1974): 49-55.
8. Habermas, Jürgen. "Martin Heidegger: On the Publication of Lectures from the Year 1935." *Graduate Faculty Philosophy Journal* 6, no. 2 (1977): 155-180.
9. Habermas, Jürgen. "Notes on post-secular society." *New perspectives quarterly* 25, no. 4 (2008): 17-29.
10. Habermas, Jürgen. "Religion in the public sphere." *European Journal of Philosophy* 14, no. 1 (2006): 1-25.
11. Habermas, Jürgen. *On the Pragmatics of Communication*. MIT press, (2000).
12. Habermas, Jürgen. *The Divided West*. John Wiley & Sons, (2014).
13. Habermas, Jürgen. *The Philosophical Discourse of Modernity: twelve lectures*. John Wiley & Sons, 2018.
14. Habermas, Jürgen. *Truth and justification*. John Wiley & Sons, 2014.
15. Held, David. *Introduction to Critical Theory: Horkheimer to Habermas*. University of California Press, 1980.
16. McCarthy, Thomas. *The Critical Theory of Jürgen Habermas*. MIT Press (1981).

# PHL 517 MJ : PHILOSOPHY OF NATURAL SCIENCE I

(2 Credits Major Elective)

## Learning Objective:

- To acquaint the students with broad period in history of science and with basic issues, concepts and debate in philosophy of science through contribution of individual scientists and schools.

## Credit I: (Theory)

- a) Nature and scope of Philosophy of natural science
- b) Relationship between philosophy and science
- c) Aristotle's method of science: -Inductive–Deductive Method, empirical requirement
- d) Teleological elements in Aristotle's theory
- e) Aristotle: The Four Causes
- f) Medieval adaptation of Aristotelian method of science: Grosseteste, Roger Bacon and Ockham

## Credit II: (Practical)

- a) Francis Bacon's Philosophy of science: Criticism of Aristotelian Method. Correction in Aristotelian Method, Intuitivism
- b) Descartes' Philosophy of science: Inversion of Francis Bacon's theory of procedure, Scientific Law and Empirical Emphasis
- c) Newton's Philosophy of Science: Analysis-Synthesis, Axiomatic Method, Rules of Reasoning, Visit to IUCAA, IISER Labs as part of Practical.
- d) Debate on Causation: David Hume, Immanuel Kant, J.S. Mill, Visit to the departments of Physics and Chemistry (Labs) as part of Practical.

## Learning Outcomes:

- The students will learn the nature and scope of philosophy of science along with the relation between science and philosophy.
- They will be able to distinguish and understand various scientific concepts and theories developed by Greek and Modern philosophers.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Nagel, Ernst, *The Structure of Science: Problems in Logic of Scientific Explanation*, RKP, London, 1961.
- 2) Popper, Karl, *The Logic of Scientific Discovery*, Harper Torch Books, New York, 1968.
- 3) Kuhn, Thomas, *The Structure of Scientific Revolutions*, Chicago University Press.
- 4) Lakatos, Imre and Musgrave Alen (Ed.), *Criticism and Growth of Knowledge*, Cambridge University Press, London, 1970.
- 5) Searle, J., 1997, *The Mystery of Consciousness*, New York, NY: New York Review of Book
- 6) Dennett, D., 1979, "Artificial Intelligence as philosophy and as Psychology,"
- 7) *Philosophical Perspectives in Artificial Intelligence*, M. Ringle, ed., Atlantic Highlands, NJ: Humanities Press

### **Books for Reference:**

- 1) Radnitzsky, Gerand and Anderson Gunnar, *The Structure and Development of Science*, D. Reidel Publishing Company, Boston, 1979
- 2) Laudan, Larry, *Progress and its Problems: Towards a Theory of Scientific Growth*, RKP, London, 1977.
- 3) O'Neil W. N., *Fact and Theory*, Sydney University Press, 1969.
- 4) Deshpande, S. S., Gokhale, P. P., More, S. S. (Eds.) *Vijnanace Tattvajnana*, Granthali, Mumbai, 2006

# PHL 518 MJ : THEISTIC EXISTENTIALISM

(2 Credits Major Elective)

## Learning Objectives:

- To acquaint students with the major theistic Existentialist philosophers and their approaches to human existence.
- To help students in understanding individual and social existential situations philosophically.

## Credit I: (Theory)

### a) Existentialist Philosophy

- i) Nature and significance
- ii) Philosophy and Human existence
- iii) Anti-Rationalist approach

### b) Soren Kierkegaard:

- i) Truth as Subjectivity
- ii) Stages / Modes of Life
- iii) Life of Faith, Indirect communication

## Credit II: (Theory)

### a) Gabriel Marcel:

- i) Being and Mystery
- ii) Being and Others
- iii) Being and Having

### b) Karl Jaspers:

- i) Philosophy and Being
- ii) Existence and Transcendence
- iii) Despair, faith, communication

## Learning Outcomes:

- The learner will be able to understand the basic concepts of existentialism and examine the problems concerning the philosophy of Human Existence.
- The learner with further knowledge of atheistic existentialism (to be offered in IInd Semester) will be able to do a comparative analysis of theistic and atheistic approaches to human existence.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Blackham, H.J. *Six Existentialist Thinkers*
- 2) Macquarie J. *Existentialism*, Penguin, 1980.
- 3) Bhadra M.K. *A Critical Survey of Phenomenology and Existentialism*, ICPR in association with Allied Publishers, New Delhi, 1990.
- 4) Barrett, William, *The Irrational Man*, London: Heinemann, (1961)
- 5) Critchley, Simon and William R. Schroeder (Ed) *A Companion to Continental Philosophy*, Malden & Oxford: Blackwell, 1998.

### **Books for Reference:**

- 1) Arrington, Robert (Ed), *A Companion to the Philosophers*, Blackwell, Oxford, 1999.
- 2) Embree L. Behnke E Carr David & Others (eds.) *Encyclopaedia of Phenomenology* (Relevant Sections) Kluwer Academic Publishers, Dordrecht, 1997.
- 3) Gardiner, Patrick, *Kierkegaard*, Oxford University Press, Oxford, 1988.
- 4) Kierkegaard S, *Either/Or* Vol. I & II, OUP, 1944
- 5) Kierkegaard, Soren, *Concluding Unscientific Postscript*, Princeton University Press, Princeton 1941.
- 6) Kierkegaard, Soren, *Stages on Life's Way*, Princeton University Press, Princeton, 1988.
- 7) Jaspers, Karl, *Man in the Modern Age*. London, Routledge & Kegan Paul, Revised edition 1952.
- 8) Jaspers, Karl, *The Perennial Scope of Philosophy*. London, Routledge & Kegan Paul, 1954.
- 9) Marcel, Gabriel, *Mystery of Being*, Chicago, Gateway Edition, 1951

# PHL 519 MJ : WESTERN AESTHETICS

(2 Credits Major Elective)

## Learning Objective:

- To acquaint the students with the major issues, concepts and theories in Western Aesthetics.

## Credit I: (Theory)

- a) Nature of aesthetic experience: Feeling and emotion; intention and imagination.
- b) Aesthetic qualities; Aesthetic attitude, Aesthetic Judgment - Nature and analysis.
- c) Universality, Providing reasons (arguments)

## Credit II: (Theory & Practical)

- a) Work of art and aesthetic object. Elements of work of art: Form, Content, Medium
- b) Art as representation - imitation (Plato), Art as expression - intuition (Croce) Art as communication - (Tolstoy)
- c) **Practical activity:** Engaging students with performing arts department (Lalit kala Kendra, Gurukul, SPPU) to get first-hand knowledge of drama, music, poetry etc. Writing a brief note on any topic. Presentation and panel discussion.

## Learning Outcomes:

- The students will be able to understand the nature and significance of Western aesthetics.
- They will be able to understand the Western approaches to drama, music, poetry and aesthetic attitude and judgement.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

- 1) Oswald Hansfling, *Philosophical Aesthetics*
- 2) Kant I., *Critique of Judgment*, (tr.) Bernard J.H., Oxford, London, 1973.
- 3) Langer S., *Feeling and Form* RKP, London, 1973.
- 4) Carriet E.F., *The Theory of Beauty*, Methuen, London, 1962.
- 5) Elton W. (ed) *Aesthetics and Language*, Basil Blackwell, Oxford, 1970.

**Books for Reference:**

- 1) Goodman N. *Languages of Art. An Approaches to Theory of Symbols*, Bobbs & Merrill, New York, 1968.
- 2) Hospers John, *Introductory Readings in Aesthetics*, The Free Press, New York, 1969

## Semester II

### Major Cores:

(3 credits Theory + 1 credit Practical) = 4 credits

### PHL 520 MJ : PROBLEMS IN INDIAN EPISTEMOLOGY

(4 Credits Major Core)

#### Learning Objective:

- To develop systematic and critical understanding of the basic concepts and problems in Indian epistemology.

#### Credit I: (Theory)

- a) Nyāya view of *Buddhi* /*Jñāna* and its kinds; *Pramā* and *Pramāṇa*
- b) Pūrva Mīmāṃsā approach to nature and classification of *Pramāṇa*
- c) Buddhist approach to nature and classification of *Pramāṇa*
- d) *Pramāṇa-vyavasthā* and *Pramāṇa-saṃplava*

#### Credit II: (Theory)

- a) *Pratyakṣa*: Its nature and kinds according to Nyāya
- b) *Pratyakṣa* Its nature and kinds according to Buddhism
- c) *Khyātivāda*: *Akhyāti*, *Anyathākhyāti*, *Viparītakhyāti*, *Ātmakhyāti*, *Asatkhyāti*, *Anirvacanīyakhyāti*, *Satkhyāti*

#### Credit III: (Theory)

- a) Nyāya views on *Anumāna*:
  - i) Nyāya views on the concept, structure and classification of *Anumāna*
  - ii) Nyāya views on the notion of *Vyāpti*
- b) Buddhist views on *Anumāna*
  - i) Buddhist views on the concept, structure and classification of *Anumāna*
  - ii) Buddhist views on the notion of *Vyāpti*,
- c) The Nature of other *Pramānas*: *Upamāna*, *Śabda*, *Arthāpatti*, *Anupalabdhi*
- d) Introduction to Jaina classification of *Pramāna*
- e) *Prāmānyavāda* according to Nyāya and Mīmāṃsā,

### **Credit IV: (Practical)**

- a) Classification of Fallacies and Identification of Fallacies.
- b) Reading original text with the Course Teacher / Scholar invited by the teacher
- c) Presentations, Panel discussions, Debate, Dialogue on any topic, issue (from credit I to III)
- d) Engaging students with departments of Indian languages to get acquainted with language of the original source texts.
- e) Romanizing any relevant topic from the original text and preparing the Glossary of special terms (from credit I to III)

### **Learning Outcome:**

- The student will be able to grasp epistemological concepts and issues as discussed in Classical Indian philosophy and will be able to apply such understanding in contemporary discussion about truth and knowledge.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Athalye and Bodas (tr. & ed.), *Tarkasamgraha* of Annambhatta, BORI, Pune, 1963.
- 2) Mohanty, J.N., *Reason and Tradition in Indian Thought*, Clarendon Press, Oxford, 1992
- 3) Matilal, B.K., *Perception*, Oxford, 1980.
- 4) Bhatt, Govardhan, P., *The Basic Ways of Knowing (An In-depth Study of Kumarila's Contribution to Indian Epistemology)*, Motilal Banarsidass, Delhi, 1989 (Second Ed.).
- 5) Bhatt, Govardhan, P., *Epistemology of the Bhāṭṭa School of Pūrva Mīmāṃsā*, The Chowkhamba Sanskrit Series Office, Varanasi, 1962.
- 6) Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi 1965.
- 7) Sharma, Ambikadatta, "Pramanasamplava and Pramanavyavastha", in: JICPR, Vol. XIV, No. 2, Jan.-April, 97.
- 8) Chinchore Mangala R. *Dharmakīrti's Theory of Hetu-centricity of Anumāna*; Motilal Banarsidass; New Delhi; 1989
- 9) Shastri, Indra Chandra., *Jaina Epistemology*, P.V Research Institute, Varanasi, 1990

10) Antarkar, S.S, Gokhale, P.P., Katarnikar, Meenal, *Recollection, Recognition and Reasoning*, Sri Satguru Publications, Delhi, 2011

**Books for Reference:**

- 1) Matilal, B.K., *Epistemology, Logic and Grammar in Indian Philosophy*, Monton, 1971.
- 2) Dasgupta, S.N., *A History of Indian Philosophy (Relevant Volumes and Chapters)*, Cambridge Uni. Press, London, 1940.
- 3) Kar, B.N., *Theories of Error in Indian Philosophy*, Ajanta Publications, Delhi, 1978.
- 4) Datta, D.M., *Six Ways of Knowing*, University of Calcutta, Calcutta, 1960.
- 5) Stcherbatsky, Th., *Buddhist Logic*, Vol. 2, Dover Publications Inc., New York, 1962.5
- 6) Bapat Lata, *Buddhist Logic*, Bharatiya Vidya Prakashan New Delhi, 1989
- 7) Bhargava, Dayanand., *Jaina Tarka Bhāṣā*, Motilal Banarasidas, Delhi, 1973

# **PHL 521 MJ : PROBLEMS IN WESTERN EPISTEMOLOGY**

**(4 Credits Major Core)**

## **Learning Objective:**

- To develop systematic and critical understanding of the basic theories, concepts and problems in Western Epistemology. To encourage a spirit of rationality in philosophical thinking.

## **Credit I: (Theory)**

- a) Nature and definition of knowledge
- b) Knowledge and belief (Plato)
- c) Rationalist, Empiricist and Kantian approach to knowledge (analytic-synthetic distinction, synthetic a priori)

## **Credit II: (Theory)**

- a) Intuitionism: Bergson
- b) Challenge of Skepticism to the possibility of knowledge
- c) Gettier problem and responses to it

## **Credit III: (Theory)**

- a) Justification of knowledge claims: Foundationalism (knowledge as correspondence)
- b) Non-foundationalist approaches to the nature and analysis of knowledge (Coherentism, Reliabilism)
- c) Problems of perception: i) Direct realism ii) Representative realism iii) Phenomenalism

## **Credit IV: (Practical)**

- a) Reading any relevant source text
- b) Library visit and writing a brief note on the study of relevant chapter or topic chosen from credit I to III
- c) Presentations and Panel discussions

**Learning outcomes:**

- The learner will be able to understand and examine Western classical epistemological theories like Rationalism, Empiricism, Critical Idealism as well as various modern epistemological approaches like Scepticism, Foundationalism, Coherentism, Reliabilism etc.
- He/she will be able to learn the different ways / approaches to knowledge.
- He/she will be able to formulate philosophically informed ideas in current context.

**Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) Lehrer, Keith, *Theory of Knowledge*, Westview Press, 2000 (second edition).
- 2) O'Connor, D.J. & Carr, B., *Introduction to Theory of Knowledge*, Harvester Press Ltd. (Sussex), 1982.
- 3) Canfield & Donnell (eds.), *Readings in the Theory of Knowledge*, Appleton-Century Crofts, USA, 1964.
- 4) Dancy, Jonathan, *An Introduction to Contemporary Epistemology*, Basil Blackwell, 1985

**Books for Reference:**

- 1) Pappas & Swain (eds.), *Essays on Knowledge and Justification*, Cornell University Press, Ithaca, New York, 1978.
- 2) Copleston, F., *A History of Philosophy* (Relevant Volumes), Image Books, New York, 1997.
- 3) Ayer, A.J., *The Central Questions of Philosophy*, Holt, Rinehart and Winston, New York, 1979.
- 4) Armstrong, D. M., *Belief, Truth and Knowledge*, Cambridge University Press, Cambridge, 1973.
- 5) Ayer, A.J., *The Problem of Knowledge*, Pelican Books, London, 1971.
- 6) Yolton, J.W., *Theory of Knowledge*, Collier-Macmillan, New York, 1965.

**PHL 522 MJ : METHODS AND CONCEPTIONS OF INDIAN  
PHILOSOPHY  
(4 Credits Major Core)**

**Learning Objective:**

- To acquaint the students with major conceptions and methods of philosophy discussed in Classical Indian Philosophical traditions.

**Credit I: (Theory)**

- a) Anvikhsiki: According to Vastiyayan, Kautilya and Lokayata,
- b) Viasheshika Conceptions of Dharma: Abhyuday and Nihshreyas. Vaishishika's concept of Sadharmya, Vaidharmya among padaarthas.

**Credit II: (Theory)**

- a) Dharmajnana as the nature of philosophical knowledge and the interpretation of Vedas as the method: - Purvamimansa. Relation between knowledge and action.
- b) Brahmajnana as Aparokshanubhuti and the interpretation of Upanishadic statements as the method: Shankar, Limitation of tarka, Notion of Jhadajahallaksana, Svarupalakshan and Tatasthalakshana.

**Credit III: (Theory)**

- a) Methods of debate in Indian Philosophy: Vada, Jalpa, Vitanda, Nigrahasthana,
- b) Vadashastra: Theories of Vada in Mahabharata, Nyaya Darshana, Charaka.

**Credit IV: (Practical)**

- a) Vada in Darshanas: Action, Knowledge, Devotion. Idealism and materialism
- b) Vada in Dharma: Polity and Governance, Rights of Woman and Caste system.
- c) *Shastrartha*, (Debate, Dialogue) on any topic or issue chosen from credit I to III
- d) Engaging students with departments of Indian languages to get acquainted with language of the original source texts.

**Learning Outcomes:**

- The students will be able to understand various classical Indian concepts and methods of philosophical inquiry and debate.
- They will be able to apply them in contemporary philosophical and intellectual deliberations.

**Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

1. Tripathi, Radhavallabh; *Vada in Theory and Practice* D. K. Printworld, New Delhi.
2. Barlingay, S.S.; *A Modern Introduction to Indian Logic* National Publishing House, Delhi 1976
3. BHaradvaj, Ramesh; *Vajrasuchi of Ashvaghosha and the Concept of Varan- Jati Through the Ages*, Vidyanidhi Prakashan Delhi, 2007.
4. Chakravarti, Arindam; *Just Words an Ethics of Conversation in Mahabharata* Routledge, Taylor and Francis, 2014.
5. Chatopadhyay, Debiprasad; *Lokayata*, People's Publication House, New Delhi 1981
6. Dasgupta, S.N.; *History of Indian Philosophy*, 5 vols Cambridge University Press, 1975
7. Gokhale, P.P., "*Identifying Philosophy in Indian tradition*", published in A. D. Sharma, Jata Shankar and R. C. Sinha (Eds.), *Dimensions of Philosophy*, New Bharati Book Corporation, New Delhi, 2012 (Pages 151-160)
8. Gokhale, P.P., *Logic of Debate: Vādanyāya of Dharmakīrti*, Satguru Publication, Delhi

**Books for reference:**

1. Gokhale, P.P., *Inference and Fallacies Discussed in Ancient Indian Logic*, Sri Satguru Publication, 1992.
2. Kapila, Shruti (ed.), *An Intellectual History of India*, Cambridge University Press. 2010
3. Michael, Axel (ed.), *The Pandit: Traditional Scholarship in India*, Delhi: Manohar. 2001
4. Richards, I. A., *The Philosophy of Rhetorics*, New York: Oxford University Press (2nd edn). 1950
5. Sen, Amartya, *The Argumentative Indian*, London: Allen Lane. 2005
6. Swain, B. K., *dharmasāstra: a link between tradition and modernity*, varanasi: chowkhambha sanskrit bhawan. 2003

# PHL 523 MJ : FACETS OF PHILOSOPHY

(2 Credits Major Core)

## Learning Objectives:

- To understand the meaning, purpose and essence of philosophy through the conceptual prisms of various philosophers.
- To acquaint the students with multiple layers of doing and studying philosophy through the interdisciplinary medium of films and thought experiments.

## Credit I: (Theory)

- a) Meaning, Nature and Problems of Philosophy (Russell, Deleuze)
- b) Public Philosophy, Philosophy and Literature
- c) Thought Experiments as a philosophical tool
- d) The Imaginary language of film

## Credit II: (Practical)

- a) Thinking / Enacting a Thought Experiment
- b) Contemplating a film: on Morality (*Two-Legged Horse* by Samira Makhmalbaf), on Alienation (*Modern Times* by Charlie Chaplin), on Class Consciousness (*Two* by Satyajit Ray)

## Learning Outcomes:

- The students are able to comprehend philosophical issues through the significant lenses of films, art and literature.
- Further a public engagement of philosophy helps the students to demystify philosophical thinking and make it relevant for concrete life events.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

1. Bronstein, Daniel J. *Basic problems of Philosophy*. Prentice Hall, 1964.
2. Carroll, Noël, and Jinhee Choi, eds. *Philosophy of Film and Motion Pictures: an anthology*. John Wiley & Sons, 2009.
3. Deleuze, Gilles, and Félix Guattari. *What is Philosophy?* Columbia University Press, 1994.

4. Eileen, John and Dominic McIver Lopes, eds. *Philosophy of Literature: Contemporary and Classical Readings*. Oxford: Blackwell, 2004.
5. Frappier, Mélanie, Letitia Meynell, and James Robert Brown, eds. *Thought Experiments in Philosophy, Science, and the Arts*. Vol. 11. Routledge, 2013.

### **Books for Reference:**

1. Lippmann, Walter. *Essays in the Public Philosophy*. Transaction Publishers, 1955.
2. Livingston, Paisley, and Carl Plantinga, eds. *The Routledge companion to philosophy and film*. Routledge, 2008.
3. Punter, David. *Metaphors*. Routledge, 2007.
4. Russell, Bertrand. *The Problems of Philosophy*. OUP Oxford, 2001.
5. Sartre, Jean-Paul. "What is literature?" and other essays. Harvard University Press, 1988.
6. Stuart, Michael T., Yiftach Fehige, and James Robert Brown, eds. *The Routledge companion to thought experiments*. Routledge, 2017.

**PHL 524 MJ : ON JOB TRAINING (OJT)**  
**(4 Credits Major Core)**

The course will be conducted in collaboration with educational / cultural / professional institutes in allied areas of Philosophy.

The 4 credits will be designed in consultation with concerned institutes.

## **Major Electives:**

(2 credits)

**Note:** Any **two** electives (of 2 credits each) are to be opted by students from the following list of electives)

### **PHL 525 MJ : PROPOSITIONAL LOGIC**

**(2 Credits Major Elective)**

#### **Learning Objective:**

- To acquaint students with fundamental concepts and methods in propositional logic.

#### **Credit I: (Theory)**

- a) Proposition: Simple and Compound propositions, Truth Functionally-Compound propositions
- b) Inference and Arguments
- c) Truth, validity and Soundness
- d) Proposition and Propositional -forms; Argument and argument-forms

#### **Credit II: (Practical)**

- a) Decision procedures: Truth-table, Shorter truth-table, Truth-tree
- b) Formal proof of validity: Direct, Conditional and Indirect proof
- c) Demonstration of invalidity of invalid arguments

#### **Learning Outcomes:**

- The students will be able to understand and articulate the arguments and draw their validity / invalidity.
- They will be able to engage themselves in rational communication with argumentative and analytical skills.
- They will be able to apply logical skills in philosophical as well as day-to-day problem solving.

#### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) Copi, I.M., *Introduction to Logic*, Macmillan Co. New York, 1986.6
- 2) Copi, I.M., *Symbolic Logic*, Macmillan Co., New York, 1995 (6th ed.).
- 3) Singh, Arindam & Goswami, Chinmoy, *Fundamentals of Logic*, ICPR, New Delhi, 1998.
- 4) Hurley, Patrick, J. *A concise Introduction to Logic*, Wadsworth Publication, Australia

**Books for Reference:**

- 1) Terrell, D.B., *Logic: A Modern Introduction to Deductive Reasoning*, Holt Reinhart & Winston, New York, 1967.
- 2) Hughes, G.E. & Londey, D.G., *The Elements of Formal Logic*, Methuen, London, 1965.

## PHL 526 MJ : EARLY BUDDHISM II

(2 Credits Major Elective)

### Learning Objective:

- To introduce to the student the philosophical and religious dimensions of early Buddhism.

### Credit I: (Theory)

#### Buddhism and other philosophical views

- a) Distinction between *Vaidic* and *Śramaṇa* tradition
- b) Is Buddhist thought the continuation of *Vaidic* tradition or revolt against *Vaidic* tradition?
- c) Buddha and other Contemporary thinkers: Pakudha Kaccāyana, Pūraṇa Kassapa, Sanjaya Belatthaputta, Ajita Kesakambalī, Nigaṇṭha Nāthaputta (*Sāmaññaphalasutta*)
- d) Different contemporary views (*Brahmajāla sutta*)
- e) Special features of Buddhism: Centrality of Morality, Avoidance of Extremes (Middle Path)

### Credit II: (Theory)

#### Some Special Features and Issues

- a) Pragmatic Approach: Silence over 'Unanswerable Questions' (*Avyākṛta-praśna*) unrelated to the problem of Suffering
- b) Rational Approach: Emphasis on one's own experience and critical examination; Criticism of ritualism
- c) Egalitarian Approach: Criticism of hierarchical system of four *Varṇas* based on birth and divine origin. (*Brāhmaṇavagga* of *Saṃyutta-nikāya*), Critique of the concept of *Brāhmaṇa*.
- d) Some Issues:
  - i) Is Buddhism Pessimistic?
  - ii) Is belief in Rebirth and other worlds a necessary part of the Buddha's way?

### Learning Outcome:

- The students will be able to understand the historical and philosophical reasons for the origin and development of early Buddhism with its metaphysical, ethical and socio-cultural approaches.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Varma, V.P., *Early Buddhism and Its Origins*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1973.
- 2) Narada, *The Buddha and his Teachings*, Buddhist Missionary Society, Malaysia, 1988.
- 3) Sangharakshita, *The Three Jewels*, Windhorse Publications, London, 1977.
- 4) Kesarcodi Watson, Ian, *Approaches to Personhood in Indian Thought*, Sri Satguru Publications, 1995, (The chapter on Moksa only).
- 5) Chincore Mangala R. *Buddhist Conceptions of Man and Human Emancipation: A Critical Investigation*; New Bharatiya Book Corporation; Delhi; 2007
- 6) Goenka Satyanarayan, *Kyā Buddha Dukkhavādī The?*
- 7) Gokhale, Pradeep, “*The Possibility of Secular Buddhism*”, Proceedings of the Institute of Oriental Studies, Moscow, 2017, 288 pages; Page Nos. 160-72
- 8) Dharmananda Kosambi, *Bhagavan Buddha*, Rajkamal Prakashan, Mumbai, 1956
- 9) Prasad, Hari Shankar, *The Centrality of Ethics in Buddhism*, Delhi, Motilal Banarsidass, 2007

### **Books for Reference:**

- 1) *Dialogues of the Buddha* (mostly available at: [www.accesstoinsight.org](http://www.accesstoinsight.org)):
- 2) *Kalamasutta* (AN3.65); *Kutadantasutta* (DN5); *Tevijjasutta* (DN 13); *Assalayanassutta* (MN 93); *Samannaphalasutta* (DN 2); *Dhammacakkappavattanasutta* (SN 56.11); *Ariyapariyesānasutta*
- 3) *Anattalakkhanassutta* (SN22.59); *Bharassutta* (SN22.22); *Mahanidanasutta* (DN 15)15; *Milindapanho: Questions of King Milinda* (in The Pali Canon: *Sutta Pitaka: KhuddakaNikaya*)
- 4) *Itivuttaka: Iti. 44* (in *Sutta Pitaka: KhuddakaNikaya*) *Mahasatipatthanasutta* (DN 22); *Vacchagotta Sutta*; *Cula Malunkya Sutta*; *Kālāmasutta* ; *Assalayanassutta*; *Esukārī-sutta*; *Vāseṭṭha Sutta*; *Brāhmaṇavagga*
- 5) *Dhammapada* (in The Pali Canon: *Sutta Pitaka: Khuddaka Nikaya*)

## PHL 527 MJ : MAHĀYĀNA BUDDHISM II

(2 Credits Major Elective)

### Learning Objective:

- To acquaint the student with Mahayana Buddhism.

### Credit I: (Theory)

#### Mādhyamika / Śūnyatāvāda

- a) Development of Mādhyamika / Śūnyatāvāda
- b) Dialectical Method
- c) Application of Dialectical Method ( *Pratyaya-parikṣā*, *Svabhāva parikṣā*, *Tathāgata parikṣā*, *Drṣṭi parikṣā*)
- d) *Parmārtha Sat*, *Samvṛti Sat*

### Credit II: (Theory)

#### Yogācāra / Vijñānavāda

- a) Development of Yogācāra / Vijñānavāda
- b) Refutation of Realism
- c) Types of Consciousness, Concept of Absolute
- d) *Cittamātratāvāda*
- e) *Trisvabhāva*

### Learning Outcome:

- The students will be able to understand the philosophical method, epistemological and metaphysical positions of Madhyamika school as developed in Mahayana Buddhist tradition.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Sangharaksita, *A survey of Buddhism* (Its doctrines and methods through the ages), Tharpa publication, London, 1987 (sixth edition)
- 2) Schumann, *Buddhism and Outlines of its Teachings and Schools*, Reidel and Co., London, 1973

- 3) Chatterjee, A.K., *The Yogacara Idealism*, Delhi, Motilal Banarsidass Publishers Pvt. Ltd, 1986
- 4) Murti, T.R.V., *The Central Philosophy of Buddhism*, New Delhi, Harper Collins, 1998
- 5) Bhattacharya B., *An Introduction to Buddhist Esoterism*, Motilal Banarsidass, Delhi, 1980

### **Books & Articles for Reference:**

- 1) N. Dutta, *Aspects of Mahayana Buddhism in its relation to Hinayana*, Luzac and Co. Ltd., London, 1930
- 2) K. Venkata Ramanan, *Nagarjuna's Philosophy as presented in Mahaprajnaparamitasastra*, Books from India Ltd., London, 1976
- 3) Kenneth Inada (Tr). *Nagarjuna: A translation of His Mulamadhyamakakarika with an Introductory Essay*, The Hokuseido Press, Tokyo, 1970
- 4) Chatterjee, A. K., *Readings on Yogacara Buddhism*, Varanasi, Centre of Advanced Study in Philosophy (Banaras Hindu University), 1971
- 5) Conze, Edward, *Buddhist Thought in India*, London, George Alien & Unwin, 1983
- 6) S. Mukhopadhyaya (Tr. and Ed.) *The Trisvabhavanirdesa of Vasubandhu*, Vishvabharati, 1939
- 7) Vasubandhu; *Vijnapti-matrata-siddhi*, Chatterjee, K. N. (Trans.) Kishor Vidya Niketan, Varanasi, 1980
- 8) Shashi Bhusahan Dasgupta, *An Introduction to Tantric Buddhism*, Shambhala Publications, Boulder and London, 1974
- 9) Getly, Alice; *The Gods of Northern Buddhism*, Munshiram Manoharlal Pvt. Ltd. New Delhi, 1978
- 10) Pande, G.C.; *Bauddha dharma ke Vikasa ka Itihasa*, Hindi samiti Granthamala, U.P. 1976
- 11) Upadhyay B.; *Bauddha Darsana Mimamsa*; Chowkhamba Vidya Bhavan, Benaras, 1954
- 12) Siderits, Mark and Katsura, Shoryu, *Nagarjuna's Middle Way*, Wisdom Publications, Somerville, USA, 2013.
- 13) Gokhale, Pradeep P.: “*Ācārya-Vasubandhu's Theory of Three Natures: A Fresh study*”, Journal of Buddhist Studies, Srilanka, Vol. X, 2012

## PHL 528 MJ : JAINISM II

(2 Credits Major Elective)

### Learning Objective:

- To introduce to the student the philosophical and religious dimensions of Jainism.

### Credit I: (Theory)

- a) Seven/Nine Tattvas
- b) *Āśrava*, *Samvara* and *Bandha*
- c) *Nirjarā* and *Mokṣa*, *Sayoga Kevali* and *Ayoga Kevali*
- d) Jaina doctrine of *Karma*

### Credit II: (Theory)

- a) Path of *Mokṣa* (Triratna); Centrality of *Ahimsā*;
- b) The Code of Conduct for *Śrāvakas*: *Aṇuvrata*, *Gunavrata*, *Śiksavrata*, *Pratimā*
- c) The Code of Conduct for *Śramaṇas*: *Mahāvratā*, *Samiti*, *Gupti*, *Gunasthānas*
- d) *Sallekhanā*: Its Bio-Ethical significance, Issue of women with regards to Liberation

### Learning Outcome:

- The students will be able to understand the nature of Jain ethics with its approach to goal of life, nature of actions, ways to achieve the goal and codes of conduct for monks and householders.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Bhargava, Dayananda; *Jaina Ethics*, Motilal Banarasidas, Delhi, 1968.
- 2) Mehta, M.L *Jaina Philosophy*. P.V. Research institute, Varanasi, 1971.
- 3) Umasvati; *Tattvarthasutra* translated by K.K. Dixit, L.D. Institute of Sociology. Ahmedabad,
- 4) Tukul, T.K., *Sallekhana is not Suicide*, L.D Institute, Ahmedabad.
- 5) Umāsvāti/Umāsvāmī's *Tattvartha sūtra* That Which Is translated by Nathmal Tatia, Motilal Banarasidass, Delhi, 2007.

**Books / Articles for Reference:**

- 1) Gokhale, Pradeep P.: “*Ethics in Jaina Philosophical Literature: The Doctrine of Ahimsa*” published in the Vol. A Historical-Developmental Study of Classical Indian Philosophy of Morals, Ed. Rajendra Prasad, Under PHISPC project, Concept publishing Company, New Delhi, 2009
- 2) Gokhale, P.P., “*Jainadharmātīla strīmuktivicāra āṇi strīvāda*”, *sandarbhāsahita strīvāda*, Eds. Vandana Bhagavat et al, Pune 2013

## PHL 529 MJ : PHILOSOPHY OF BHAGAVAD GĪTĀ II

(2 credits Major Elective)

### Learning Objectives:

- To introduce the students the philosophical dimensions of Bhagavadgītā.
- To acquaint them with the basic concept, theories and practical aspect of Bhagavadgītā.

### Credit I: (Theory)

#### a) Metaphysics of Bhagavadgītā

- i) Concept of *Kṣhara, Akṣhara*
- ii) Concept of *Kṣhetra-Kṣhetrajña*
- iii) Concept of *Prakṛiti*
- iv) Concept of *Puruṣottama*

#### b) Ethical and Social aspects of Bhagavadgītā

- i) Svadharma
- ii) Niṣhkāma *Karma*
- iii) Sthitahprajña
- iv) Varṇādharma
- v) Lokasaṅgraha

### Credit II: (Practical)

- a) Practical knowledge of roman script with diacritical mark. Preparing a glossary of special terms etc.
- b) Presentations and Panel discussions, Debate, Dialogue on any topic or issue chosen from credit I to III
- c) Engaging students with departments of Indian languages to get acquainted with language of the original source texts.

### Learning Outcome:

- The student will be able to analyse the major social, ethical and spiritual concepts and issues in the text and to understand their meaning, its social-cultural significance and relevance.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) *Śaṅkarabhāṣya of Bhagavadgītā*
- 2) Tilak B. G. - *Śrīmadgītārahasya Athava Karmayogaśāstra*, J. S. Tilak, Pune, 1973 (10th ed.)
- 3) Radhakrishnan S., *The Bhagavadgītā*, Blackie & Sons Pvt. Ltd., Bombay, 1983 (8th ed.)
- 4) More S.S. - *Gītā as Theory of action*, Satguru Publication, New Delhi
- 5) Arvindo, - *Essays on Bhagavadgītā*,. Shri Aurobindo Ashram ,1922 (E book free online)

**Books for Reference:**

- 1) Shrimad Rajchandraji, *Atmasiddhi shastra*, Harcollins Publisher,2022
- 2) Ranade. R.D, *The Bhagavadgita as philosophy of God-Realisation*, Bhartiya Vidhya Bhavan Mumbai ,2009

## PHL 530 MJ : EARLY SCHOOL OF NYĀYA II

(2 credits Major Elective)

### Learning Objective:

- To introduce the chief tenets of the early school of Nyāya as it developed from Gautama to Vācaspatimiśra, Jayanta and Bhāsarvajña.

### Credit I: (Theory)

- a) The Nyāya theory of debate and discussion: *Vāda, Jalpa, Vitandā, Chala, Jāti*
- b) Nature and types of Nigrahasthāna
- c) Debates concerning *Prameyas* in Nyāyasūtra

### Credit II: (Theory)

- a) The issues concerning *Anumāna*: Justification of *Anumāna* as *Pramāṇa, Vyāptijñāna, Parāmarśa*
- b) Five constitutive features of *Hetu* (Uddyotakara, Vācaspatimiśra, Jayanta)
- c) Arguments for the existence of *Īśvara* (Jayanta and Bhāsarvajña)

### Learning outcome:

- The course will help to understand major concepts and aspects of Indian Philosophical Logic.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Potter, Karl (ed.), *Encyclopedia of Indian Philosophies* (Vol. II), Motilal Banarsidass, Delhi, 1977, (Relevant sections).
- 2) Vidyabhushan, Satishcandra, *History of Indian Logic*, Motilal Banarsidass, Delhi, 1978 (Relevant Sections)
- 3) Gokhale, P.P., *Dharma Te Dhamma*, (Chapter on Ishwarvada), Deshana Publication, 2023, Pune

### Books for Reference:

- 1) Jha, Ganganath, *Nyāyasūtras of Gautama* (Vols. I - IV), Motilal Banarsidass, Delhi, 1984.

- 2) Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi, 1976.
- 3) Gokhale, P. P., *Inference and Fallacies Discussed in Ancient Indian Logic*, Indian Book Centre, Delhi, 1992

## PHL 531 MJ : CĀRVĀKA AND INDIAN MATERIALISM II

(2 Credits Major Elective)

### Learning Objective:

- To acquaint the student with Cārvāka school and materialistic trends in Indian thought.

### Credit I: (Theory)

#### Cārvāka Ontology and The Theory of Values

a) Cārvāka materialism: *Bhūtavāda*, *Bhūtacaitanyavāda* and *Dehātmavāda*. Eliminative and non-eliminative materialism. Cārvārka argument for the materialist thesis. Its Criticism and the possible answers.

b) Theory of Values: The question whether it can be called egoist and sensualist Hedonism. The nature of Cārvāka Hedonism. Cārvāka perspective on *Purusārtha*.

### Credit II: (Theory)

#### Materialist elements outside Cārvāka-darśana

a) In Non-Cārvāka schools of Indian Philosophy: (i) Upaniṣadic thought, (ii) Early Sāṅkhya (Mahābhārata and Carakasamhitā), Classical Sāṅkhya, (iii) Early Nyāya and Vaiśeṣika, (iv) Early Buddhism (*Anātmavāda* vis-a-vis *Dehatmavāda*)

b) Contemporary approximations to Lokāyata: (i) S. S. Barlingay's application of the distinction between distinguishable-qua-distinguishable and separable to body- mind-relation and his interpretation of Advaita-Vedānta, Sāṅkhya and Jainism (ii) B. R. Ambedkar's reinterpretation of the Buddhists conceptions of *Anattā*, Rebirth and Karma (iii) Bisvambhar Pahi's reconstruction of Vaiśeṣika ontology

### Learning Outcomes:

- This course will help students to understand the ontological and ethical approach of Carvakas.
- They will also know the presence and development of materialist elements outside Cārvāka-darśana.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Barlingay S. S., Pune, *Beliefs, Reasons and Reflections*, IPQ Publication, 1983 (The Chapters, “Distinguishables and Separables” and “Body and Soul”)
- 2) Barlingay, S. S., *Re-understanding Indian Philosophy: Some Glimpses*, D. K. Printworld, New Delhi, 1998
- 3) Bhattacharya, Ramkrishna, *Studies on the Cārvāka/Lokāyata*, Delhi, Anthem Press India, 2012
- 4) Chattopadhyaya, Debiprasad: *Lokayata: A Study in Ancient Materialism*, New Delhi, People’s Publishing House, 1978 (Fourth Edition)
- 5) Chattopadhyaya, Debiprasad: *What is Living and What is Dead in Indian Philosophy*, New Delhi, People’s Publishing House, 1976
- 6) Franco, Eli: *Perception, Knowledge and Disbelief* (A study of Jayarāsi's Scepticism) Motilal Banarsidass, Delhi (1987)
- 7) Gokhale, Pradeep P.: *Lokāyata/Cārvāka: A Philosophical Inquiry*, Oxford University Press, New Delhi, 2015
- 8) Gokhale, Pradeep P.: “Materialism in Indian Philosophy: The Doctrine and Arguments”, published in Joerg Tuske (Ed.): *Indian Epistemology and Metaphysics*, Bloomsbury, USA, 2017 (Pages 129-151)
- 9) Gokhale, Pradeep p.: “Dr. Ambedkar’s Interpretation of Buddhism”, Pradeep Gokhale (Ed.) *The Philosophy of Dr. B. R. Ambedkar*, Sugava Prakashan, Pune, 2008
- 10) Gokhale, Pradeep P.: “Professor Biswambhar Pahi: The Nyāya-Vaiśeṣka Reformer”, *The Journal of Foundational Research*, Vol. XXIV, 1-2, pp. 20-29
- 11) Mittal, K.K., *Materialism in Indian Thought*, Munshilal Manoharlal, New Delhi, 1974.

### **Books for Reference:**

- 1) Chattopadhyay, Debiprasad (Ed.): *Carvaka/Lokayata* Munshilal Manoharlal for ICPR Publications, New Delhi, 1990.
- 2) Jayarasibhatta: *Tattvopaplavasimha*, Sanghavi and Parikh (Ed.) Gos No. LXXXVII, Baroda, 1940.
- 3) Athavale Sadashiv, *Carvaka Itihasa Ani Tattvajnana*, Prajna Pathshala, Wai, 1980.
- 4) Sriharsa :*Khandanakhandakhadya*, Chaukhamba Sanskrit Series, Varanasi, 1970
- 5) Bhattacharya, Kamleswar ; (ed & tr). *The Dialectic Method of Nagarjuna with translation of Vighrahavyavartani*, Motilal Banarsidass; Delhi, 1978

# PHL 532 MJ : PRE-ŚAṆKARA AND ŚAṆKARA SCHOOLS OF VEDĀNTA

(2 Credits Major Elective)

## Learning Objective:

- To introduce the original formation of Advaitic philosophy. To introduce the basic issues discussed in the Pre-Śaṅkara and Śaṅkara Vedānta.

## Credit I (Theory)

### Gaudapāda

- a) *Prasthānatrayi*
- b) Gaudapāda: Unity of Knower as *Viśva, Taijasa* and *Prājña*
- c) *Ajātivāda*
- d) *Asparśayoga*
- e) Śaṅkara and Gaudapāda

## Credit II (Theory)

### Śaṅkara

- a) *Adhyāsa, Vivartavada*
- b) Doctrine of *Brahman, Īśvara, Jīva* and *Jagat*
- c) Sureśvara's interpretation of *advaita*
- d) Padmapāda's Interpretation of *advaita*

## Learning Outcomes:

- The course will help students to understand the historical and conceptual background of the Vedānta tradition prior to Śaṅkara.
- They will also learn the major metaphysical and epistemological positions of Śaṅkara schools of Vedānta.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Karmarkar, R.D. (tr.), *Gaudapāda; Gaudapāda Karika*, Government Oriental Series, Class 13, No. 9, 1938.
- 2) Comans, Michael: *The Methods of Early Advaita Vedanta, A Study of Gaudapada, Shankar and Padmapada*. Motilal Banarasidas, 2000
- 3) Bhattacharya, Vidhuśekhara (ed., tr., note.), *Agamaśāstra of Gaudapāda*, University of Calcutta, Calcutta, 1943.
- 4) Thibute, George (tr.), *Brahma Sutra with Commentary of Śankaracharya*, vols. I & II, Bharatiya Vidya Prakashan, Delhi, 2004.
- 5) Rao, Srinivas M (tr.), *Mandukya Upanisad with Gaudapadas Karika and Sankaras Commentary*, The Vedanta Kesari, Madras, vols. XVIII— XXI, 931-35.
- 6) Abhyankar, K. V. (tr.), *Brahma Sutra Sankara Bhasya (I- IV)*, Deccan Education Society, Poona, 1911 —1957.
- 7) Bhanu, C.G. (tr.), *Catussutri*, Yashvant Prakashan, Pune, 1912.

### **Books for Reference:**

- 1) Dnye, V.H., *Vedanta Explained*, Book Sellers publishing Co, Bombay, 1954.
- 2) Pandey, S.L., *Pre-Śankara Advaita Philosophy*, Darshana Pitha, Alahabad, 1991.
- 3) Mahadevan, T. M. P., *The Philosophy of Advaita*, Ganesh and Co, Madras, 1969.18
- 4) Sharma, C.D., *The Advaita Tradition in Indian Philosophy*, Motilal Banarasidass, Delhi, 1996.

## PHL 533 MJ : INDIAN PHILOSOPHY OF LANGUAGE

(2 Credits Major Elective)

### Learning Objective:

- To introduce some of the basic issues and problems in philosophy of language as discussed in classical Indian Philosophy.

### Credit I: (Theory)

a) The nature of Indian Philosophy of language – nature of words and sentences, meanings and their interrelation.

b) The nature and status of *Śabda*, *Śabda* as *pramāna*. Introduction of *Nirukta*, (*Vedānga*)

#### Eternalist approaches to linguistic units:

c) Pūrvamīmāṃsa approach: *Śabdanityatā*, *Apauruṣeyatvavāda*

d) Vyākaraṇa approach: Metaphysics of language (*śabdatattva*), Levels of language (*Parā*, *Paśyanti*, *Madhyamā*, *Vaikharī*), *Sphotavāda*

### Credit II: (Theory)

#### Non-eternalistic approaches to linguistic units

a) Nyāya approach: The nature of a sentence and sentential knowledge, *Śabda-śakti* (word-power) (*Abhidhā*, *Lakṣanā*, *Vyanjanā*) and *Śaktigraha*, *Śabdabodha*, *Anvitābhidhānavāda* and *Abhihitānvayavāda*.

b) Buddhist approach: *Vikalpa* and *apoha*

c) Jaina approach: *Śabda* as *paudgalika*, *Nikṣepa* and *Naya*.

### Learning Outcome:

- The student will be able to understand Indian philosophical approaches to language and to address and understand the philosophical questions in the background of this knowledge.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- (1) Raja, Kunjunn K., *Indian Theories of Meaning*, The Adyar Library and Research Centre, Chennai, 2000.
- (2) Coward, Harold G., *The Sphota Theory of Language: A Philosophical Analysis*, Motilal Banarsidass, Delhi, 1986
- (3) Coward, Harold G., *Studies in Indian Thought* (Collected papers of Professor T. R. V. Murti) (The article on Indian Philosophy of language) Motilal Banarsidass, Delhi, (ISBN 1310-6)
- (4) Vadidevasuri: *Pramananayatattvalokalamkara*, rendered into English with A commentary by Dr. Hari Satya Bhattacharya, Jain Sahitya Vikas Mandal, Bombay, 1967 (The chapter on Agamapramana)
- (5) Bhattacharya, Hari Mohan: *Jaina Logic and Epistemology*, K.B. Bagchi and Company, Calcutta, 1994 (The chapter on Agamapramana)
- (6) Matilal, B.K. and Evans, Robert D. (Ed.) *Buddhist Logic and Epistemology*, D. Radial Publishing Company, Holland (1986)

### **Books & Articles for Reference:**

- 1) Matilal, B. K., *The Word and the World: India's Contribution to the Study of Language*, Oxford University Press, New Delhi
- 2) Datta, D.N. *Six Ways of Knowing*, University of Calcutta, 1960 (The chapter on Sabda-Pramana)
- 3) Bilimoria Purushottama, *Sabdapramana: Word and Knowledge in Indian Philosophy*, D. K. Printworld (P) Ltd. New Delhi, 2008
- 4) Gokhale, P.P.; "A Realist Buddhist Approach to Language and Verbal Testimony", *Journal of Buddhist Studies*, Sri Lanka, Vol. XI, 2013, pp. 111-128
- 5) Gokhale, P.P.; "Language and World: Some Classical Indian Approaches vis-à-vis Analytical Western Approaches", *Indian Philosophical Quarterly*, Vol. XXI, No. 4, October 1994
- 6) Gokhale, P.P.; "Story of Conversation: A Vyākaraṇa version", *Annals of BORI*, Vol. 94, pp. 111-123
- 7) Gokhale, P.P.; "The Role of Śabdapramāna in the Realm of Values", *Studies in Indian Moral Philosophy, Problems, Concepts and Perspectives*, (Eds.) S. E. Bhelke and P. P. Gokhale, IPQ Publication Pune University, Pune, 2002 (pp. 79-90)

## PHL 534 MJ : INDIAN AESTHETICS

(2 Credits Major Elective)

### Learning Objective:

- To acquaint the students with the major issues, concepts and theories in Indian Aesthetics.

### Credit I: (Theory)

#### a) Theory of Drama

- i) Concept of art, Purpose of art, Theory of *Rasa* according to Bharata
- ii) Concept of *Rāṅga-saṅgraha*; Nature and analysis of *Bhāvas*, *Vṛttis*, *Pravṛttis*, *Siddhis*, *Nāṭyadharmi* — *Lokadharmi* according to Bharata
- iii) Abhinavagupta on *Rasa*, *Rasaviḅhna* and *Śāntarasa*

#### b) Theory of Literary Art

- i) Abhinavagupta on Dhvani, Rasadhvani, Sādharaṅikaraṅa, Pratibhā
- ii) Some basic literary concepts: Guṅa, Rīti, Alamkāra, Aucitya, Vakrokti

### Credit II: (Theory & practical)

#### a) Some issues in Indian Aesthetics

- i) What is the essence of poetry?
- ii) Is rasa internal or external?

#### b) Practical activity

- i) Engaging students with the department of Performing Arts (Lalit kala Kendra, Gurukul, SPPU) to get first-hand knowledge of drama, music, poetry etc.
- ii) Using Indian Aesthetic categories for the appreciation of different forms of arts. Visit to art gallery, Museum, temples. Movie / theatre / Web series evaluation and appreciation.

### Learning outcome:

- The students will be able to understand the nature and significance of Indian aesthetics.
- They will be able to understand the Indian approaches to drama, music, poetry and aesthetic experience and to differentiate these from the western approaches.
- The study will introduce students with interdisciplinary and creative dimension of Indian philosophy and culture.

**Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

**Books for Reading:**

- 1) Barlingay S.S., *Saundaryache Vyakarana*, Abhinav Prakashan, Bombay, 1976.
- 2) Bharatamuni, *Natyasastra*, Baroda Oriental Series, Baroda, 1956.
- 3) *Indian Aesthetics & Art Activity*, Proceedings of a Seminar, Indian Institute of Advanced Study, Shimla, 1968.
- 4) Kane P.V., *History of Sanskrit Poetics*, Motilal Banarasidass, Delhi, 1961.
- 5) Coomaraswamy A.K., *The Transformation of Nature in Art*, Dover Publications, New York, 1956.

**Books for Reference:**

- 1) Ghoshal S.N., *Elements of Indian Aesthetics*, Chaukhambha, Varanasi, 1986.
- 2) Barlingay S.S., *A Modern Introduction to Indian Aesthetic Theory*, D.K. Printworld, New Delhi, 1997

## PHL 535 MJ : GANDHIAN PHILOSOPHY

(2 credits Major Elective)

### Learning Objective:

- To acquaint the students with major philosophical themes of Gandhian thought.

### Credit I: (Theory)

- a) Truth and God; Relation between Truth and Non-Violence
- b) Equality of all religions (*Sarva-Dharma-sama-bhava*)
- c) *Anāsakti yoga*
- d) Doctrine of *Sanātana dharma*; *Varṇashrama dharma*;
- e) Approach to *Varṇa*, *Jāti* and untouchability, The status and role of women

### Credit II: (Theory)

- a) Conception of ideal society (*Rāmarājya*), *Swaraj* and *swadeshi*
- b) Doctrine of *Sarvodaya*, Economics and Ethics, Gandhi's views on education
- c) Tilak-Gandhi debate on interpretation of Bhagavadgīta
- d) Tagore-Gandhi debate on nationalism and modernity
- e) Ambedkar-Gandhi debate on *Varṇa* and caste

### Learning outcomes:

- The students will get a comprehensive understanding of nature and significance Gandhian philosophy.
- They will also be able to examine and evaluate Gandhi's philosophical ideas in contemporary social, cultural and political contexts.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Gandhi, M.K., *Hind Swaraj*, Navjivan, Ahmedabad, 1938.
- 2) Gandhi, M.K., *Satyagraha in South Africa*, Navjivan, Ahmedabad, 1928.
- 3) Gandhi, M.K., *In Search of the Supreme* (Vol. III), Navjivan, Ahmedabad, 1940.

- 4) Gandhi, M.K., *Sarvodaya*, Navjivan, Ahmedabad, 1957.
- 5) Bose, N.K. (ed.), *Selections from Gandhi*, Navjivan, Ahmedabad, 1957.
- 6) Iyer, Raghavan (ed.), *The Moral and Political writings of Mahatma Gandhi* (Vol. I, II, III), Clarendon Press, Oxford 1986.
- 7) Parekh, Bhikhu, *Gandhi's Political Philosophy: A Critical Examination*, University of Notre Dame Press, 1989.
- 8) Richards, Glyn, *The Philosophy of Gandhi: A study of his Basic Ideas*, Conzen Press, 1982.

### **Books for Reference:**

- 1) Gosavi, D.K., *Tilak, Gandhi and Gita*, Bharatiya Vidhyabhavan, Bombay, 1983.
- 2) Kelekar & Prabhu, *Gandhi and Tagore: Truth called them differently*, Navajivan, 1961.
- 3) Ambedkar, B.R., *Annihilation of Caste*, Bheem Patrika Publication, Jullundur, 1975.
- 4) Raghuram Raju, *Debating Gandhi*, Oxford university press, New Delhi, 2006.40
- 5) Yadav, Jainendra, *Gandhian Philosophy in Dimension*, ABC Pub., 2014
- 6) Khandkar, Arundhati, *Development of Indian Culture: Vedas to Gandhi*, Lok Vangmaya Griha, 2004
- 7) Kumbhar, Nagorav, *Mahatma Gandhiche Samajik tatvdnyan*, Kumbhar, 2012

## **PHL 536 MJ : HUME**

**(2 credits Major Elective)**

### **Learning Objective:**

- This paper aims to introduce the fundamental concepts of Hume's Philosophy.

### **Credit: I (Theory)**

- a) Hume's rejection of metaphysics
- b) Hume on propositions about matters of facts and relation of ideas
- c) Hume's views on Substance and Attributes
- d) Perception
- e) Impressions and Ideas

### **Credit: II (Theory)**

- a) Hume's views on Self and Personal Identity
- b) Induction and Probability
- c) Hume on Causation
- d) Hume on Natural Religion and Morals

### **Learning Outcomes:**

- Enabling the students to think Hume's influence on other disciplines in the Humanities and Social Sciences.
- Articulating some of the limitations of Hume's empiricism.

### **Method of Instruction:**

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Hume, David. *A Treatise on Human Nature* (ed.) A. Selby Bigge, OUP, 1978.
- 2) Hume, David. *An Inquiry Concerning Human Understanding*. Progressive Publishers.
- 3) Hume, David. *Dialogues Concerning Natural Religion*. N.K Smith (ed). Oxford: Clarendon Press, 1935.
- 4) Russell, Paul. (ed.) *The Oxford Handbook of Hume*. Oxford University Press Oxford, 2016.

5) Norton, David. Fate, Taylor, Jacqueline (eds). *The Cambridge Companion to Hume*. Cambridge University Press, (Second Edition), 2009.

**Books for Reference:**

- 1) V.C. Chappel (Ed.), *Hume: A Collection of Critical Essays*. Macmillan, Co. Ltd, 1963.
- 2) Smith N.K. *The Philosophy of David Hume*. Macmillan, London, 1966.
- 3) Stove, D.C. *Probability and Hume's Inductive Scepticism*, Oxford.
- 4) Tweyman, Stanley. *Skepticism and Belief in Hume's Dialogues Concerning Natural Religion*. Martinus Nijhoff Publishers, 1986.
- 5) Harrison, Jonathan. *Hume's Moral Epistemology*. Oxford: Clarendon Press, 1976

## PHL 537 MJ : PHILOSOPHY OF NATURAL SCIENCE II

(2 Credits Major Elective)

### Learning Objective:

- To acquaint the students with broad period in history of science and with basic issues, concepts and debate in philosophy of science through contribution of individual scientists and schools.

### Credit: I (Theory)

- a) Nature and scope of Philosophy of natural science
- b) Relationship between philosophy and science
- c) Logical Positivism and its views on Science: Verification
- d) Karl Popper's Response to Logical Positivism: Falsification

### Credit: II (Practical)

- a) Nature of Scientific Explanation: C.G. Hempel
- b) What is Science and Revolutionary: Thomas Kuhn
- c) Philosophy of Biology
- d) Artificial Intelligence and philosophy of science
- e) Debate over Scientific Realism and antirealism.

### Learning Outcomes:

- The students will learn the nature and scope of philosophy of science along with the relation between science and philosophy.
- They will be able to distinguish and understand various scientific concepts and theories developed by philosophers like Popper, Hempel and Kuhn.

### Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### Books for Reading:

- 1) Hempel, C.G., *Aspects of Scientific Explanation*, Free Press, New York, 1968.
- 2) Nagel, Ernst, *The Structure of Science: Problems in Logic of Scientific Explanation*, RKP, London, 1961.

- 3) Popper, Karl, *The Logic of Scientific Discovery*, Harper Torch Books, New York, 1968.
- 4) Kuhn, Thomas, *The Structure of Scientific Revolutions*, Chicago University Press.
- 5) Lakatos, Imre and Musgrave Alen (Ed.), *Criticism and Growth of Knowledge*, Cambridge University Press, London, 1970.
- 6) Searle, J., 1997, *The Mystery of Consciousness*, New York, NY: New York Review of Book
- 7) Dennett, D., 1979, “*Artificial Intelligence as philosophy and as Psychology*,” *Philosophical Perspectives in Artificial Intelligence*, M. Ringle, ed., Atlantic Highlands, NJ: Humanities Press

### **Books for Reference:**

- 1) Radnitzsky, Gerand and Anderson Gunnav, *The Structure and Development of Science*, D. Reidel Publishing Company, Boston, 1979
- 2) Laudan, Larry, *Progress and its Problems: Towards a Theory of Scientific Growth*, RKP, London, 1977.
- 3) O’Neil W. N., *Fact and Theory*, Sydney University Press, 1969.
- 4) Deshpande, S. S., Gokhale, P. P., More, S. S. (Eds.) *Vijnanace Tattvajnana*, Granthali, Mumbai, 2006

# PHL 538 MJ : ATHEISTIC EXISTENTIALISM

(2 Credits Major Elective)

## Learning Objectives:

- To acquaint students with the major atheistic Existentialist philosophers and their approaches to human existence.
- To help them in understanding and dealing with existential problems and situations philosophically.

## Credit I: (Theory)

### a) Atheistic Approach to existence

- i) Supremacy of Individual
- ii) Absolute Freedom

### b) Friedrich Nietzsche:

- i) Critique of Kant, Perspectivism
- ii) Atheism, Critique of Christian morality
- iii) Life, Power, and affirmation

## Credit II: (Theory)

### a) Martin Heidegger:

- i) Question of Being, Being and Time
- ii) Ontological Difference between Being (*Sein*) and beings (*Seiendes*)
- iii) The Fundamental Ontology of Dasein: Inauthentic and Authentic Existence

### b) Jean Paul Sartre:

- i) Trans-phenomenality of being (Being and Nothingness)
- ii) Being-in-itself and Being-for-itself
- iii) Bad faith, being-for-others

## Learning Outcomes:

- The learner will be able to understand the basic concepts of existentialism and examine the problems concerning the philosophy of Human Existence.
- The learner with prior knowledge of theistic existentialism will be able to do a comparative and critical analysis of atheistic and theistic approaches to human existence.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

### **Books for Reading:**

- 1) Blackham, H.J. *Six Existentialist Thinkers*, Harper Torchbook edition, 1959
- 2) Macquarie J. *Existentialism*, Penguin, 1980.
- 3) Bhadra M.K. *A Critical Survey of Phenomenology and Existentialism*, ICPR in association with Allied Publishers, New Delhi, 1990.
- 4) Barrett, William, *The Irrational Man*, London: Heinemann, (1961)
- 5) Critchley, Simon and William R. Schroeder (Ed) *A Companion to Continental Philosophy*, Malden & Oxford: Blackwell, 1998.

### **Books for Reference:**

- 1) Arrington, Robert (Ed), *A Companion to the Philosophers*, Blackwell, Oxford, 1999.
- 2) Embree L. Behnke E Carr David & Others (eds.) *Encyclopaedia of Phenomenology* (Relevant Sections) Kluwer Academic Publishers, Dordrecht, 1997.
- 3) Nietzsche, Friedrich, i) *Birth of Tragedy*, ii) *Twilight of the Idols* iii) *Anti-Christ*. trans. Kaufmann, New York, Viking, 1964, 1967.
- 4) Gardiner, Patrick, *Kierkegaard*, Oxford University Press, Oxford, 1988.
- 5) Heidegger, Martin “*Question Concerning Technology*”
- 6) Heidegger, Martin, *Introduction to Metaphysics*, trans. Mannheim, New York, Double Day Anchor, 1961
- 7) Heidegger M., *Being and Time*, tr. By Macquarie J. and Robinson, D.S. Harper, 1962.
- 8) Grene, Marjorie, *Heidegger*, New York, 1957.
- 9) Sartre J.P., *Being and Nothingness*, tr. By Bornes M, Philosophical library, 1956.
- 10) Sartre, Jean Paul, *Existentialism and Humanism*, trans. P. Mairet, London, Methuen, 1948
- 11) Warnock, Mary *The Philosophy of Sartre*, Hutchison University Press London (1965)

# PHL 539 MJ : PHILOSOPHY OF SOCIAL SCIENCE

(2 Credits Major Elective)

## Learning Objectives:

- This paper aims to acquaint the students with important concepts, perspectives, and issues concerning philosophy of social science.
- To introduce the inter-disciplinary nature and approaches within the Humanities and Social Sciences disciplines.

## Credit I: (Theory)

- a) Subject matter of social science
- b) Distinction between natural science and social science
- c) Unity of Method, Objectivity, and Value-Neutrality
- d) Theories, Laws, Prediction

## Credit II: (Theory)

- a) Structuralism, Post-Structuralism (Michel Foucault)
- b) Hermeneutics
- c) Critical Theory
- d) Post-Modernism (Lyotard)

## Learning Outcome:

- Students will be able to understand the inter-related fields within the Humanities and Social Sciences and also with the natural science in order to comprehend the inter-connected domains of thoughts.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

- 1) Benton, Ted & Craib, Ian (eds). *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. Palgrave Macmillan, 2001.
- 2) Bronner, Stephen. Eric. *Critical Theory: A Very Short Introduction*. Oxford University Press, 2011.

- 3) Baert, Patrick. *Philosophy of the Social Sciences: Towards Pragmatism*. Polity Press, Cambridge, 2005.
- 4) Horkheimer, Max and Adorno, Theodor W. *Dialectic of Enlightenment: Philosophical Fragments*. Gunzelin Schmid Noerr (ed), Edmund Jephcott (trans). Stanford University Press, 2002.
- 5) Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. Geoff Bennington and Brian Massumi (trans), University of Minnesota Press, 1984.
- 6) Rosenberg, Alexander. *Philosophy of Social Science (Third Edition)*. Westview Press, 2008.
- 7) Rudner, Richards. *Philosophy of Social Sciences*. Prentice-Hall, Englewood Cliffs, N.J. 1966.
- 8) Zahle, Julie and Collin, Finn. *Rethinking the Individualism-Holism Debate: Essays in the Philosophy of Social Science*. Springer International Publishing, 2014.

### **Books for Reference:**

- 1) Gordon, Scott. *The History and Philosophy of Social Sciences*. Routledge, 1991.
- 2) McIntyre, Lee and Rosenberg, Alex (eds). *The Routledge Companion to Philosophy of Social Science*. Routledge, 2017.
- 3) Roy, Krishna. *Hermeneutics: East and West*. Allied Publishers, Calcutta, 1993.
- 4) Sherratt, Yvonne. *Continental Philosophy of Social Science: Hermeneutics, Genealogy and Critical Theory from Ancient Greece to Twenty-First Century*. Cambridge University Press, 2006.

# PHL 540 MJ : SOCIAL AND POLITICAL PHILOSOPHY

(2 Credits Major Elective)

## Learning Objectives:

- To familiarize the students with some major themes and trends in classical, modern and contemporary social and political philosophy.
- Achieving a normative understanding of social and political aspects of human life is the main objective of this course as it allows the student to traverse disciplinary boundaries and interact with other social science disciplines.

## Credit I: (Theory)

- a) Nature and Scope of Social and Political Philosophy
- b) Justification of State (Aristotle, Hobbes, Locke)
- c) Deliberative Democracy (Habermas, Chantal Mouffe)
- d) Biopolitics, Post-truth, Truth and Politics

## Credit II: (Practical)

- a) Seminars/interactive sessions/workshops in collaboration with Dept of Political Science and Dept of Sociology to understand the practical aspects of Rawls and Amartya Sen's theories of Justice
- b) Application of concepts/theories from Credit I in real life situation around us.

## Learning Outcomes:

- The students will be equipped with a normative theoretical understanding of basic socio-political concepts so that they are able to relate the theoretical and practical aspects of our socio-political life.
- The students will be in a position to critically evaluate social and political situations and arrive at informed choices in communitarian life.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

1. Heywood, Andrew. *Key concepts in politics*. Basingstoke: Palgrave, 2000.
2. Heywood, Andrew. *Political ideologies: An introduction*. Macmillan International Higher Education, 2017.

3. Kalpokas, Ignas, Ignas Kalpokas, and Finotello. *A Political Theory of Post-truth*. Palgrave Macmillan, 2019.
4. Rabinow, Paul. *The Foucault Reader*. Pantheon, 1984.
5. Raphael, David Daiches. *Problems of Political Philosophy*. Macmillan International Higher Education, 1990.
6. Will, Kymlika. *Contemporary Political Philosophy: An Introduction*. Oxford: Oxford University Press, 2001.

### **Books for Reference:**

1. Bloom, Allan, and Adam Kirsch. *The Republic of Plato*. Basic Books, 2016.
2. Chappell, Zsuzsanna. *Deliberative democracy: A critical introduction*. Macmillan International Higher Education, 2012.
3. Das, Kantilal. *The Paradigm of Justice: A Contemporary Debate Between John Rawls and Amartya Sen*. Routledge, 2021.
4. Foucault, Michel. *Discipline and Punish: The birth of the prison*. Vintage, 2012.
5. Hobbes, Thomas. *Leviathan*. A&C Black, 2006.
6. Locke, John, and Peter Laslett. *Two treatises of government: A critical edition with an introduction and apparatus criticus by Peter Laslett*. Cambridge University Press, 1960.
7. Rawls, John. *A theory of justice*. Harvard university press, 2009.
8. Sen, Amartya Kumar. *The idea of justice*. Harvard University Press, 2009.

# PHL 541 MJ : SOCIETY AND PUBLIC SPHERE

(2 Credits Major Elective)

## Learning Objectives:

- To introduce the normative and theoretical aspects of the concept of public sphere.
- The conceptual schema of public sphere from western as well as non-western perspectives will be studied so that the students get a nuanced picture of contextual and conceptual distinctions between various perspectives of public sphere.

## Credit I: (Theory)

- a) Public-Private distinction,
- b) Public reason, Public opinion,
- c) Public sphere and non-public opinion

## Credit II: (Theory)

- a) Religion, democracy and public sphere in the Indian and Western context
- b) Media, mass society and re-feudalization of public sphere
- c) Publicity, private interests, hyper-mediatization and distorted communication

## Learning Outcome:

- The students will be in a position to define and contrast important theoretical lineages of public sphere.
- More importantly the theoretical familiarization will help the students in the application of theoretical models to various arms/institutions of the contemporary hyper-mediatized society such as social media, electronic media, print media etc.

## Method of Instruction:

- Classroom lectures, Interactive sessions, Panel discussion.

## Books for Reading:

1. Gripsrud, Jostein, et al. eds. *The Idea of the Public Sphere: A Reader*. Lanham, MD: Lexington Books, 2010.
2. Habermas, J. *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*. Cambridge, MA: MIT Press, 1989.

3. Rajagopal, Arvind. *The Indian public sphere: readings in media history*. Oxford University Press, 2009.
4. McKee, A. *The Public Sphere: An Introduction*. Cambridge: Cambridge University Press. (2004).

### **Books for Reference:**

1. Ali, Amir. "Evolution of Public Sphere in India." *Economic and Political Weekly* 36, no. 26 (2001): 2419–25.
2. Ali, Muzaffar. India, *Habermas and the Normative Structure of Public Sphere*. Routledge, 2023.
3. Butler, Judith, ed. *The Power of Religion in the Public Sphere*. New York: Columbia University Press, 2011.
4. Butler, Judith. *The power of religion in the public sphere*. Columbia University Press, 2011.
5. Calhoun, Craig, ed. *Habermas and the public sphere*. MIT press, 1993.
6. Crossley, Nick, and John Michael Roberts. *After Habermas: New Perspectives on the Public Sphere*. Oxford, UK: Blackwell Pub, 2004.
7. de Sousa Santos, Boaventura. "Public Sphere and Epistemologies of the South." *Africa Development* 37, no. 1 (2013): 43–67.
8. Dwivedi, Divya, and Viswanathan Sanil, eds. *The Public Sphere from Outside the West*. Bloomsbury Publishing, 2015.
9. Fisher, Elaine M. *Hindu Pluralism: Religion and the Public Sphere in Early Modern South India*. Oakland, CA: University of California Press, 2017.
10. Gripsrud, Jostein, et al. eds. *The Public Sphere* (Four Volume Set). London: SAGE, 2010.
11. Gunaratne, Shelton A. "Public Sphere and Communicative Rationality: Interrogating Habermas's Eurocentrism." *Journalism and Communication Monographs* 8, no. 2 (2006): 93–156.
12. Harindranath, Ramaswami. "The Indian Public Sphere: Histories, Contradictions and Challenges." *Media International Australia* 152, no. 1 (2014): 168–75.
13. Haynes, Douglas E. *Rhetoric and Ritual in Colonial India: The Shaping of a Public Culture in Surat City, 1852–1928*. Delhi: Oxford University Press, 1992.
14. Kaviraj, Sudipta. "Filth and the Public Sphere: Concepts and Practices about Space in Calcutta." *Public Culture* 10, no. 1 (1997): 83–113.
15. Koçan, Gürcan. *Models of Public Sphere in Political Philosophy*. EuroSpheres Project: EuroSphere Working Paper Series (EWP) 2, 2008.
16. Naregal, Veena. *Language Politics, Elites, and the Public Sphere*. New Delhi: Permanent Black, 2001.

17. Nina, Sevanti. *Headlines from the Heartland: Reinventing the Hindi Public Sphere*. Los Angeles: Sage, 2007.
18. Novetzke, Christian Lee. *The Quotidian Revolution: Vernacularization, Religion, and the Premodern Public Sphere in India*. New York: Columbia University Press, 2016.
19. O'Hanlon, Rosalind. *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press, 2002.
20. Orsini, Francesca. *The Hindi Public Sphere 1920–1940: Language and Literature in the Age of Nationalism*. New Delhi: Oxford University Press, 2009.
21. Pandian, M. S. S. "One Step Outside Modernity: Caste, Identity Politics and Public Sphere." *Economic and Political Weekly* 37, no. 18 (2002): 1735–41.
22. Saeed, Saima. *Screening the Public Sphere: Media and Democracy in India*. New Delhi: Routledge India, 2016.