

**THE MAHATMA GANDHI UNIVERSITY
UNDER GRADUATE PROGRAMMES
(HONOURS) SYLLABUS**

MGU-UGP (Honours)

(2024 Admission Onwards)



Faculty: Social Sciences

BoS: Philosophy

Subject: Philosophy

**Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India**

Preface

The Board of Studies in Philosophy, UG, and the Faculty of Social Science of the Mahatma Gandhi University, Kottayam, introduces syllabus for FYUGP in Philosophy. As the part of FYUGP curriculum BOS of Philosophy prepared thirty-nine courses, includes Discipline specific core courses, Discipline specific elective courses, Multi-disciplinary courses, Discipline specific capstone course, Skill enhancement courses and Value added courses. The curriculum restructuring has been made, giving equal importance to the Classical, Modern, Contemporary, Applied and Multidisciplinary areas of Philosophy. The restructured curriculum includes topics like Applied Ethics, Aesthetics, Feminist philosophy, etc, which are of contemporary significance. Courses like Philosophy of Life skills, Philosophy of Language, Philosophical writing, etc. will helps the learner to equip with real life situations. The courses like Applied ethics, Philosophy of Nursing and Care inculcate favourable ethical views and approaches in the learner. The courses designed for seventh and eighth semesters are advanced level and mainly focused on specialised areas of Philosophy. These courses enhance learners research aptitude and interest and prepare them to focus on higher studies and research. The FYUGP Philosophy curriculum provides opportunity to the students to do a Research project/Dissertation which is optional. Those who opted Research project/Dissertation will award 4-Year Bachelor's degree (Honours with Research).

MGU-UGP (HONOURS)

Syllabus

Board of Studies & External Experts

BOS Chairperson.

Dr. Nagmony P. S.
Former Professor & Head of the Department
Department of Philosophy,
NSS Hindu College, Chaganassery.
External Experts

BOS Members

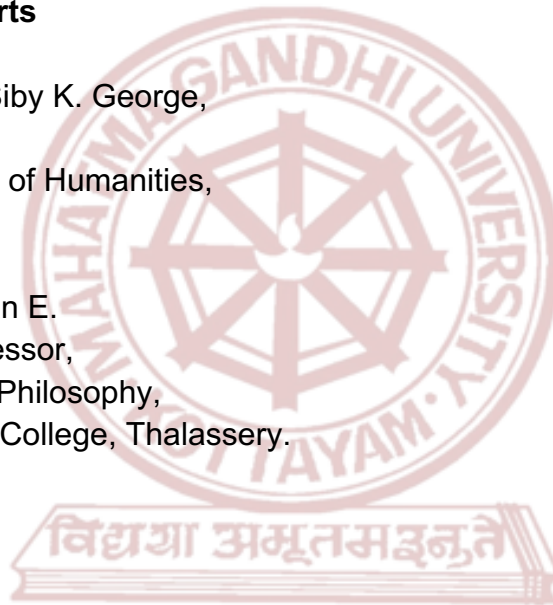
1. Dr. Sheeja O. K.
Assistant Professor,
Department of Philosophy,
Sree Kralavarma College, Thrissur.
2. Dr. Rekha G. Menon,
Associate professor,
Department of Philosophy,
Maharaja's College, Ernakulam.
3. Prof. Dr. Abey Koshy,
Professor,
Department of Philosophy,
Sree Sankaracharya University of Sanskrit, Kalady.
4. Dr. Smitha T. M.
Associate professor,
Department of Philosophy,
Maharaja's College, Ernakulam.
5. Deepthi S. S.
Assistant professor,
Department of Philosophy,
Maharaja's College, Ernakulam.
6. Dr. Soumya R. V.
Assistant Professor,
Department of Philosophy,
S. N. College, Kollam.
7. Dr. T. V. Madhu,
Professor,
Department of Philosophy,
University of Calicut, Malapuram.

8. Dr. Saji Y.
Associate professor,
Department of Philosophy,
University College, Thiruvananthapuram.

9. Dr. Asha K. B.
Associate professor,
Department of Philosophy,
University College, Thiruvananthapuram.

External Experts

1. Prof. (Dr). Siby K. George,
Professor,
Department of Humanities,
IIT Bombay
2. Dr. Rajeevan E.
Associate professor,
Department of Philosophy,
Govt. Brennan College, Thalassery.



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Syllabus Index

Name of the Major: **Philosophy**

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCPHL100	Deductive Logic.	DSC A	4	5	3		2	
MG1MDCPHL100	Philosophy of Human Rights	MDC	3	4	2		2	

L — Lecture, T — Tutorial, P — Practical/Practicum , O — Others

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCPHL100	Inductive Logic.	DSCA	4	5	3		2	
MG2MDCPHL100	Philosophy of Art (Indian)	MDC	3	4	2		2	

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG3DSCPHL200	Symbolic Logic	DSC A	4	5	3		2	
MG3DSCPHL201	Indian Philosophy-I	DSC A	4	5	3		2	
MG3DSEPHL200	Moral Philosophy.	DSE	4	4	4			
MG3DSCPHL202	Philosophy of Values.	DSC B	4	5	3		2	
MG3MDCPHL200	Philosophy of Life Skill.	MDC	3	3	3			
MG3VACPHL200	Philosophy of Yoga.	VAC	3	3	3			

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG4DSCPHL200	Ancient and Medieval Western Philosophy	DSC A	4	5	3		2	
MG4DSCPHL201	Indian Philosophy-II	DSC A	4	5	3		2	
MG4DSEPHL200	Applied Ethics.	DSE	4	4	4			
MG4DSCPHL202	Philosophy of Sree Narayana Guru	DSC B	4	5	3		2	
MG4SECPHL200	Philosophy of Nursing and Care.	SEC	3	3	3			
MG4VACPHL200	Logical Fallacies.	VAC	3	3	3			
MG4INTPHL200	Internship	INT	2					

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG5DSCPHL300	Philosophy of Mahatma Gandhi	DSC A	4	5	3		2	
MG5DSCPHL301	Rationalism.	DSC A	4	4	4			
MG5DSCPHL302	Empiricism.	DSC A	4	4	4			
MG5DSEPHL300	Philosophy of Art (Western)	DSE	4	4	4			
MG5DSEPHL301	Philosophy of Religion.	DSE	4	4	4			
MG5SECPHL300	Research Methodology in Philosophy.	SEC	3	4	2		2	



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Semester: 6

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG6DSCPHL300	Phenomenology and Existentialism	DSCA	4	4	4			
MG6DSEPHL300	Philosophy of Kant	DSE	4	5	3		2	
MG6DSEPHL301	Hegel and Marx	DSE	4	5	3		2	
MG6DSEPHL302	Philosophy of Ambedker	DSE	4	4	4			
MG6SECPHL300	Philosophical Writing	SEC	3	4	2		2	
MG6VACPHL300	Philosophy of Culture	VAC	3	3	3			



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Semester: 7

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG7DCCPHL400	Meta Ethics.	DCC	4	5	3		2	
MG7DCCPHL401	Contemporary Continental Philosophy.	DCC	4	4	4			
MG7DCCPHL402	Philosophy of Language.	DCC	4	4	4			
MG7DCEPHL400	Philosophy of Science.	DCE	4	4	4			
MG7DCEPHL401	Indian Theories of Knowledge.	DCE	4	4	4			
MG7DCEPHL402	Philosophy of Social Contract.	DCE	4	4	4			



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Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG8DCCPHL400	Feminist Philosophy.	DCC	4	5	3		2	
MG8DCCPHL401	Philosophy of Film.	DCC	4	5	3		2	
MG8DCEPHL400	Indian Theories of Meaning.	DCE	4	5	3		2	
MG8DCEPHL401	Philosophy of Mind.	DCE	4	5	3		2	
MG8DCEPHL402	Philosophical Naturalism and Empirical Approaches to Philosophy.	DCE	4	5	3		2	
MG8PRJPHL400	Project		12					



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Syllabus



Semester-1

MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA (Hons) Philosophy					
Course Name	Deductive Logic					
Type of Course	DSC A					
Course Code	MG1DSCPHL100					
Course Level	100-199					
Course Summary	Course analyses the nature of deductive reasoning, explains the notions of categorical propositions, mediate-immediate inference, categorical syllogism, rules and fallacies. Discuss hypothetical syllogism, disjunctive syllogism, Dilemma.					
Semester	I	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		3		1		75
Pre-requisites, if any	None					

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the whole methods of Deduction	U	10
2	Analyse truth and falsity of propositions and validity and invalidity of syllogisms	An	1
3	Develop skill in problem solving	S	4
4	Create aptitude in formulating counters in debating situations (Situation of Dilemma)	C	5

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition, Nature and scope of Logic. Terms, Propositions, Arguments (Brief descriptions only) Induction and deduction.	8	1
	1.2	Truth and Validity Laws of Thought.	8	1,2
2	2.1	Classification of Propositions: -Classification of categorical propositions on the basis of quality and quantity -	9	2,3
	2.2	Distribution of terms in categorical propositions.	6	
3	3.1	Immediate inference-opposition of propositions -Traditional square of opposition.	8	2
	3.2	Eduction. Conversion, Obversion, Contraposition.	10	
4	4.1	categorical syllogism -Structure- standard form categorical syllogism Mood and figure of categorical syllogism Rules governing categorical syllogisms and fallacies Exercises: Validating syllogisms	10	1,2,3

	4.2	Disjunctive syllogism -Rules and Fallacies Exercises	6	2,3
	4.3	Hypothetical syllogism : Three Types Exercises	5	1,2,3
	4.4	Dilemma -Kinds of 5 Methods of meeting Dilemma	5	1,2,4
<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>				

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Lecturing and Classroom Exercises regarding identifying the fallacies.</p>																						
Assessment Types	<p>MODE OF ASSESSMENT (HONOURS)</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 Marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>																						
	<p>B. End semester Examination- 70 marks. Written examination 2 hrs.</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part- Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>			Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part- Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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B Part- Short Essay	6/10	5	30																				
C Part – Essay	2/4	12	24																				
Total			70																				

References

1 Copi M Irving, and Cohen Carl. Introduction to Logic, Eleventh Edition, Prentice Hall of Indi,2005, New Delhi.

2. Jain, Krishna. A Text Book of Logic, Vth Ed., DK Print World, 2012, New Delhi.

SUGGESTED READINGS

1. Chakraborti, Chanda, Logic, Informal, Symbolic and Inductive, Prentice-Hall, 1962, New Delhi.

2. Stebbing, L. S., A Modern Introduction to Logic, Asia Publishing House, 1961, New Delhi.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme						
Course Name	Philosophy of Human Rights					
Type of Course	MDC					
Course Code	MG1MDCPHL100					
Course Level	100-199					
Course Summary	This course is meant to furnish the importance of humanism as the philosophical basis of human rights and other various aspects and development it					
Semester	I	Credits		3	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		2		1		60
Pre-requisites, if any	None					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the definition, origin and development of humanism in western thought	U	1
2	Discuss the trends of humanism in ancient and modern Indian Thought	E	1
3	Examine the importance and development of human rights	U	6
4	Analyse the challenges to human rights	AN	6

5	Examine the role of UNO in the protection of human rights	E	7
6	Apprehend the protection of Human Rights in India	U	7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Humanism in Western Thought	1.1	Definition, origin and development of Humanism in Early Greek Thought (Sophism)	9	1
	1.2	Approaches in Humanism: Renaissance, Marxist, and existentialist	10	1
2 humanism in Indian Thought	2.1	Humanism in ancient Indian Thoughts: Buddhism	7	2
	2.2	Humanism in modern Indian thought: Tagore and Gandhi	7	2
	2.3	Scientific and secular humanism: MN Roy	8	2
3 Human Rights	3.1	Humanism and Human Rights- Development of Human Rights: Historical and Philosophical perspectives UNO and Human Rights Debate on Human rights	11	3
	3.2	Human Rights in India: Fundamental rights as human rights, Right to Information Act Human right movements in India (brief description only) Discussion about human right movements and its possibilities and limitations.	8	5

4.	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecturer. Discussion, Debate</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)- 25 marks</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
	<p>B. Semester End examination</p> <p>Written examination - 1hour</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">No. of Questions</th> <th style="text-align: center;">Mark</th> <th style="text-align: center;">Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part -Short Answer</td> <td style="text-align: center;">5/8</td> <td style="text-align: center;">2</td> <td style="text-align: center;">10</td> </tr> <tr> <td>B Part – Short Essay</td> <td style="text-align: center;">5/8</td> <td style="text-align: center;">5</td> <td style="text-align: center;">25</td> </tr> <tr> <td>C Part - Essay</td> <td style="text-align: center;">1/2</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td style="text-align: center;">50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part -Short Answer	5/8	2	10	B Part – Short Essay	5/8	5	25	C Part - Essay	1/2	15	15	Total			50
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B Part – Short Essay	5/8	5	25																		
C Part - Essay	1/2	15	15																		
Total			50																		

References

1. Bentham, David Democracy and Human Rights, Cambridge: Polity Press, 1999.
2. Claphan, Andrew, Human Rights: A very short Introduction, Oxford University Press, 2007, Oxford.

3.Schiller,F.C.S Humanism –Philosophical Essays, concrete cut : Greenwood press,1970.

4. Krinteller, Paul Oskar. Renaissance concept of man and other essays, Harper &Row,1972, New York.

SUGGESTED READINGS

1.Brys K, A, ed. “Globalization and Human Rights” Berkeley: University of California, 2022.

2. Sartre, J.P. Existentialism is a Humanism, Les Editions Nagel, Methuen & Co. 1948.

3. Donnelly, Jack “The concept of Human Rights ” London : Croom Helm,1985.



MGU-UGP (HONOURS)

Syllabus



Semester-II

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA (Hons) Philosophy					
Course Name	Inductive Logic					
Type of Course	DSCA					
Course Code	MG2DSCPHL100					
Course Level	100-199					
Course Summary	This course addresses scientific part of Logic. Induction is also called scientific Induction The scientific enquiry begins with the problem of induction and it is solved by the philosophical approach called postulates of Induction. The present course also focuses on the problem of cause and the idea of observation and Experiment.					
Semester	II	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		others
		3		1		75
Pre-requisites, if any	None MGU-UGP (HONOURS)					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the role of logic in Scientific areas	U	10
2	Analyse the material grounds of induction	An	1
3	Develop skill in observation and Experiment	S	4
4	Create aptitude in finding the cause of an event by using Mills Method	C	5

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition- Nature of inductive reasoning	5	1
	1.2	Problem of Induction- Postulates of Induction	7	2,3
2	2.1	Methods of Induction: Observation and Experiment	5	2
	2.2	Enumerative induction and Analogy	8	1,2,3
	2.3	Scientific Induction: Characteristics, scope and stages. Chart preparation: Stages of scientific induction	9	2,3
3	3.1	Cause: Common sense definition- sufficient and necessary causes- proximate and remote cause	3	2
	3.2	Mills theory of causation and scientific notion of cause	4	2
	3.3	Mill's Experimental methods	6	
4	4.1	Hypothesis: definition and Types	7	3,4
	4.2	Characteristics of a good hypothesis	6	4
5	Teacher specific content:			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Debate, Chart making, Discussion								
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book								
	B. End semester Examination MCQ- 1.5 hours <table border="1" data-bbox="459 1128 1485 1263"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>Multiple choice questions</td> <td>70</td> <td>Each question carries 1 mark</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	Multiple choice questions	70	Each question carries 1 mark	70
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MGU-UGP (HONOURS)

References

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2 Hurley J. Patrik. A concise introduction to Logic, First Edition, Cengage Learning India Private limited,2016, New Delhi.

3 Hacking Ian, An introduction to probability and inductive logic, First Edition, Cambridge University Press,2001, Cambridge.

SUGGESTED READINGS

1 Jain, Krishna. A Text Book of Logic, Vth Ed., DK Print World, 2012, New Delhi.

2. Chakraborti, Chhanda, Logic, Informal, Symbolic and Inductive, Prentice-Hall, 1962, New Delhi.



Mahatma Gandhi University
Kottayam

Programme						
Course Name	PHILOSOPHY OF ART (INDIAN)					
Type of Course	MDC					
Course Code	MG2MDCPHL 100					
Course Level	100-199					
Course Summary	This course is designed to acquaint various philosophical aspects of art, particularly in Indian outlook. To have an understanding of the various art forms in India and to familiarise with different theories regarding Rasa and Dhvani with special reference to <i>Natyasastra</i> .					
Semester	II	Credits			3	Total Hours
Course Details	Learning Approach	Lecture 2	Tutorial	Practical 1	Others	
Pre-requisites, if any	NIL					60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the notion of Soundryaśāstra.	U	1
2	Discuss the art in ancient India – kala	An/E	5 & 6

3	Analyse the nature of Indian Architecture and Sculpture.	An	1
4	Develop interest in aesthetic appreciation.	I/Ap	3
5	Analyse and appreciate Rasa theory.	An/Ap	3
6	Discuss the relevance of Dhvani theory.	U	1/4
7	Evaluate views of contemporary Indian thinkers regarding aesthetics.	An/E	1
8	Evaluate Sphota theory and Alamkara theory.	E	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Nature and Scope of Indian Aesthetics- Aesthetic experience- Indian aesthetics as Soundarya Śasthra	6	1
	1.2	Place of Art in Vedas and Upanisads.	7	2, 3
	1.3	Art in ancient India: Kala. Architecture, Sculpture, and Music in India. Review writing based on the observation of any architecture form nearby the institute.	8	3,4

2	2.1	Natyaśāstra- Bhavas and Rasas: Sthayibhava and Vyabhicharabhava Vibhava and Anubhava Prepare a chart of Stayibhavas and its appropriate Rasas	9	3,4,5
	2.2	Abhinayas: types, Qualities of a Rasika. Performance on Abhinayas	10	4,5

3	3.1	Alamkara theory of Bhamaha Dhvani theory of Anandavardhana. Sphota theory of Bhartrihari	11	6,7
	3.2	Aesthetical views of Contemporary Indian thinkers: Rabindra Nath Tagore, Sri Aurobindo, R D Ranade. Discussion: contemporary view of Indian aesthetics	10	8
4	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures Discussions/Debates/Review writing/Field visit Performances.</p>
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Assessment Types	MODE OF ASSESSMENT																							
	<p>A. Continuous Comprehensive Assessment (CCA) 25 marks</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																							
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References

1. Chakrabarti, Arindam (Ed). *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*, Bloomsbury Publishing, 2023.
2. Gupta, Syamala (2000). *Art, Beauty and Creativity*. D K Print world, 2000, Delhi.
3. Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics* (Historical Sourcebooks in Classical Indian Thought), Columbia University Press, 2018.
4. Barlingay, S S, *A Modern Introduction to Indian Aesthetic Theory*, D. K. Print world Pvt. Ltd, 2016.

SUGGESTED READINGS


1. Chandran, Mini and Sreenath V. S. *An Introduction to Indian Aesthetics: History, Theory, and Theoreticians*, Bloomsbury, 2021, India.
2. Sastri, S N Ghoshal. *Elements of Indian aesthetics*. Chaukhambha Orientalia, 1978, Varanasi
3. Srivastava, Balram. *Nature of Indian Aesthetics (With Special Reference to Silpa)*, Chaukhambha Orientalia, 1985, Delhi



Semester-III

MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam			
Programme	BA(Hons) Philosophy				
Course Name	SYMBOLIC LOGIC				
Type of Course	DSC A				
Course Code	MG3DSCPHL 200				
Course Level	200-299				
Course Summary	This course aims to introduce students to the elementary concepts and accomplishments of modern logic. Symbolic logic is the simplest kind of logic and it teaches the students how to save time in argumentation.				
Semester	III	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3		1	
Pre-requisites, if any	NIL				

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts of Symbolic Logic	U	1
2	Analyse the advantages of symbolization	An	1 & 2
3	Distinct between propositional logic and predicate logic.	E	1

4	Analyse truth table techniques.	An	1
5	Apply rules of inference in arguments	A/E/S	1 & 2
6	Understand quantification logic	U	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. MODERN LOGIC	1.1	<ul style="list-style-type: none"> Historical Account Symbolic Logic Advantages of Symbolism Use of Symbols 	5	1
	1.2	<ul style="list-style-type: none"> Modern Classification: Propositional and Predicate Logic Truth and Validity 	7	2
	1.3	Exercises on symbolisation	7	
2. PROPOSITIONAL LOGIC	2.1	<ul style="list-style-type: none"> Constants and Variables Simple and Compound propositions 	6	3
	2.2	<ul style="list-style-type: none"> Truth-functional Compound propositions Conjunction Negation Disjunction 	8	3
	2.3	Presentation on Truth-functional Compound propositions	5	3
3.	3.1	<ul style="list-style-type: none"> Arguments and Argument form Statement forms Tautology Contradiction Contingent 	6	4
	3.2	<ul style="list-style-type: none"> Method of Deduction Formal Proof of Validity – Rules of Inference 	8	4

FORMAL PROOF OF VALIDITY	3.3	Formal proof of validity- exercises	5	
4. PREDICATE LOGIC	4.1	<ul style="list-style-type: none"> • Need for Quantification • Theory of Quantification 	5	6
	4.2	<ul style="list-style-type: none"> • Singular, General Proposition • Symbolization of General and Singular propositions 	8	6
	4.3	Exercises: symbolization of General and singular propositions.	5	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Lecture 2. Exercises, PPT and seminar presentations and problem-solving exercises 																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																							
	B. Semester End Examination Written examination 2 hrs.																							
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References

1. Copi, I M. Symbolic Logic (5th edition), Pearson, 1979.
2. I M Copi and Carl Cohen, Introduction to Logic, Pearson, 2011.
3. Chakraborti, Chhanda. Logic Informal, Symbolic & Inductive, prentice Hall of India Learning,2006.
4. Jain, Krishna. A Text Book of Logic, DK Print world, 1998.



MGU-UGP (H)

Syllab



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	INDIAN PHILOSOPHY-I					
Type of Course	DSC A					
Course Code	MG3DSCPHL 201					
Course Level	200-299					
Course Summary	This course is assigned to discuss vedic religion and Upanishads and various heterodox schoolsof Indian tradition particularly their epistemological and ontological views as a wider manner.					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand Vedas and metaphysical teachings of Upanisads and understand the features of heterodox systems .	U	1
2	Evaluate Nastika Astika distinction.	E	1
3	Analyse epistemology of Heterodox schools .	AN	1
4	Understand metaphysical views of Heterodox schools.	U	1
5	Understand the ethical ideas of Nastika schools	U	1

6	Analyse theory dependent origination.	E	8
7	Understand different schools of Buddhism	U	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction

Module	Units	Course description	Hrs	CO No.
1	1.1	Vedas –vedic religion- Concept of Rta Upaniads –Atman Brahman identity-stages of consciousness-levels of Reality	9	1
	1.2	Nastika and Astika distinction Carvaka materialism- Metaphysics	6	2
	1.3	Charvaka epistemology: Perception - Refutation of Inference -concept of vyapti – Charvaka Ethics	5	2
2	2.1	Jainism-Categories- Jiva and Ajiva Anekandavada	10	2
	2.2	Syadvada	6	4
	2.3	Triratnas- Anuvrtas and Mahavrtas – concept of liberation.	6	4

3	3.1	Buddhism- Four noble truths – Eightfold path	8	4
	3.2	Theory of dependent origination –Theory of momentariness- No-soul theory	6	4
	3.3	Concept of Nirvana	3	4
4	4.1	Schools of Buddhism- Hinayana and Mahayana. Madhyamika school of Sunyavada	5	4
	4.2	Yogacara school of subjective idealism	6	7
	4.3	The Sautrantika of Representationism	5	7
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Lecturing 2. Discussion 3. Debate
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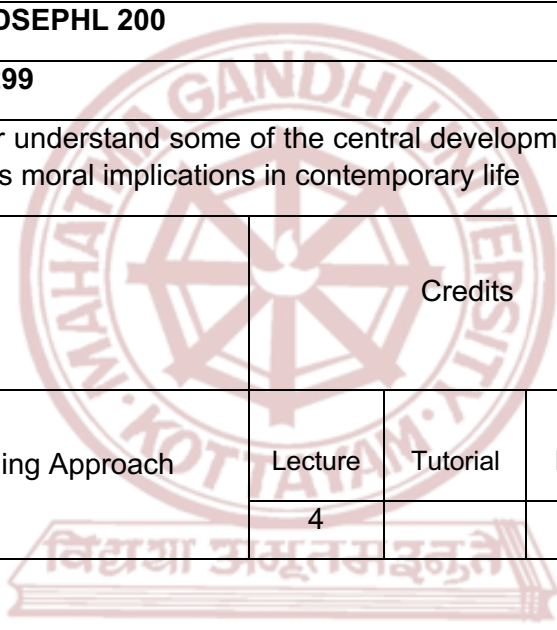
Assessment Types	MODE OF ASSESSMENT																							
	<p>A. Continuous Comprehensive Assessment (CCA) 30 marks</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																							
	B.Semester End examination																							
	Written examination 2 hrs.																							
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References

1. Mohanty, J N. Classical Indian Philosophy, Oxford, 2002.
2. Radhakrishnan, S. Indian Philosophy, vol I & II, Oxford, 2009.
3. Dasgupta, S N. A History of Indian Philosophy, vol I, Rupa publications, 2018.
4. Sharma, C D. Critical survey of Indian Philosophy, Motilal, 2004.
5. Mahadevan, T M P. Invitation to Indian Philosophy, Heinemann publishers, Pvt.Ltd, New Delhi, 1974.
6. Chatterjee, Sathichandra. and Datta, Dhirendramohan. An Introduction to Indian philosophy, Motilal Banarsidas, 2015.

SUGGESTED READINGS

1. Banerjee, NV. The spirit of Indian Philosophy, Oxford print craft Pvt.Ltd, New Delhi, 1975.
2. Raju, P T. Structural Depths of Indian Thought, South Asian publishers, New Delhi, 1989.

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Moral Philosophy					
Type of Course	DSE					
Course Code	MG3DSEPHL 200					
Course Level	200-299					
Course Summary	Better understand some of the central developments in the field of normative ethics and its moral implications in contemporary life					
Semester	III	Credits			4	Total Hours
		Lecture	Tutorial	Practical	Practicum	
Course Details	Learning Approach	4				60
						
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To introduce the students the fundamental concepts in Moral Philosophy	U	1, 8
2	Gain an appreciation for the diversity of ethical perspectives across different historical periods. Better understand some of the central developments in the field of normative ethics.	U, An, E	1, 8
3	Enables students to delve into the ethical domain of making judgements of approval or disapproval of moral values based on rational argumentation using various approaches.	An, E	2, 8

4	To analyse the theoretical basics of ethics and its current development. To master the implications of moral theories in contemporary life.	An, A	8, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Nature, definition and scope	4	1
	1.2	Normative, Applied and Meta-ethics	5	1
	1.3	Development of Morality: The three levels	5	1,2
2	2.1	Theorizing Ethics: The role of reason in moral Philosophy	3	1,3
	2.2	Freedom and Determinism: Problem of Free Will: Determinism vs Libertarianism. Agency theory of freedom: critical appraisal	5	3
3	3.1	Hedonism	3	1,2
	3.2	Virtue Ethics: Plato and Aristotle Readings: <i>Nicomachean Ethics</i>	5	2, 4
	3.3	Divine Command Theory- Theory of Natural Law	5	2
4	4.1	Utilitarianism: Bentham and Mill Readings: <i>Mill's Utilitarianism</i>	6	2
	4.2	Deontological Theory: Kant and its current versions as in Onera O'Neill. Readings: <i>Groundworks of Morals</i>	6	2, 4


	4.3	Contemporary Forms of Utilitarianism; Sidgwick's Utilitarianism and Peter Singer's Preference Utilitarianism	6	2, 4
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) 1. Lecturing 2. Discussion 3. Quiz										
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book										
	B. Semester End examination MCQ- 1.5 hours										
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References

1. William Lillie, An Introduction to Ethics, Surjeet, New Delhi, 2007
2. J.S. Mackenzie, A Manual of Ethics, Surjeet, New Delhi, 2007
3. Manuel Velasques, Philosophy-A Text with Reading, Wadsworth, 2008

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5. Peter Singer ed, A Companion to Ethics, Blackwell, 1997.
6. J.N. Singha, A Manuel of Ethics, New Central Book Agency, 1978
7. Aristotle, Nichomachean Ethics, Harvard University Press, 1926
8. Kant, Immanuel, Groundwork of the Metaphysics of Morals, Trans. H.J. Paton, as The Moral Law, London: Hutchinson.
9. J.S. Mill, 'Utilitarianism'. In Mary Warnock (ed)., J.S. Mill's Utilitarianism, On Liberty & Essays on Bentham, London, The Fontana Library, 1962.
10. Peter Singer, Practical Ethics, Cambridge University Press, 2000
11. Alasdair MacIntyre. "After Virtue", A Historical Introduction to Moral Philosophy (ed. Michael F. Wagner), Prentice Hall
12. LaFollette, Hugh. "Theorizing about Ethics" Ethics in Practice: An Anthology, 2nd Edition, General Introduction (pp.3-15) Blackwell Publishing, USA, 2002.
13. Kant, Immanuel, Ground work of Metaphysics of Morals, trans. By H.J. Paton, New York: Haper & Row. 1964
14. ---- ., Critique of Practical Reason, trans. By L.W. Beck, Chicago, 1949
15. Wood W., Allen Kantian Ethics, Cambridge University Press, 2007
16. Carol Gilligan, 'In a Different Voice: Women's Conceptions of Self and Morality', Feminist Social Thought: A Reader ed. By Diana Tietjens Meyers, Routledge, New York, 1997 pp 547-582
17. Vergina Held, 'Feminism and Moral Theory', Feminist Social Thought: A Reader ed. By Diana Tietjens Meyers, Routledge, New York, 1997 pp 630-645
18. Sara Ruddick, 'Maternal Thinking', Feminist Social Thought: A Reader ed. By Diana Tietjens Meyers, Routledge, New York, 1997 pp 583-603

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Philosophy of Values					
Type of Course	DSC B					
Course Code	MG3DSCPHL 202					
Course Level	200-299					
Course Summary	This course is designed to furnish the significance of values and make awareness of the basic principles of values.					
Semester	III	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	None					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Articulate and exemplify the philosophy of values	U	8
2	Evaluate the possibilities of applying values in life	E/A/S	8, 1,6
3	Understand various types of values of thinkers, religions, and cultures	U	8,3
4	Understand and apply Constitutional values	U, A	1, 6, 7
5	Create a general awareness about values crisis	An, E, A	1, 3, 5,6

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Axiology (a brief description) Definition of values, Scope and significance of value studies	5	1
	1.2	Extrinsic and Intrinsic values Discussion on value types	5	1
	1.3	Constitutional values; Liberty, Equality, Fraternity. Universal Values; Truth, Non-violence, Peace, Love.	10	4, 2
2	2.1	Hinduism: <i>Purusartas</i>	5	3
	2.2	Jainism: <i>Panchamahavratas</i> Buddhism: Four Noble Truths	7	3
	2.3	Christianity: <i>Agape</i> Islam: Five Pillars	8	3
3	3.1	Virtue: Socrates: Virtue is Knowledge	6	3
	3.2	Plato: Cardinal Virtue	8	3
	3.3	Aristotle: Arete	6	3

4	4.1	Value Analysis: Value crisis in the Modern World. Debate	5	5
	4.2	Value Education and its importance. Discussion	5	5
	4.3	Role of media in value transaction. Debate	5	5
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Discussion, Debate, Quiz.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book

B. Semester End examination			
Written examination 2 hrs.			
Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
B Part- Short Essay	6/10	5	30
C Part – Essay	2/4	12	24
Total			70

References

1. Titus, H. Harold. Living Issues in Philosophy, Eurasia Publishing House, 1974, New Delhi.
2. Joshi, Kireet. Ed. Philosophy of Value Oriented Education: Theory and Practice, ICPR, 2002, Delhi.
3. Chattrerji, Margret. Philosophical Enquires, Motilal Banarasidas, 1988, Delhi.


SUGGESTED READINGS

Aristotle. Nicomachean ethics, Trans. W.D. Ross, Book I & II



MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme						
Course Name	PHILOSOPHY OF LIFE SKILL					
Type of Course	MDC					
Course Code	MG3MDCPHL 200					
Course Level	200-299					
Course Summary	The course intends to make the students understand life skills and apply the same throughout their life.					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Practicum	
		3				45
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand life skills.	U	1,3
2	Analyse ten core life skills	An	1,3
3	Apply life skills in Life.	E	3,4,9

4	Create contexts for interpreting life skill application.	An	3,9
5	Integrate life skills	An	3,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction to life skill- Definition of Life skills, Components of life skills, Need for Life skill training. Core life skills- The Ten core Life Skills as laid down by WHO.	4	1
	1.2	The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together	3	1
	1.3	Quality of Life: What is Possible How Good Can Your Life Get? Having What is vs Changing What Is	4	1

	1.4	The Person-Centred Viewpoint Life as School vs Life as Art How Do We Achieve and Maintain our potential?	4	
2	2.1	Understanding and Improving relationships	4	2
	2.2	Communication: A Theory of relatedness Understanding the components of Relation Building Relationship	5	2
	2.3	Types of Connection Repairing Breakdowns Reading: <i>Life Skills: Improve the Quality of Your Life with Metapsychology, Chapter IV</i>	6	2
3	3.1	The Domains: Spheres of Influence and Responsibility Domains of Consciousness	4	3
	3.2	Balance: How Domains and Aspects of Domains Affect Each Other	4	3,4
	3.3	Collapse and Inversion of the Domains Decision making as Informed by Domains	7	3,4

References

Arvind nowale (2018) An introduction to life skills, Macmillan Education

Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..

Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.

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Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

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Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata. McGraw-Hill Publishing Company Ltd.

Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

Volkman, Marian K. Life Skills: Improve the Quality of Your Life with Metapsychology, Loving Healing Press, 2005

MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme						
Course Name	PHILOSOPHY OF YOGA					
Type of Course	VAC					
Course Code	MG3VACPHL 200					
Course Level	200-299					
Course Summary	The course discusses philosophy of yoga and its relevance. Patanjali yoga, and Yoga for spiritual and mental development.					
Semester	III	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Practicum	
		3				45
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Get acquainted with the basic aspects of yoga	U	1,8
2	Analyse the various kinds of yoga	AN	1,2
3	Develop ethical and religious views among learner	A	8
4	Understand and apply the knowledge of basic sequencing and effective management of life	U	1
5	Cultivate emotional stability	A	8,7
6	It helps to self-reflect, control the mind and body through the practice of yoga and meditation,	R	1

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Yoga: meaning and history- References in Vedas and Upanishads	2	1
	1.2	Samkhya yoga-Purusha and prakriti, Trigunas. Yoga in Baghavad Gita	7	1,3
	1.3	Karma yoga, bhakti Yoga- Jnana yoga	6	1,3
2	2.1	Patanjali's definition of yoga, concept of Chitta -vritti- nirodha. Text Reading- Patanjali Yoga Sutra-Page no- 4to 15	5	1, 4,5
	2.2	Cittavritti	5	1.3
	2.3	Klesas	5	1
3	3.1	Ashtanga yoga	5	4,5
	3.2	Techniques of Asana and pranayama-practicum.	5	4,5,6
	3.3	Samadhi: Samprajnata, asamprajnata- sabija, nirbija	5	1,3,5
4	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Assignment, debate, discussion, quiz, seminar, practice of Asanas																				
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 25 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																				
	B. Semester End Examination- Written examination - 1hour <table border="1" data-bbox="456 1111 1485 1319"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part -Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>B Part – Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>C Part – Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part -Short Answer	5/8	2	10	B Part – Short Essay	5/8	5	25	C Part – Essay	1/2	15	15	Total			50
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Total			50																		

References

1. Burley Mikel. Hatha Yoga: Its context, M.L.B.D.2000, Delhi.
2. Bham J Archie, Yoga Sutras of Patanjali, Jain publishing Company, 1993, California.
3. Swami Satyananda Saraswati. Hatha Yoga, B.S.Y. Mungher.
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5. Taimini I K. Glimpses into the psychology of yoga, Theosophical Publishing House, Adayar, 1973, Chennai.
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SUGGESTED READINGS

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2. Woods J H. The Yoga System of Patanjali, M.L.B.D.1998, Delhi.
3. Patanjali. Patanjali Yoga Sutra, trans: Chip Hartranfts, Sambhala publications, USA,2019.



MGU-UGP (HONOURS)

Syllabus



Semester-IV

MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Program	BA(Hons)Philosophy					
Course Name	ANCIENT AND MEDIEVAL WESTERN PHILOSOPHY					
Type of Course	DSCA					
Course Code	MG4DSCPHL 200					
Course Level	200-299					
Course Summary	course discusses the development of western philosophy from Pre- Socratic Period to medieval Period					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	None					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the naturalistic tendencies in the pre Socratic period	U	1
2	Remember the significance of logical method of Socratic period	K	1
3	Analyze and Evaluate theory by critical reading	An, E	2,3,9
4	Application of deductive reasoning in different area of study	A	2,3,4
5	Examine the theological turn in Philosophy	E	1,2,3
6	Application of Platonic idealism and Aristotelian realism in medieval Philosophy	A	2,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Naturalism in ancient Greek thought	1.1	Problem of substance – Thales , Anaximander, Anaximenes, Pythagoras	7	1
	1.2	Heraclitus, Parmenides, Greek Atomism,	6	1
	1.3	Sophist Philosophy	4	2
2 Socrates and Plato	2.1	Method of Socrates , Characteristic of Socratic method	7	3
	2.2	Theory of knowledge	4	2
	2.3	Doctrine of ideas, Text Reading – Republic (Allegory of the cave)	8	3
3 Aristotle	3.1	Division of sciences	4	3,4
	3.2	Four causes	6	2
	3.3	Virtues- Text Reading - Nicomachean Ethics (book no.1)	7	3
4 Medieval philosophy	4.1	Characteristic of Medieval Philosophy	4	5
	4.2	St. Augustine- Theory of Knowledge-The problem of evil	6	5,6
	4.3	St. Anslem –Proofs for the existence of God	6	5,6

	4.4	St. Thomas Aquinas- Proofs for the existence of God ,God and Evil	6	5,6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures ,Reading, Debate											
Assessment Types	MODE OF ASSESSMENT C. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book											
	D. Semester End examination MCQ- 1.5 hours											
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References

- 1.Allen, R.E.Studies in Plato's Metaphysics, Routledge,1965,London and New York
- 2.Bronstien, David. Aristotle on Knowledge and learning, Oxford University Press,2016,Oxford, U.K.
- 3.Cooper ,John M, Plato's Theaetetus,Routledge,1990, Garland, New York.
- 4.Vlastos, Gregory .Platonic studies, Princeton University press, 1973,NewJersy,U.K.

5. Fine, G. (ed.). *Plato 1: Metaphysics and Epistemology*, Oxford University Press, 1999, Oxford.

6. McAleer, Sean. *Plato's Republic an Introduction*, Open book publishers, 2020, Cambridge, U.K.

7. Shields Christopher (ed.). *The Oxford Hand Book of Aristotle*, Oxford University Press, 2012, New York.


SUGGESTED READINGS

1. Aristotle.. *Nico Machean Ethics*. Translated by D. P. Chase Sde Classics, 2019,

2. Plato. *Republic*. Translated by Davies, Llewelyn John & Vaughn, David James, Mcmillan and Co. 1891, London

MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	INDIAN PHILOSOPHY-II					
Type of Course	DSC A					
Course Code	MG4DSCPHL 201					
Course Level	200-299					
Course Summary	This course is assigned to discuss various kinds of Indian orthodox schools in Indian tradition and the validity of knowledge and metaphysical approaches of six schools of Indian Philosophy					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	None MGU-UGP (HONOURS)					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the nature orthodox systems	U	1
2	Evaluate the validity and invalidity of knowledge	E	1
3	Understand pramanasAstikadarsanas.	U	1
4	Understand different perspectives of liberation of Orthodox schools	U	8

5	Analyse the descriptive analysis of Dharma in Mimamsa	AN	8
6	Understand an overview of metaphysical theories	U	1
7	Analyse the attainment of various kinds of moksha in Advaita Vedanta	AN	8
8	Analyse the importance of yoga for integration of mind and body	AN	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Nyaya system Analysis of four Pramanas in Nyaya	7	1
	1.2	Nyaya syllogism.	8	3
	1.3	Vaisesika system Categories in vaisesika system –Asatkaryavada - concept of liberation	7	6
2	2.1	Sankhya system Sankhya dualism -Prakrti-Purusha –Evolution	7	6
	2.2	Theory of causation – satkaryavada	2	6
	2.3	Yoga system	10	8

		Astanga yoga-Eight limbs of yoga of Patanjali –Concept of chitta –concept of Samadi.		
3	3.1	Mimamsa Philosophy – Introduction	3	3
	3.2	Six pramanas in Mimamsa	6	3
	3.3	Concept of Dharma	5	4
4	4.1	Advaita –concept of Maya-levels of Maya -Concept of liberation-jivanmukti- videhamukti and kramamukti	8	4
	4.2	Visitadvaita of Ramanuja-concept of Brahman -concept of Prapatti	6	6
	4.3	Dvaita of Madhvacharya - Panchabhedas –Moksha	6	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Syllabus

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecturing Discussion Debate
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper

	Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																				
	<p style="text-align: center;">B. Semester End examination</p> <p style="text-align: center;">Written examination 2 hrs.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part– Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part– Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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References

7. Mohanty, J N. Classical Indian Philosophy, Oxford, 2002.
8. Radhakrishnan, S. Indian Philosophy, vol I & II, Oxford, 2009.
9. Dasgupta, S N. A History of Indian Philosophy, vol I, Rupa publications, 2018.
10. Sharma, C D. Critical survey of Indian Philosophy, Motilal, 2004.
11. Mahadevan, T M P. Invitation to Indian Philosophy, Heinemann publishers, Pvt. Ltd, New Delhi, 1974.
12. Chatterjee, Sathichandra. and Datta, Dhirendramohan. ,An Introduction to Indian philosophy, Motilal Banarsidas, 2015.

SUGGESTED READINGS

3. Banerjee, NV. The spirit of Indian Philosophy, Oxford print craft Pvt. Ltd, New Delhi, 1975.
4. Raju, P T. Structural Depths of Indian Thought, South Asian publishers, New Delhi, 1989.
5. Sri. Tirtha, Narayana. The Sankhyakarika, Gyan publishing house, 2021.
6. Chakravarty, Debasish. Vaisesika sutra of Kanada, D.K Print world Ltd, 2004.



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Applied Ethics					
Type of Course	DSE					
Course Code	MG4DSEPHL 200					
Course Level	200-299					
Course Summary	Provide basic idea about applied ethics and discuss about the issues related to medical ethics, media ethics and environmental ethics					
Semester	IV	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Practicum
		4				60
Pre-requisites, if any	None					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To introduce the students with the fundamental concepts in applied ethics	U	1
2	Familiarised the students about central issues in professional ethics	A	5
3	Getting a general awareness with central issues in medical ethics	A	3
4	Create awareness about issues in media ethics	A	3
5	Understand the nature of business ethics	U	3
6	Critically analyse the contemporary issues of environmental ethics	E	1

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Medical Ethics	1.1	Applied ethics, Definition Nature and Scope, Casuistry method	3	1
	1.2	Ethical Principles: Autonomy, Beneficence, Non-Maleficence, Justice	3	1
	1.3	Ethical issues: Abortion, Surrogacy- case studies and discussions	7	3
	1.4	Euthanasia- Types, Social and Moral Issues (case study analysis)	6	3
2 Media ethics	2.1	Privacy, Security, Autonomy, Freedom of Speech	3	4
	2.2	Principles of Journalism, Truth, Accuracy and Objectivity	4	4
	2.3	Discussion on Cyber Ethics	4	4
3 Business ethics	3.1	Introduction to Business Ethics, Myths of Business Ethics, Levels of Business Ethics	5	5
	3.2	Debate on Corporate Social Responsibility, Employees Rights and Duties	7	5

4 Environmental Ethics	4.1	Different Approaches to Environmental Ethics: Anthropocentrism, Biocentrism, Eco centrisism	5	6
	4.2	Deep ecology	3	6
	4.3	Field Study Related to Climate Change Affected Areas	7	6
5	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction) Lecture, discussions, debate, project report.</p>	
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>	


Written examination 2 hrs.			
Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
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C Part – Essay	2/4	12	24
Total			70

References

1. Beauchamp, Tom L and Norman E. Bowie. Ethical Theory and Business, Englewood Cliffs, 1956, New Jersey.
2. Chadwick, Ruth and Doris. The Concise Encyclopaedia of the Ethics of New Technology, Academic Press Ltd, 2001, London.
3. Evans, et al. Informatics: Technology in Action, Pearson, 2009, London.
4. Fernando, A.C. Business Ethics and Corporate Governance, Pearson, 2009, London.
5. Kizza, J.M. Ethical and Social Issues in Information Age, springer, 1998, New York.
6. Lillie, William, An Introduction to Ethics, Allied, New Delhi 1996.
7. Singer, Peter, Practical Ethics, Cambridge University Press, 1979, Cambridge.

SUGGESTED READINGS

1. John, Rawls, John, A Theory of Justice, Harvard university press, 1971, Cambridge.
2. Chamola .S.D. Applied Ethics Some Dimensions. Studera, 2017, New Delhi.
3. Chandwick, Ruth and Doris Schroeder, editors. Applied Ethics: Critical Concepts in Philosophy, 5th Ed, Rutledge, 2002, London.

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Philosophy of Sree Narayana Guru					
Type of Course	DSC B					
Course Code	MG4DSCPHL 202					
Course Level	200-299					
Course Summary	Course discusses social and philosophical dimensions of Sree Narayana Guru's thought.					
Semester	IV	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	None					

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the Philosophical Ideals in the Context of Kerala Renaissance	U	6
2	Analyse Biography of Sreenarayana Guru	An	5
3	Examine Guru's Thought	An	6
4	Evaluate Educational Philosophy of Guru	E	8
5	Analyse the Philosophical works of Sreenarayana Guru	E	1
6	To Throw light on the Relevance of Narayana Guru's Ideals in Modern Society	A	10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Kerala Renaissance and Thinkers	1.1	Renaissance in Kerala	5	1
	1.2	Kuriakose Elias Chavara, ChattambiSwamikalVa gbhadananda, Sahodaran Ayyappan (Brief sketch only)	10	1
2 Life and Thought of Sreenarayana Guru	2.1	Brief Biography	4	2
	2.2	Guru's Philosophy- Reality is not many- Dharma	10	3
	2.3	Concept of Maya	8	3
3 Social philosophy of Sree Narayana Guru	3.1	Social Philosophy-One Caste, One Religion, One God for Mankind- Mirror Installation . Discussion on Social philosophy of Guru and its significance.	10	3
	3.2	Educational Philosophy	8	4
4 Reflections on Guru's works.	4.1	"Arivu" Reading and Discussion	10	5
	4.2	Jati Mimamsa" Reading and Discussion	10	5
5	Teacher specific content: This can be either classroom teaching, practical			

	<p>session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Discussion, reading text</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
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References

1. Muni Narayana Presad, Swami. Shorter Philosophical Poems of Narayana Guru, D.K Print world (p) Ltd, 2010, New Delhi.
2. Muni Narayana Presad, Swami. The Philosophy of Narayana Guru, D.K Print World (p) Ltd, 1938, New Delhi.
3. Omana, Dr. S. The Philosophy of Sreenarayana Guru, Narayana Gurukula, 1984, Thiruvananthapuram.
4. Yathi, Nithya Chaithanya . Epistemology of Gnosis, Narayana Gurukula, Varkkala, 1938, Thiruvananthapuram.

5. Sharma, Chandradhar. A critical Survey of Indian Philosophy, Motilal Banarsidas, 1948, New Delhi.

SUGGESTED READINGS

1. Guru, Narayana. Sampurna Krithikal (Malayalam), Narayana Gurukula, 2002, Thiruvannathapuram.
2. Narayana Presad Muni. Jati Memamsa, Varkkala, Narayana Gurukulam, 1978.
3. K. A. Subramaniyan, Sahodaran Ayyappan, 1973, Cochin.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme						
Course Name	Philosophy of Nursing and Care					
Type of Course	SEC					
Course Code	MG4SECPHL 200					
Course Level	200-299					
Course Summary	Indented to inculcate values of nursing and care in the students					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understands the need nursing and care	U	3
2	Develop philosophy of personal nursing and care	A	1,2,9.
3	Learn the nature of nursing and care	An	10
4	Develop values like sympathy and empathy	C	7,8
5	Learn the concept of health	An	6
6	Enhance interpersonal relationship	C	4,5

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<p>Definition of health and illness, Concepts of health- Dimensions of health.</p> <p>Definition of nursing and its concepts- History of nursing- - Contribution of Florence Nightingale- Philosophy of nursing.</p>	5	1,2,3,9
	1.2	<p>Functions and responsibility of a nurse- Communication and nurse patient relationship: Levels of communication, elements of communication.</p> <p>Field visit- Health care institution.</p>	5	10
	1.3	<p>Human needs and nursing theory- The concept of self care:Self care and society- Concept of interaction in nursing</p> <p>System theories and nursing theories</p>	5	7,8,6
2	2.1		5	4

		Existentialism and phenomenology in nursing theories- Existential phenomenology.		
	2.2	Parse's the human becoming theory- Phenomenology in nursing research	5	5
	2.3	Humanism in nursing theory- focusing on care- Caring as a philosophy- Watson's theory of human caring Debate on Caring as a philosophy	7	1

3	3.1	Pragmatism and nursing: Major tenets of pragmatism and their application in nursing	6	1
	3.2	Cultural specific approaches in nursing- Principles of transcultural nursing. Birth of the hospital- Foucaultian critique.	7	9

4	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>																				
<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, discussion, assignment , field study.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 25 marks</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>																				
	<p>B.</p> <p>Semester End examination</p> <p>Written examination - 1hour</p> <table border="1" data-bbox="456 1422 1485 1628"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part -Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>B Part – Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>C Part - Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part -Short Answer	5/8	2	10	B Part – Short Essay	5/8	5	25	C Part - Essay	1/2	15	15	Total			50
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References

- 1.Watson Jean. Nursing: The Philosophy and Science of Caring, University Press of Colarado,2008,USA,
- 2.Kim.H.S&Kollak. I. (ed), Nursing Theories: Conceptual and Philosophical Foundations, Springer Publishing Company,2006,NewYork.
- 3.Nursing Foundation,vol.1,Trained Nurses Association of India,2023,NewDelhi



Mahatma Gandhi University Kottayam

Programme						
Course Name	Logical Fallacies					
Type of Course	VAC					
Course Code	MG4VACPHL 200					
Course Level	200-299					
Course Summary	This is a descriptive study on Logical fallacies. The present course address three different types of fallacies in four modules. They are fallacy of Relevance, fallacies of Presumption and fallacies of Ambiguity					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Practicum	
		3				45
Pre-requisites, if any	None					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the meaning of Fallacy	U	10
2	Analyse fallacies commit in our day today life	An	1
3	Develop skill in finding fallacies	S	4
4	Create aptitude in logical reasoning	C	5
5			
6			

7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	What is fallacy? Nature of logical fallacy. Formal and Informal Fallacies.	2	1
	1.2	Fallacy of Relevance: Argument Ad Ignoantiam- Argument Ad Verecundiam	5	2,3
	1.3	Argument Ad Hominem: Abusive and Circumstantial Exercise: Identifying the fallacy	4	2
2	2.1	Argument Ad populum- Argument Ad Misericordiam Exercise: Identifying the fallacy	5	1,2,3
	2.2	Argument Ad Baculam- Ignoratio Elenchi Exercise: Identifying the fallacy	5	2,3

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3	3.1	Fallacies of Presumption: Complex question and False cause Exercise: Identifying the fallacy	6	2
	3.2	Petittio principii- Accident and converse accident Excercise: Identifying the fallacy	6	2
4	4.1	Fallacies of Ambiguity: Equivocation- Amphiboly Exercises: Identifying the fallacy	6	3,4
	4.2	Accent, Composition and Division Exercises: Identifying the fallacy	6	4
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Syllabus

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Exercise
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Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 25 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																			
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References

1 Copi M Irving, and Cohen Carl. Introduction to Logic, Eleventh Edition, Prentice Hall of Indi,2005, New Delhi.

2 Hurley J. Patrik. A concise introduction to Logic, First Edition, Cengage Learning India Private limited,2016,New Delhi.

SUGGESTED READINGS


1. Jain, Krishna. A Text Book of Logic, Vth Ed., DK Print World, 2012, New Delhi.
2. Chakraborti, Chhanda, Logic, Informal, Symbolic and Inductive, Prentice-Hall, 1962, New Delhi.



Semester-V

MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Philosophy of Mahatma Gandhi					
Type of Course	DSC A					
Course Code	MGD5SCPHL 300					
Course Level	300-399					
Course Summary	The course provide the social and political views of Gandhi and bring out the relevance of Gandhian thought.					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Practicum	
		3			1	75
Pre-requisites, if any	None					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the influences that shaped Gandhian Thought.	E	1,6
2	Analyse the importance of Gandhian concept of Truth and Non-violence.	An	1
3	Discuss the important trends of social thought of Gandhi.	U	6

4	Understand the political philosophy of Gandhi.	U	5,6
5	Apprehend the economic ideas in the philosophy of Gandhi	E	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introducti on to Gandhia n Thought	1.1	Influences that shaped Gandhian thought	6	1
	1.2	Truth and Non-violence - philosophy of end and means- Cardinal virtues.	8	2
2 Social Thought	2.1	Gandhian Socialism- Sarvodaya-status of women in society. Reading, My Experiment with Truth	10	3
	2.2	Concept of <i>Varnadharma</i> - Gandhian norms against untouchability	5	3
	2.3	Gandhian concept of basic education	4	3
3 Political Thought	3.1	Gandhian concept of Democracy- <i>Gram Swaraj</i> village republic- Ramarajya.	5	4
	3.2	<i>Satyagraha</i> -its forms and contemporary relevance- constructive program.	7	4
	3.3	<i>Hind Swaraj</i> -Gandhian concept of Nationalism and Internationalism Discussion	7	4

4	4.1	Economic decentralization- Bread labour-Trusteeship	8	5
	4.2	Swadeshi- Khadi and village industries	7	5
	4.3	Gandhian views on Industrialization. Debate on issues of Industrialization. Poster making on Economic concepts of Gandhian thought.	8	5
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures , text reading ; The Story of my Experiments with Truth.
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book
	B. Semester End examination Written examination 2 hrs.

Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
B Part- Short Essay	6/10	5	30
C Part – Essay	2/4	12	24
Total			70

References


1. Gandhi, M. K., An Autobiography, Navjeevan, 2008, Ahmadabad.
2. -----, Hind Swaraj or Indian Home Rule, Navjeevan, 1975, Ahmadabad.
3. Radhakrishnan, S., ed. Mahatma Gandhi: Essays and Reflections on his Life and Thought, Navjeevan, 1994.

SUGGESTED READINGS

1. Chaudary, Manmohan, Exploring Gandhi, Gandhi Peace Foundation, 1972, New Delhi.
2. Biswas, S. C., Gandhi Thought and Practice Social Impact and Contemporary Relevance, Indian Institute of Advanced Studies, 1969, Shimla.
3. Datta D. M., The Philosophy of Mahatma Gandhi, University of Wisconsin Press, 1953.

MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons) Philosophy					
Course Name	RATIONALISM					
Type of Course	DSC A					
Course Code	MG5DSCPHL 301					
Course Level	300-399					
Course Summary	<p>The course discusses major notions of rationalism explained by Descartes, Spinoza and Leibniz. Analyses Descartes's methodology, theory of substance, Interactionism Spinoza's methodology, theory of substance, pantheism, Natura Naturans and Natura Naturata, modes, attributes, psychophysical parallelism, Leibniz's theory of monads, law of sufficient reason, identity of indiscernible, pre-established harmony.</p>					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and analyze rationalism with its features.	U	1

2	By learning this one can approach things using their reasoning power.	A	1,210
3	Develop the ability to deduce new understanding.	A	1,2.
4	It enables to develop a type of critical thinking through the use of logical thinking.	S	1,4
5	Understand the role of reason in knowledge.	AN	2
6	Understand and analyse epistemological issues in rationalist tradition.	K	1,2
7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Modern philosophy and Emergence of Rationalism	2	1
	1.2	Rene Descartes- Initial scepticism- Mathematical method- cogito- ergo- sum	5	1
2	2.1	Substance: Proofs for the existence of God	5	1,2 3
	2.2	Mind body dualism	5	1,3,4
	2.3	Interactionism	5	1,3,4
3	3.1	Spinoza- Axiomatic method, Substance, Attributes and Modes Text Reading-Ethics of Spinoza-Part-1-page no-1to 18.	10	1,5
	3.2	Pantheism - <i>Natura Naturans, Natura Naturata</i> Intellectual love of God	3	1,4,5,6

	3.3	Psycho physical parallelism.	3	3,4
4	4.1	Leibniz- Theory of monads- Law of sufficient reason, identity of indiscernibles Reading: Monodology (pages 1-15)	4	1, 3,4
	4.2	Theory of knowledge.	3	1,2,4
	4.3	Pre-established harmony Discussion Mind-body problem	10	4,5,6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, debate, discussion, Quiz.										
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book										
	B. Semester End Examination Written examination 2 hrs.										
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References

1. Masih, Y.A. Critical History of Modern Philosophy, Motilal Banarsidass, New York.
2. Masih, Y.A. Critical History of Western Philosophy, Seventh ed, Motilal Banarsidass Publications,2017, New Delhi.
3. Anthony, Kenny. A New History of Western Philosophy, Oxford University Press publication,2012, U S A.
4. Nigel, Tubbs. History of Western Philosophy, Palgrave Macmillan Publishers,2009.
5. Russell, Bertrand. A History of Western philosophy, Simon and Schuster,1990, New York.
7. Russell, Bertrand. An Outline of Philosophy, Unwin Paper Backs,1979, London
8. Frederick, Copleston S J. A History of Philosophy, Double Day Publications, New York.
6. Thilly, Frank. A History of Philosophy, Central Publishers,1993, Allahabad.

SUGGESTED READINGS

1. Benedict De Spinoza. Ethics, Trans: R.H.M.Elwes, Global grey publications,2021.
2. Passmore John. A Hundred Years of Philosophy, Penguin Books, 1968, New York.
3. Gottfried Wilhem Leibniz. Monodology trans: Robert Latta, Garland publications, 1898, New York.



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Empiricism					
Type of Course	DSC A					
Course Code	MG5DSCPHL 302					
Course Level	300-399					
Course Summary	Course discusses empiricism and its major notions reference with John Locke, George Berkeley, David Hume. Analyse problem of Induction and causation.					
Semester	V	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Practicum
		4				60
Pre-requisites, if any	None					

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Introduce the basic concepts in empiricism	K	1
2	Analyse the possibility of the extension of sensory knowledge	An	1
3	Understand the Locke's substance	U	1,5
4	Discuss the importance of the philosophy of John Locke	U	2
5	Describe the various aspects of the philosophy of George Berkeley	U	2

6	Describe the main features of the philosophy of David Hume	U	2
7	Critically examine the theory of causation	E	1
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 John Locke	1.1	Rejection of Innate Ideas	5	4
	1.2	Abstract Ideas	3	4
	1.3	Substance- primary and secondary qualities	4	4
	1.4	Reading An Essay Concerning Human Understanding(1-32)	7	4
2 George Berkeley	2.1	Rejection of Abstract ideas	5	5
	2.2	<i>Esse est percipi</i>	6	5
	2.3	Subjective idealism-solipsism	5	5
3 David Hume	3.1	Impressions and Ideas	4	6
	3.2	Text reading: An Enquiry Concerning Human Understanding(16-39)	7	6
	3.3	Scepticism	3	6
	4.1	Kinds of knowledge: Matters of fact and relations of ideas	3	7

4 Theory of Causation: David Hume	4.2	Theory of Causation	4	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, discussions, reading, book review																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book B. Semester End examination Written examination 2 hrs.																							
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References

1. Copleston, Frederick. History of Philosophy, search press,1946, London.
2. Kenny, Antony. A Brief History of Western Philosophy, Wiley-Blackwell, 1981, Oxford.

3. Russell, Bertrand. A history of western philosophy, Rutledge, 2000, London.
4. Thilly, Frank. History of western Philosophy, Henry Holt &co, 1941, London.

SUGGESTED READINGS

1. Berkeley, George. A Treatise Concerning the Principles of Human Knowledge, J B Lippincott & co, 1881, Philadelphia.
2. Hume, David. A Treatise of Human Nature, 1739, London.
3. Locke, John. An Essay Concerning Human Understanding, 1836, London. 1836.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF ART (WESTERN)					
Type of Course	DSE					
Course Code	MG5DSEPHL 300					
Course Level	300-399					
Course Summary	This course is designed to acquaint various philosophical aspects of art, particularly in western world. To have an understanding of the relation between philosophy and art. Also, to analyse different theories and concepts in connection with Philosophy of Art.					
Semester	V	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Practicum
		4				60
Pre-requisites, if any	NIL					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand Philosophy of art in the western world	U	1
2	Discuss the concept of form and content in Aesthetics	An	5
3	Explain the different types of art	U	1
4	Analyse philosophical aspects of spatio-temporal art.	An/ U/A	1/3
5	Analyse different theories – traditional and modern	An/A	1/6
6	Develop critical approach to life experiences -catharsis.	E/An	2

7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Etymology, nature and scope of Aesthetics The development of Western Aesthetics	9	1
	1.2	Non-judgmental attitude Aesthetic experience	8	2
2	2.1	Classification of Arts: Visual, Auditory, and Verbal arts- Mixed Arts	7	3
	2.2	Literary and Non-literary Arts	6	3
	2.3	Spatio-temporal Arts	4	4
3	3.1	Traditional theories of Art: Plato: Imitation theory	10	5
	3.2	Aristotle: Representationism, catharsis	10	5,6
4	4.1	Modern Theories of Art: Croce: Expressionism		

			5	5
	4.2	Kant: Formalism	6	6
	4.3	Marxian theory of art	5	5
	4.4	Freud: Psychoanalytic theory	5	5,6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture Discussion on the basis of reading the original works Movie screening Drama presentation Review writing – movie-based and text-based Poster presentation</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p> <p>B. Semester End examination</p> <p>Written examination 2 hrs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part– Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part– Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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References

1. Eldridge, Richard. *An Introduction to the Philosophy of Art*, Cambridge University Press, 2014.
2. Gupta, Syamala (2000). *Art, Beauty and Creativity*. D K Print world, 2000, Delhi.
3. T P, Ramachandran. *The Indian Philosophy of Beauty*, Dr. S. Radhakrishnan Institute for Advanced Study in Philosophy, University of Madras, 1979.

SUGGESTED READINGS

1. Lamarque, Peter (Editor), Stein Haugom Olsen (Editor). *Aesthetics and the Philosophy of Art: The Analytic Tradition, An Anthology*. 2nd Edition, Blackwell Philosophy Anthologies, 2018.
2. Hick, Darren Hudson. *Introducing Aesthetics and the Philosophy of Art 2nd Edition*, Bloomsbury Publishing, 2017.
3. Davies, Stephen (Editor), Philip Alperson (series editor), *The Philosophy of Art (Foundations of the Philosophy of the Arts)*. 2nd Edition, Wiley Blackwell, 2015.
4. Stecker, Robert. *Aesthetics and the Philosophy of Art: An Introduction (Elements of Philosophy) Second Edition*. Rowman & Littlefield Publishers, 2010.
5. Goldblatt, David (Author), Brown, Lee B. (Author), Patridge, Stephanie (Author). *Aesthetics: A Reader in Philosophy of the Arts 4th Edition*, Routledge, 2017.
6. Phillips, Edmund Burke Adam (Editor), *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*, Cambridge University Press, 2014.

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF RELIGION					
Type of Course	DSE					
Course Code	MG5DSEPHL 301					
Course Level	300-399					
Course Summary	This course deals the concept of religion and different argument for and against philosophy of religion. Further, it evaluates religion in the present world.					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					60

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the philosophy of religion	U	10
2	Analysing the idea of religion	AN	1
3	Analysing major argument for theism	AN	4
4	Exposing major argument for atheism	E	1
5	Enable learner to develop critical study	I	1
6	Cultivate comparative ability	S	3
7	Figuring out the role of religion in the present world	A	7
8			

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Concept of religion	4	1
	1.2	Origin of religion	4	1
	1.3	Foundation of religion(reason, faith, revelation)	6	2
2	2.1	Major proof for the existence of God Ontological argument (St. Anselm)	4	2
	2.2	Cosmological argument (St. Thomas Aquinas)	4	2
	2.3	Teleological argument (William Paley) Moral argument (Immanuel Kant)	6	2
3	3.1	Problem of Evil: defence and criticism	4	4
	3.2	Religious experience and language	4	5
	3.3	The idea of atheism in Buddhism	8	4
4	4.1	Role of religion in the modern world	4	2

	4.2	Comparative account of religious perspectives and practices (debate)	4	6
	4.3	Religious conflicts and secularism. 14 th Dalai Lama Nobel Prize acceptance Speech (reading)	8	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecturing Discussion Debate																						
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book MGU-UGP (HONOURS)																						
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References

1. A. R. MOHAPATRA, Philosophy of Religion-An Approach to World religions, Sterling Publisher, 1985.
2. Y. Masih, Introduction to Religious Philosophy, Motilal Banarsidas Publishers Ltd, 2002, New Delhi.
3. Quinn, Philip L and Charles Taliaferro Eds. "A companion to Philosophy of Religion, Wiley Blackwell, 1997.
4. Michael Peterson, William Hasker, Bruce Reichenbach and David Basinger. Philosophy of religion: Selected readings, fourth edition. Eds. 2010, Oxford university Press.
5. Ayer A.J, The revolution in Philosophy, Macmillan Publications, London, 1971
6. Ayer A.J., The problem of knowledge, Penguin Books, 1948, New York.
7. Kant, Immanuel. Groundwork for the Metaphysics of Morals, Edited and Translated by Allen W. Wood, Yale university press, 2002.

SUGGESTED READINGS

1. Radhakrishnan, S. Eastern religious and western thought, Oxford University Press, 1989.
2. Abernathy George and Thomas Langford, Philosophy of Religion A Book of readings. 1962.
3. Sutherland, Stewart eds. The world religions, London, Routledge publishers, 1988.

Syllabus



Mahatma Gandhi University Kottayam

Programme						
Course Name	Research Methodology in Philosophy					
Type of Course	SEC					
Course Code	MG5SECPHL 300					
Course Level	300-399					
Course Summary	This course will act as a capstone for research in Philosophy consist of Research Methodology, Methods, Writing Practices, Language and Soft Skills.					
Semester	V	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2		1		60
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Helps to identify and formulate Research Problem. To Find out Relation of Scientific and Philosophical Research	U, C	1, 2
2	Analyse and Evaluate different Methods in Philosophy	An, E	1, 2, 3
3	Explain the rationale for Research Ethics	U, A	5, 6, 8
4	Employ MLA/ APA formats for citation of print and electronic materials.	C, S	4
5	Identify, explain, compare, and prepare the key elements of a research proposal/report.	C, S	4

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Research Problem, Hypothesis	1.1	Research Problem and Research Questions Hypothesis: Types Verification and Proof Theory and Law	7	1
	1.2	Verificationism, Falsification, Paradigm Shift Components of philosophical method Relation of Scientific and Philosophical Research Indexing databases Citation databases: Web of Science, Scopus, JSTOR Formulate / Identify a Research Problem	8	1
2 Methods in Philosophy and Research Ethics	2.1.	Critical Method, Empirical Method, Rational Method. Dialectical Method. Analytical Method	7	2
	2.2	Phenomenological Method: Western and Indian Hermeneutical Method: Western and Indian Deconstructive Method	6	2
	2.3	Intellectual Honesty and Research Integrity Scientific misconducts: Falsification, Fabrication and Plagiarism. Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing.	6	3

3 Methodology of Preparing Research Paper	3.1	Soft Skills in Research	6	4
	3.2	Preparation of Project Proposal: Title, Abstract, Introduction, Rationale, Objectives, Methodology, Time frame and work plan, budget and reference. Practical: 1. Introducing AI Tools Prepare a project proposal draft	9	5
	3.3	Citation and notes Reference and Bibliography Style Manuals: APA style, MLA style, ASA style, The Chicago Manual of style etc Read: MLA Handbook	6	4
	3.4	Practical: 1. Visit your library, select books single authored, multiple authored, edited, Philosophy journals, Newspapers, unpublished synopsis/thesis etc- and prepare bibliography based on MLA style 2. Reference Management Software like Zotero/ Mendeley	5	5
4	Teacher specific content: This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecturing Discussion Debate																				
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 25 marks Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																				
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MGU-UGP (HONOURS)

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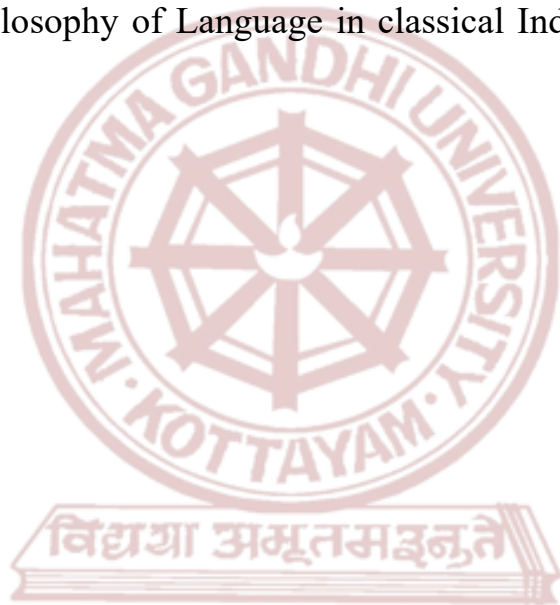
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MGU-UGP (HONOURS)


Syllabus



Semester-VI

MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	Phenomenology and Existentialism					
Type of Course	DSC A					
Course Code	MG6DSCPHL 300					
Course Level	300-399					
Course Summary	The course discusses the key concepts in phenomenology discussed by Franz Brentano Husserl- Merley Ponty. Analyse major existentialist views of Nietzsche Kierkegaard Gabriel Marcel Karl jaspers Martin Heidegger and Sartre.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO) 1

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand about origin and evolution of phenomenology and Existentialism.	U	1,3,4

2	It helps to analyse an idea of changing the way we view metaphysical and epistemological claims.	An	1
3	It asserts that individual people are as unique as their life stories.	A	1,5,6
4	It enables to think freely and avoids the pitfalls of strategies of self-deceit and bad faith	E	1,2,6
5	It provides the internally given structures of self-consciousness and cognitive concern.	A	1,2,6
6	Allows the learners to understand the essence of their purpose in life	U	1,2,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Meaning, Definition and evolution of phenomenology	4	1
	1.2	General characteristics of phenomenology	5	1
	1.3	Phenomenology of Franz Brentano	6	3
2	2.1	Phenomenology of Husserl- epoche-phenomenological reduction, eidetic reduction, transcendental reduction, consciousness- Intentionality. Discussion on Phenomenological method	6	1,5,6
	2.2	Phenomenology of Merley Ponty-Idea of perception.	4	1,3

	2.3	Body and subjectivity.	3	1,4,5
3	3.1	General characteristics of Existentialism. Kierkegaard-meaning of existence, three stages of life-aesthetic, ethical and religious. Discussion on Stages of life.	7	1
	3.2	Nietzsche-Critic of Christianity, will to power	4	1,5,6
	3.3	Gabriel Marcel-problem of mystery, concept of Being, hope and love.	5	4
4	4.1	Karl jaspers-Personal experience and transcendence.	5	4,5
	4.2	Martin Heidegger-question of Being, Concept of Dasein.	5	2,4,5,
	4.3	Sartre- modes of Being, concept of choice, freedom and existence. Text Reading-Existentialism is a Humanism.	6	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Assignment, Seminar on selected topics, Debate, Quiz, Text reading, Discussions.																				
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																				
	B. Semester End examination. Written examination 2 hrs. <table border="1" data-bbox="456 943 1489 1151"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part- Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part- Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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MGU-UGP (HONOURS)

References

Syllabus

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MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF KANT					
Type of Course	DSE					
Course Code	MG6DSEPHL 300					
Course Level	300-399					
Course Summary	This course is intended to introduce and discuss the contributions of Kant to Philosophy. The learners can have detailed knowledge of central themes focusing on central questions regarding Philosophy of Kant.					
Semester	VI			Credits	4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To analyse the influences of Kant	An	1

2	To make an understanding of Kant's Contributions to Philosophy	U	1
3	To discuss the Critical Philosophy of Kant	An/E	5 & 6
4	To help the student to critically evaluate the relevance of Kantian philosophy in the contemporary western philosophy	E	1
5	Aims a detailed analysis of moral philosophy of Kant	An/ U	8
6	To familiarise Kant's aesthetical contribution	An/Ap	1
8			

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Hume's Influence on Kant Main works of Kant	8	1
	1.2	The notion of Enlightenment The 'Copernican Revolution' in Philosophy Debate on 'The Copernican revolution in Philosophy'	9	2
2	2.1	The schema of 'Critique of Pure Reason'	8	2

	2.2	Transcendental Aesthetic Space and Time	8	3
3	3.1	Transcendental Analytic	4	3
	3.2	Categories of understanding Noumena/Phenomena	8	4
	3.3	Transcendental unity of apperception Antinomies and Paralogisms	6	4
	3.4	Discussion & Seminar Presentations on Categories of understanding	6	4
4	4.1	Categorical imperative	6	5
	4.2	An overview of Kantian theory of art	5	6
	4.3	Reading & Review writing – Banham, Gary. “Kant’s Moral Theory”. British Journal for the History of Philosophy	7	6
5	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture ,Discussion/Review writing/Poster making/ Quiz on the basis of reading the original works</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>																				
	<p>B. Semester End examination</p> <p>Written examination 2 hrs.</p> <table border="1" data-bbox="459 1014 1489 1220"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part– Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part– Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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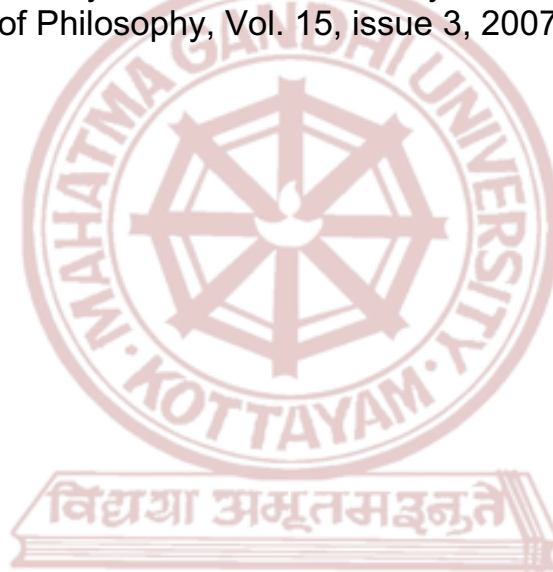
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2. Kant, Immanuel *Groundwork of the Metaphysics of Morals*. Cambridge University Press, 2012.

3. Hume, David (1739). *A Treatise of Human Nature, Ch.1*. Dover Publications Inc; New Edition, 2004.

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1. Allais, Lucy. 'Kant's One World: Interpreting "Transcendental Idealism".' In *British Journal for the History of Philosophy*, Vol. 12, No. 4, 655–684, 2004.
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4. Banham, Gary. "Kant's Moral Theory". *British Journal for the History of Philosophy*, Vol. 15, issue 3, 2007.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Hegel and Marx					
Type of Course	DSE					
Course Code	MG6DSEPHL 301					
Course Level	300-399					
Course Summary	Course discuss the epistemological , metaphysical and social aspects of the philosophy of Hegel and Marx.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Remember the origin of critical rationalism and its development	K	1
2	Understand the dialectical process in idealism	U	1
3	Analyse process of Dialectics in different fields	An	5,6
4	Evaluate the differences and similarities of dialectical process in idealism and materialism	E	10
5	Create a reflective examination of religion	C	7,8
6	Updating the topic from current scenario	I	3
7			

8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Hegel	1.1	Post Kantian period	5	1
	1.2	Self consciousness	5	2
	1.3	Process of dialectics	6	3
2 Idealism	2.1	Logic , Dialectics of nature	8	3
	2.2	Mind , Religion	7	3
	2.3	Text reading - phenomenology of Spirit - (True spirit 266-290)	7	3
3 Marx	3.1	Idealism and materialism	4	4
	3.2	Dialectical materialism	7	4
	3.3	Historical materialism	6	4
4	4.1	Religion	6	5
Recent	4.2	The dialect in practice and dialect in progress	7	4

Trends	4.3	Neo Marxism,	7	6
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5	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures , text reading ,Debate</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
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2. Anderson, Perry. Considerations of Western Marxism, NLB, 1976, London.
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2. Marx, Karl and Engels, Friedrich. Collected Works, International Publishers 1975, New York & London



		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF AMBEDKAR					
Type of Course	DSE					
Course Code	MG6DSEPHL 302					
Course Level	300-399					
Course Summary	This course is designed to discuss Dr. B. R. Ambedkar's philosophy with special reference to refutation of Hindu tradition and critique of caste. Further, it discusses neo Buddhism and his view of ideal religion					
Semester	VI	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		4				60
Pre-requisites, if any	Nil					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand Ambedkar and his Biography	U	10
2	Illustrating Ambedkar's critique of Hindu tradition	I	1
3	Make student to analyse the sudra's structure	An	1

4	Evaluate Ambedkar's Annihilation of Caste	E	1
5	Enable to know Ambedkar's idea of ideal religion.	U	8
6	Create an opportunity to analyse Ambedkar's concept of Neo Buddhism	AN	7
7	Equip student to understand the relevance of Ambedkar's Philosophy	I	6
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction Biography	5	1
	1.2	Influence	3	1
	1.3	Background of Ambedkars' philosophy	5	1
2	2.1	Critique of Tradition Varna system Caste system Untouchability	7	2
	2.2	Who were the Shudras?	5	3

		Annihilation of Caste (Reading)	5	4
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3	3.1	Ambedkar's Concept of Religion Ambedkar's concept of ideal religion.	5	5
	3.2	Dhamma, Karma and Morality.	5	5
	3.3	Ambedkar's conception of Neo Buddhism	5	6
4	4.1	Relevance and significance Perspective of Democracy	5	7
	4.2	Trinity concept of Ambedkar and its relevance.	5	7
	4.3	Contemporary Relevance	5	7
5	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p> <p>MGU-UGP (HONOURS)</p>			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. Lecture. 2. Discussion 3. Debate
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p>

	Course Activity Report /Record book		
	B. Semester End examination		
	Written examination 2 hrs.		
	Type	No. of Questions	Mark
	A Part-Short Answer	8/12	2
	B Part- Short Essay	6/10	5
	C Part – Essay	2/4	12
	Total		70

References

1. Roudigues Valeession, The essential Writings of Dr. B.R. Ambedkar. 2005, oxford.
2. Dhananjay keer, Life and Mission of Dr. B. R. Ambedkar, Popular Prakasan Pvt .Ltd., 2005, Mumbai.

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1. Bharathi K.S. “The Political Thought of Ambedkar”. chapter 1 and 2, Concept Publication, 1998 New Delhi.
2. Babasaheb Ambedkar, “Writings and Speeches”.Vol.1. Vol.2.part 1,Vol.2.Part2, Vol.8,Vol.9,Vol.12 part 2 published by Government of Karnataka.
3. Ambedkar, R., Bhimrao. Annihilation of Caste. Amazon Digital Services LLC - KDP Print, 16 June 2019, US.
4. Ambedkar, R., Bhimrao. Who were the Shudras, 19 may 2023, BLURB Incorporated.



Mahatma Gandhi University Kottayam

Programme						
Course Name	PHILOSOPHICAL WRITING					
Type of Course	SEC					
Course Code	MG6SECPHL 300					
Course Level	300-399					
Course Summary	This course aims to equip students with concepts and tools of reasoning in their philosophical reading and writing. The theoretical component of this course is aimed at equipping the learners with more tools of thinking and writing to sharpen and enhance their analytical and critical thinking faculty. The practical component of this course has two aspects; the first is about learning to read philosophical texts and the second is learning to write a philosophical paper.					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	others	
		2		1		60
Pre-requisites, if any	NIL					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify philosophical issues and question in philosophical texts	U	1,2
2	Ask philosophical questions while engaging with ordinary issues	A,S	3,10,6
3	Review and evaluate a philosophical paper	E,S	1,2,10
4	Organize ideas and present them in a systematic and structured manner	C	4

5	Articulate and defend a philosophical position.	C	5,6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. BASIC TOOLS FOR ARGUMENT	1.1	Conceptual tools : First order enquiry and second order enquiry; Descriptive and normative; Transcendental and empirical ; Absolute and relative ; Objective and Subjective ; Extension and intension ;Reduction and non-reduction ;Essence and accident ;Sense and reference ;Syntax and semantics ;Types and tokens ;Axiom and theorem Hume’s fork ;Ockham’s razor ;Paradox Primitive and self-evident truths	10hrs	1,2
	1.2	Propositions : Proposition and sentence . Simple and complex , Singular and general . Necessary and Contingent. Apriori and aposteriori. <i>De re</i> and <i>de dicto</i> .Analytic-synthetic Kinds of implication :a)Necessary and sufficient conditions b)Logical c)Material d)Causal e)Theoretical f)Informative	7hrs	1,3
2. Analysing Arguments	2.1	Introduction; Arguments by examples; Arguments by analogy; Arguments from Authority	4hrs	3
	2.2	Analysing Argument: Paraphrasing Arguments, Diagramming Arguments, Complex Argumentative Passages, Problems in Reasoning	4hrs	3
	2.3	Reading a philosophical text- Plato’s <i>Republic</i>	9hrs	3

3.METHODS OF WRITING	3.1	<p>Methods of Writing</p> <ol style="list-style-type: none"> 1. Argumentative method <ol style="list-style-type: none"> a. Inductive b. Deductive 2. Hermeneutical (interpretative) method <ol style="list-style-type: none"> 1. Exegetical or explanatory or expository 2. Creative 3. Exploitative 3. Persuasive 4. Others <ol style="list-style-type: none"> a. Descriptive b. Narrative c. Creative 5. Proposal Writing 	10hrs	4
	3.2	<p>Writing a philosophical paper</p> <p>Types of Philosophy Papers -Argumentative papers, compare and contrast, Analysis papers, research papers, summary papers and abstract</p>	8hrs	4
	3.3	Preparing the outline, presentation and discussion	8hrs	4,5
4.	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. Lectures 2. Discussion on assigned readings. 3. Seminar presentations 4. Class tests
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 25 marks</p> <p>Test Paper</p>

	<p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
	<p>B. Semester End examination 50 marks</p> <p>Open book examination -</p> <p>Written examination - 1hour</p> <table border="1"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part -Short Answer</td> <td>5/8</td> <td>2</td> <td>10</td> </tr> <tr> <td>B Part – Short Essay</td> <td>5/8</td> <td>5</td> <td>25</td> </tr> <tr> <td>C Part – Essay</td> <td>1/2</td> <td>15</td> <td>15</td> </tr> <tr> <td colspan="3">Total</td> <td>50</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part -Short Answer	5/8	2	10	B Part – Short Essay	5/8	5	25	C Part – Essay	1/2	15	15	Total			50
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References

Module 1

1.1 &2 Baggini, J., Fosl, Peter S., *The Philosopher's Toolkit* , Wiley-Blackwell), 2002
Chapter 4, 5 & 7.

Module 2

2.1 Weston, Antony, (2017), *A Rulebook for Argument* (Hackett Publishing, 5th edition or any other edition), Chapter

2.2 Copi, I.M., and Cohen, C. *Introduction to Logic*, 13th Edition ,Pearson Education Asia Low Price Edition, 2001. Chapter 2.

2.3 Guttenplan, Samuel, Jennifer Hornsby, Christopher Janaway (*Reading Philosophy: Selected Texts with a Method for Beginners* NJ : Wiley, 2021.

Module 3

3.1 Rescher, Nicholas, (2001), "Interpreting philosophical texts", *Philosophical: A study in the Methodology of Philosophical Reasoning*, (Blackwell, Oxford)

3.1 Seech, Zachary, (2009), *Writing Philosophy Papers*, (Wadsworth Centage Learning)

3.2&3.3 Seech, Zachary, (2009), *Writing Philosophy Papers*, (Wadsworth Centage Learning) Chapter 2,3,4&5

3.3 Weston, Antony, (2017), *A Rulebook for Argument* (Hackett Publishing, 5th edition or any other edition), Chapter 7, 8 & 9

3.3 Martinich, A.P. (1996) *Philosophical writing : An introduction* (Massachusetts: Blackwell Publishers). Chapter 3,4 &5

3.3 Leki, Ilona, (1998), *Academic Writing: Exploring Processes and Strategies*, (Cambridge University Press)



Mahatma Gandhi University Kottayam

Programme						
Course Name	PHILOSOPHY AND CULTURAL STUDIES					
Type of Course	VAC					
Course Code	MG6VACPHL 300					
Course Level	300-399					
Course Summary	The course is designed with the objective of introducing cultural studies to the students of Philosophy. It mainly intends to bring an awareness among the students as to how culture is rooted in philosophy and vice versa. It also highlights the contemporary relevance of cultural studies across disciplines.					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	45
		3				
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No

1	Understand culture and introduce students to the origin of cultural studies. Define Cultural studies	U	1
2	Analyse and expose the different concepts and theories in cultural studies	An	1,2
3	Evaluate the interconnections between cultural studies and philosophy	E	1,2,3
4	Create interest on how Globalisation impacts culture	C	6
5	Apply critically the cultural impacts on market and mass media	A	4,6
6	Develop skills in relating, understanding and applying philosophical concepts to culture	S	6,8
7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction to Cultural Studies Definition of Culture –	5	1
	1.2	Birmingham school- Raymond Williams Concepts of cultural studies	5	1,3
	1.3	Identity, Power and Culture	4	2

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	1.4	Hegemony, Ideology, Cyber Space	4	2	
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2	2.1	Philosophy and Culture	4	3
	2.2	Cultural Theory and Criticism, Structuralism, Habermas- Public Sphere	4	3
	2.3	Jacques Derrida- Deconstruction, Queer Theory	5	3
3	3.1	Globalization and Culture	5	4
	3.2	Market and Mass Media, Consumption of Culture	4	4
	3.3	Visual Culture, Popular Culture, Subculture	5	4
4	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures Tutorials Group Discussions Power point Presentations																																																		
Assessment Types	<table border="1"> <tr> <td colspan="4" data-bbox="360 651 1394 696" style="text-align: center;">MODE OF ASSESSMENT</td> </tr> <tr> <td colspan="4" data-bbox="360 703 1394 748" style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) 25 marks</td> </tr> <tr> <td colspan="4" data-bbox="360 754 1394 799" style="text-align: center;">Test Paper</td> </tr> <tr> <td colspan="4" data-bbox="360 806 1394 851" style="text-align: center;">Assignment/ Viva/ Seminar/ Quiz</td> </tr> <tr> <td colspan="4" data-bbox="360 857 1394 902" style="text-align: center;">Course Activity Report /Record book</td> </tr> <tr> <td colspan="4" data-bbox="360 909 1394 954" style="text-align: center;">B. Semester End examination 50 marks</td> </tr> <tr> <td colspan="4" data-bbox="360 960 1394 1005" style="text-align: center;">written examination - 1hour</td> </tr> <tr> <td data-bbox="360 1012 592 1146">Type</td> <td data-bbox="596 1012 879 1146">No. of Questions</td> <td data-bbox="884 1012 991 1146">Mark</td> <td data-bbox="995 1012 1394 1146">Total Marks</td> </tr> <tr> <td data-bbox="360 1153 592 1198">A Part -Short Answer</td> <td data-bbox="596 1153 879 1198">5/8</td> <td data-bbox="884 1153 991 1198">2</td> <td data-bbox="995 1153 1394 1198">10</td> </tr> <tr> <td data-bbox="360 1205 592 1249">B Part – Short Essay</td> <td data-bbox="596 1205 879 1249">5/8</td> <td data-bbox="884 1205 991 1249">5</td> <td data-bbox="995 1205 1394 1249">25</td> </tr> <tr> <td data-bbox="360 1256 592 1301">C Part – Essay</td> <td data-bbox="596 1256 879 1301">1/2</td> <td data-bbox="884 1256 991 1301">15</td> <td data-bbox="995 1256 1394 1301">15</td> </tr> <tr> <td colspan="3" data-bbox="360 1308 991 1352" style="text-align: center;">Total</td> <td data-bbox="995 1308 1394 1352">50</td> </tr> </table>			MODE OF ASSESSMENT				A. Continuous Comprehensive Assessment (CCA) 25 marks				Test Paper				Assignment/ Viva/ Seminar/ Quiz				Course Activity Report /Record book				B. Semester End examination 50 marks				written examination - 1hour				Type	No. of Questions	Mark	Total Marks	A Part -Short Answer	5/8	2	10	B Part – Short Essay	5/8	5	25	C Part – Essay	1/2	15	15	Total			50
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References

1. Chris Barker. *Cultural Studies: Theory and Practice*. Sage Publications, 2005.
2. Simon During. *Cultural Studies Reader*. Routledge, 1993.
3. Meenakshi G Durham and Douglas M Kellner. Ed. *Media and Cultural Studies*. Blackwell, 2006.
4. Theodor Adorno and Max Horkheimer. *The Culture Industry :Selected Essays on Mass Culture*. Routledge,2001.
5. Andrew Milner, *Contemporary Culture Theory: An Introduction*. Routledge, 2002.
6. Pramod K Nayar, *An Introduction to Cultural Studies*. Viva Books, 2009.

SUGGESTED READINGS

Raymond Williams. *Culture*. Oxford,1983.

Semester-VII



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Meta Ethics					
Type of Course	DCC					
Course Code	MG7DCCPHL 400					
Course Level	400-499					
Course Summary	To introduce fundamental concepts of meta ethics					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any	Nil					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To investigate the status of morality, the nature of ethical facts, and the meaning of ethical statements.	U, An	1, 8
2	To explain what is metaethics is, and how it differs from normative and applied ethics	An	1, 8
3	Evaluate basic terminologies: Moral Realism, Moral Non-Realism, Cognitivism, Non-Cognitivism, Naturalism and Non-Naturalism, Internalism and Externalism.	An, E	1, 8
4	To introduce the open question argument (OQA) and how it relates to the naturalistic fallacy.	An	2, 8

5	To show how emotivism raises issues about relativity, truth and normativity. Discuss ethical psychology	E	3, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Linguistic Turn in Ethics	5	2
	1.2	Normative Ethics and Meta Ethics	5	2
2	2.1	Ethical Scepticism: Nature, Historical Origin and Development	8	1
	2.2	Logical Positivists' Approach: Ayer and Carnap	6	1,2
		Carnap's Critique of Metaphysics		
2.3	Ethical Realism and Anti Realism	7	3	
3	3.1	Ethical cognitivism and non-cognitivism	6	3
	3.2	Ethical Naturalism and Non-naturalism	5	3
	3.3	Naturalistic Fallacy: G.E. Moore, Open Question Argument	7	4
4	4.1	Intuitionism: Prichard and Ross	9	5
		Emotivism: A.J. Ayer, C.L. Stevenson		
	4.2	Prescriptivism: R.M. Hare	6	5
	4.3	Ethical psychology: the Human theory of motivation and the connection between moral judgment and motivation.	6	5
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc.,			

	as specified by the teacher concerned. This content will be evaluated internally.																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
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Reference

1. Andrew Fisher, Metaethics: An Introduction, Acumen Publishing Limited, Durham, 2011
2. Matthew Chrisman, What is this thing called metaethics? Routledge, London, 2017.
3. W.D. Hudson: Modern Moral Philosophy, Macmillan, London, 1983

Suggested Readings

- Ayer, A. J. 1946. Language, Truth and Logic. 2nd edn. London: V. Gollancz Ltd.
- Hare, R. M. 1952. The Language of Morals. Oxford: Oxford University Press.
- Moore, G. E. 1903. Principia Ethica. Cambridge: Cambridge University
- Ross, W. D. 1930. The Right and the Good. Oxford: Oxford University Press

Hume, David. *A Treatise of Human Nature*. Edited by Ernest Campbell Mossner, Penguin Classics, 1985.


Rudolf Carnap, 'The Elimination of Metaphysics through the Logical Analysis of Language' A.J. Ayer (ed) *Logical Positivism*, The Free Press, New York, 1959 pp.60-81

Charles L Stevenson 'The Nature of Ethical Disagreement', *Ethical Theory 1: the Question of objectivity*, James Rachels (ed), Oxford University Press. 1998.



MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Contemporary Continental Philosophy					
Type of Course	DCC					
Course Code	MG7DCCPHL401					
Course Level	400-499					
Course Summary	Contemporary Continental Philosophy examines the ideas of influential European philosophers in the second half of the 20th Century such as critical theory, philosophical hermeneutics, structuralism, deconstruction, poststructuralism, and postmodernism.					
Semester	VII	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		4				60
Pre-requisites, if any	NIL					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO No
1	Understand the development of Hermeneutic tradition of Friedrich Schleiermacher, William Dilthey and Gadamer	U	1
2	Analyse the problem of understanding and the role of tradition in it	An	2
3	Understand the poststructuralist turn of Derrida, Foucault	U	1
4	Analyse the idea of discourse and power	An	2
5	Understand the idea of postmodern	U	1

6	Create a discussion of postmodern attitude in the society	C	10
7	Understand the development of the critical theory from Marx to Habermas	U	1
8	Analyse Habermas' attempts to bring back enlightenment rationality as communicative rationality	An	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1.Understanding, Dialogue, Truth	1.1	Introduction: Friedrich Schleiermacher William Dilthey	7hrs	1
	1.2	Gadamer : Philosophical Hermeneutics, Dialogic nature of understanding, Hermeneutic circle, Play, self, Aesthetic nature of truth. <i>Readings: sections from Truth and Method</i>	8hrs	1,2
2.Structure,Discourse, Power	2.1	Ferdinand De Saussure: Theory of signs <i>Readings: Course in General Linguistics</i>	3hrs	3
	2.2	Jacques Derrida: critique of logocentrism, differance, textuality, writing; <i>Readings: Structure sign and Play, Differance</i>	8hrs	3,4
	2.3	Michel Foucault: Archaeology, discourse, genealogy, power/knowledge <i>Readings: sections from The Order of Things , sections from Discipline and Punish</i>	8hrs	3,4
3.Metanarratives , Simulacra	3.1	Modern and Postmodern	3hrs	5
	3.2	JF Lyotard: critique of metanarrative traditions <i>Readings: sections from The postmodern condition</i>	4hrs	6
	3.3	Jean Baudrillard- Simulacra	4hrs	6

4.Negative Dialectics, Culture Industry, Communicative reason,	4.1	Critical theory of Frankfurt school <i>Readings: David West, "Dialectics of Emancipation: Marx, The Frankfurt School and Habermas" In An Introduction to Continental philosophy</i>	3hrs	7
	4.2	Adorno and Horkheimer - Negative dialectics, Culture Industry <i>Readings: Selection from Dialectics of Enlightenment</i>	4hrs.	7
	4.3	Jurgen Habermas : Public sphere , Unfinished Project of modernity, Communicative reason, Post metaphysical thinking <i>Readings: Sections from The Structural transformation of Public sphere ;Sections from Theory of Communicative Action, Sections from Postmetaphysical thinking</i>	8hrs	7,8

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 5. Lectures 6. Discussion on assigned readings. 7. Seminar presentations 8. Class tests
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>
	<p>B. Semester End examination.</p> <p>Written examination 2 hrs.</p>

Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
B Part- Short Essay	6/10	5	30
C Part – Essay	2/4	12	24
Total			70

References

Module 1

1.2. Gadamer : The Universality of Hermeneutic Problem in *Continental Philosophy Reader*, pp-111- 121

1.2 Essay on Gadamer in Jon Simons edited *From Kant to Levi Strauss: The Background to Contemporary Critical Theory*

1.2 Gadamer, Survey of thought in Routledge Encyclopaedia of Philosophy

1.2 Lawrence K Schmidt, "Gadamer's Theory of Hermeneutic Experience" in *Understanding Hermeneutics*, Acumen, 2006

Module 2

2.2 Derrida, 'Differance', in *Continental Philosophy Reader*

2.2 'Deconstruction and Derrida' in Richard Kearney (ed). *Continental Philosophy in the Twentieth Century*, p.365-385.

2.2 'Interview with Derrida', in Richard Kearney(ed), *Interview with Contemporary Continental Thinkers*.

2.2 David West, "Derrida's Deconstruction of Western Metaphysics", in *An Introduction to Continental Philosophy*, Polity Press, 1996.

2.3 Foucault: Nietzsche Genealogy History in *Foucault Reader*

2.3 Essay on Foucault , in Jon Simons Edited *Contemporary Critical Thinkers Vol 2*.

2.3 David West, " Foucault's Genealogy of the Subject" in *An Introduction to Continental Philosophy*, Polity Press, 1996.

Module 3

3.1 ,2&3 David West, *Continental Philosophy, An Introduction* , Polity Press, 1996. Chapter 7

3.2 Lyotard, *The Postmodern Condition: A Report on Knowledge*, University of Minnesota Press, 1984

3.3 Baudillard ,Jean. *Simulacra and Simulation*

Module 4

4.1 David West "Dialectics of Emancipation: Marx, the Frankfurt school and Habermas" in *An Introduction to Continental Philosophy*, Polity Press ,1996.

4.3. Habermas : 'Communicative versus Subject Centered Reason' in *From Modernism to Postmodernism: An Anthology*

4.3 Barbara Fultner. *Habermas: Key concepts*, Routledge

SUGGESTED READINGS

1. Richard Kearney, Continental Philosophy in the Twentieth Century, Routledge, 2005
2. David West, Continental Philosophy, An Introduction, Polity Press, 1996
3. Alan D Schrift (ed.) The History of Continental Philosophy, Vol 1-8, University of Chicago Press,
4. Jon Simons (ed.) From Kant to Levi Strauss, Edinburg University Press, 2002
5. Jon Simons (ed.) From Lacan to Said, Edinburg University Press, 2004
6. Jack Reynold, Understanding Existentialism, Acumen Press, 2006,
7. James Williams, Understanding Poststructuralism, Acumen Press, 2005.
8. Continental Philosophy: A Very Short Introduction, Blackwell Publishers
9. Barbara Fultner. Habermas: Key concepts, Routledge 2014.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Philosophy of Language					
Type of Course	DCC					
Course Code	MG7DCCPHL 401					
Course Level	400-499					
Course Summary	Course examines the linguistic turn in philosophy and there by introduce the analytic method.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Practicum	
		4				60
Pre-requisites, if any	None					

MGU-UGP (HONOURS)

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the differences in factual analysis and conceptual analysis in the knowledge system	Understand	2,3
2	Apply analytic /synthetic distinction in the factual and conceptual analysis of knowledge	Apply	2,6
3	Evaluate the difference between sense and reference and its connection with meaning theories	Evaluate	10
4	Create an awareness about the functions of language and the derivation of meaning through its functions	Create	3,10
5	Remember the Cartesian legacy in language analysis	Remember	1,2,3
6	Analyse the intentionality in language	Analyse	2

7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Linguistic turn	1.1	First order second order inquiry	4	1
	1.2	Linguistic turn	4	1
	1.3	Stages of development of Analytic Philosophy	3	1
2 Theories of meaning	2.1	Sense and reference	5	3
	2.2	Definite description	4	3
	2.3	Semantic theory of meaning, Truth theory of meaning, Coherence theory of meaning	6	3
3 Wittgenstein's Philosophy	3.1	Picture Theory of meaning	3	3
	3.2	Depth Grammar and surface Grammar, Private Language Argument	5	4
	3.3	Reading - Philosophical investigation –page no.(182-243)	10	4
4 Speech act Theories	4.1	J.L Austin's speech act	5	4
	4.2	Rejection of Cartesian dualism	5	5

	4.3	Intentionality of Searle	6	6																				
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures ,Debate , Reading																							
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																							
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References

- 1.Ayer,A.J.Language,Truth and Logic,Dover,1952,New York
- 2..Gross,B.R. Analytic Philosophy An Historic Introduction. Oxford &IBH co,1970,New Delhi.
- 3.Miller,A. Philosophy of Language. Routledge,1998,London
- 4..Pradhan, R.C. Philosophy and Meaning Representation. D.K. Print World(P) Ltd.1996,New Delhi

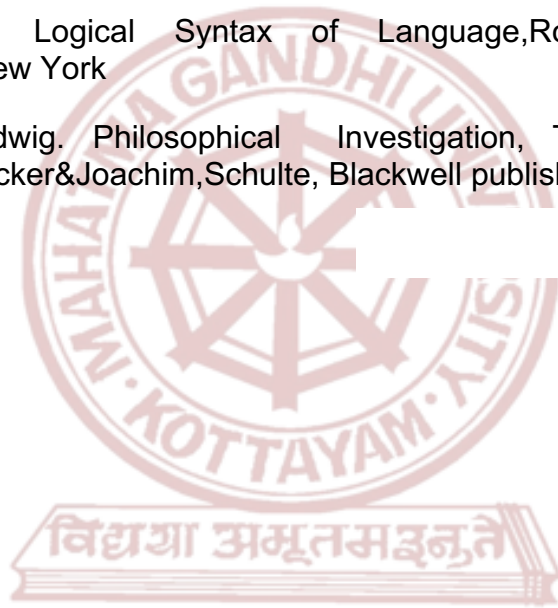
5.Pradhan, R.C. Recent Developments in Analytic Philosophy. Indian Council Of Philosophical Research,2001, New Delhi

6.Sen,P.K. Reference and Truth.Indian Council of Philosophical research & Allied Publishers Limited,1991,New Delhi

SUGGESTED READINGS


1.Carnap, R. The Logical Syntax of Language,Routledge&Kegan Paul Ltd.,1937,London &New York

2. Wittgenstein, Ludwig. Philosophical Investigation, Translated by G.E.M. Anscombe,P.M.S. Hacker&Joachim,Schulte, Blackwell publishing,2009,U.K.



MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF SCIENCE					
Type of Course	DCE					
Course Code	MG7DCEPHL 400					
Course Level	400-499					
Course Summary	After completing the course the student will be able to have a knowledge of the key concepts, arguments and positions in Philosophy of science					
Semester	VII	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		4				60
Pre-requisites, if any	Nil					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand relationship between philosophy and science.	U	1,2

2	Analyse the role of philosophy in the application of scientific methods and explanations.	An	1,2,3
3	Evaluate the methods, changes and progress that is happening in the field of science.	E	1,2
4	Analyse the philosophical problems in natural science.	An	1,2
5	Critically analyse applying models of scientific development.	An	1,2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

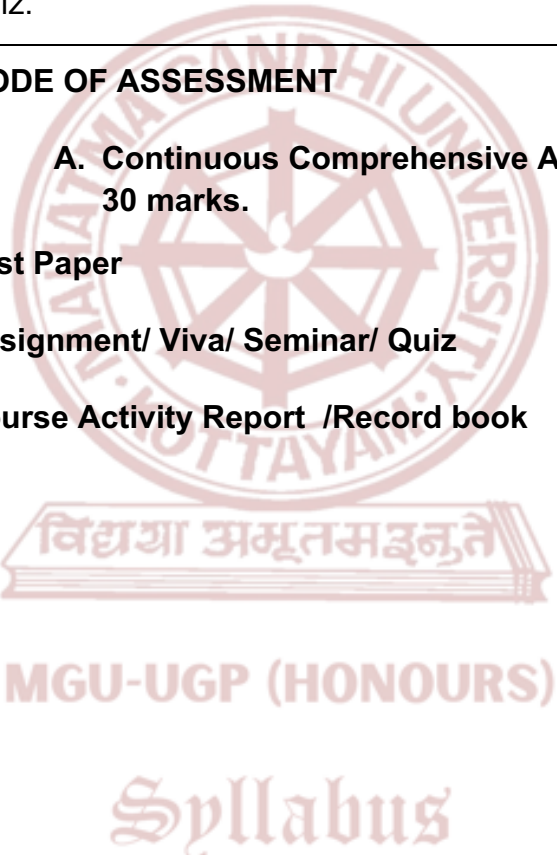
Module	Units	Course description	Hrs	CO No.
1	1.1	The nature of philosophy of science	4	1
	1.2	Development of science: Copernicus, Kepler, Galileo, Newton, and Einstein	5	1

	1.3	Relation between Philosophy and Science – Realism vs Anti- realism.	5	1
2	2.1	Explanations in Science	4	2
	2.2	Hempel's Deductive-Nomological model	5	2
	2.3	Explanation and Causality.	5	2

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3	3.1	Methods in Science: Inductivism: The Baconian Model- Goodman's new paradox of induction- Hypothetico-deductivism	4	3
	3.2	Logical Positivist Method of Science – Verificationism Debate on Verificationism	7	3,4

	3.3	<p>Karl Popper: the problem of demarcation-Theory of falsification</p> <p>Reading: Conjectures and Refutations, 33-46</p> <p>The Logic of Scientific Discovery 10-20</p>	5	3,4
4	4.1	<p>Thomas Kuhn: Structure of Scientific Revolutions - Incommensurability- Non-cumulative progress of science.</p> <p>Discussion: Incommensurability principle</p>	6	3,4
	4.2	<p>Reading: The Structure of Scientific Revolutions, pages 1-22, 174-210.</p>	5	3,4
	4.3	<p>Liberalism of Scientific Methods: Paul Feyerabend: Epistemological Anarchy.</p> <p>“How to Defend Society Against Science” in <i>Introduction to Philosophy</i>.</p> <p>Debate: Methodological Anarchism.</p>	5	
5	Teacher specific content:			

	<p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>																				
<p>Teaching and Learning Approach</p>	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture. Debate. Discussion. Quiz.</p>																				
<p>Assessment Types</p>	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p> 																				
	<p>B. Semester End examination.</p> <p>Written examination 2 hrs.</p> <table border="1" data-bbox="496 1659 1401 1872"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>1</td> </tr> <tr> <td>B Part- Short Essay</td> <td>6/10</td> <td>5</td> <td>3</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>2</td> </tr> <tr> <td colspan="3">Total</td> <td>7</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total	A Part-Short Answer	8/12	2	1	B Part- Short Essay	6/10	5	3	C Part – Essay	2/4	12	2	Total			7
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Total			7																		

Reference.

Alex Rosenberg. Philosophy of Science, Routledge, 2000

Dilworth, C., Scientific Progress, London: D. Reidel, 1981

F. Chalmers. What is This Thing Called Science. Hackett Publishing, 1976

Hanson, N.R. Patterns of Discovery, Cambridge: Cambridge University Press, 1958

Hanson, N.R. A guide to Philosophy of Science, London: George Allen & Unwin, 1972

James Ladyman. Understanding Philosophy of Science, Routledge, 2002

Samir Okasha Philosophy of Science: A Very Short Introduction, Oxford, 2016

Suggested Readings.

Feyerabend. P. Against Method: Outline of an Anarchistic Theory of Knowledge. Verso, 1975

Popper, K. The Logic of Scientific Discovery. Routledge, 2002


Popper, K. Conjectures and Refutations. Routledge, 1963

Thomas Kuhn. The Structure of Scientific Revolutions. University of Chicago, 1962



MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	INDIAN THEORIES OF KNOWLEDGE					
Type of Course	DCE					
Course Code	MG7DCEPHL 401					
Course Level	400-499					
Course Summary	This course is assigned to discuss valid sources of knowledge throughout the Indian systems. This explains the validity and invalidity of knowledge in Indian Philosophical schools					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any	Nil					60

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the Indian perspective of valid sources of knowledge	U	1
2	To evaluate the relevance of validity of knowledge	E	1

3	To understand extrinsic and intrinsic validity of knowledge	U	1
4	Make student to analyse the distinction between partial knowledge and perfect knowledge in Jainism	AN	1
5	To analyse the distinction between true knowledge and false knowledge in Nyaya	AN	2
6	To understand erroneous kinds of knowledge in different schools of Indian Philosophy	U	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Systems of Indian Philosophy (Brief introduction)	3	1
	1.2	Nyaya epistemology – pramanas Perception (pratyaksha)	4	2
	1.3	Inference (Anumana) Comparison (upamana) Verbal testimony (sabda)	8	1
2	2.1	Charvaka materialism- Perception – Refutation of Inference	7	2
	2.2		5	3

		Theory of knowledge in Jainism – Kinds of knowlede Mediate (paroksha) Immediate (aparoksha) Three pramanas		
	2.3	Nayavada- Syadvada	4	2
3	3.1	Analysis of six pramanasin Mimamsa	6	2
	3.2	Validity of knowledge	4	2
	3.3	Svatahpramanyavada	4	7
4	4.1	Theory of error - Illusion(Adhyasa) Prabhakara Mimamsa theory of Akhyati, Nyaya theory of Anyathakhyati.	6	6
	4.2	Advaita theory of Anirvacaniyakhyati Ramanuja theory of sat khyati	5	6
	4.3	The Nihilist Madhyamika theory of astkhyati	4	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Discussion, Debate																				
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																				
	B. Semester End examination. Written examination 2 hrs. <table border="1" data-bbox="432 1099 1402 1308"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Mark</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part– Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total</td> <td>70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Mark	A Part-Short Answer	8/12	2	16	B Part– Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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C Part – Essay	2/4	12	24																		
Total			70																		

Syllabus

References

1. Mohanty, J N. Classical Indian Philosophy, Oxford, 2002.
2. Radhakrishnan, S. Indian Philosophy, vol I & II, Oxford, 2009.
3. Dasgupta, S N. A History of Indian Philosophy, vol I, Rupa publications, 2018.
4. Sharma, C D. Critical survey of Indian Philosophy, Motilal, 2004.
5. Mahadevan, T. M. P. Invitation to Indian Philosophy, Heinemann publishers, Pvt. Ltd, New Delhi, 1974.
6. Chatterjee, Sathichandra, & Datta, Dhirendramohan. An Introduction to Indian philosophy, Motilal Banarsidas, 2015.

7. Satprakashananda, Swami. Methods of knowledge According to Advaitavedanta, Advaita Ashrama publication Department, Kolkatta,1965.


SUGGESTED READINGS

1. Banerjee, N V. The spirit of Indian Philosophy, Oxford print craft Pvt. Ltd, New Delhi,1975.
2. Raju, P T. Structural Depths of Indian Thought, South Asian publishers, New Delhi,1989.
3. Tirtha, Narayana. The Sankhyakarika, Gyan publishing house,2021.
4. Chakravarty, Debasish. Vaisesika Sutra of Kanada, D.K Print world Ltd,2004.



MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam				
Programme	BA(Hons)Philosophy					
Course Name	PHILOSOPHY OF SOCIAL CONTRACT					
Type of Course	DCE					
Course Code	MG7DCEPHL 402					
Course Level	400-499					
Course Summary	This course is intended to understand the formation of state with special reference to Thomas Hobbes, John Locke and Rousseau.					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
Pre-requisites, if any	Nil					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explore the concept of state	E	1
2	Analysing the formation of state	AN	2
3	Helps to analyse Plato's and Aristotle's concept of state	AN	3
4	It makes to understand social contract theory	U	10


5	It evaluates Hobbes, Locke's and Rousseau's social contract theory	E	1
6	Make creative knowledge about political authority	C	8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	1.1	Introducing political philosophy Definition of state	8	1,2
	1.2	Plato's Concept of State Aristotle's Concept of 'Polis'	6	3
	1.3	Introduction to Social Contract Theory Origin of state	4	1,10
2	2.1	Thomas Hobbes' social contract theory. State of Nature, Human nature Law of nature.	6	10
	2.2	Establishment of commonwealth	6	1
	2.3	Critical responds against Hobbes' social contract theory	2	6
3	3.1	John Locke's Social Contract Theory. State of Nature, Human nature	6	10

		Law of nature. Locke on Natural right and private property		
	3.2	Legitimate Political Authority	6	1
	3.3	Critical responds against Locke's social contract theory.	2	6
4	4.1	Rousseau's Social Contract Theory. State of Nature, Human nature Law of nature.	6	10
	4.2	Rousseau on General Will and Democracy.	6	1
	4.3	Critical responds against Rousseau's social contract theory.	2	6
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecturing, Discussion, Debate 
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book

	B. Semester End examination.		
	Written examination 2 hrs.		
	Type	No. of Questions	Mark
	A Part-Short Answer	8/12	2
	B Part- Short Essay	6/10	5
	C Part – Essay	2/4	12
	Total		70

References

1. A.C. Kapoor, Principles of Political Science. S Chand and Company Ltd, 8 January, 2022, New Delhi.
2. Sabine G.H., Thomas L Thoeson. A History of Political Theory, Oxford and IBH Publishing Co. Pvt. Ltd, 1973, New Delhi.
3. Melissa Lane. "The Ancient Political Philosophy", The Stanford Encyclopaedia of philosophy, 2017 Edition.

SUGGESTED READINGS

1. Plato. Republic, Diamond Pocket Books Pvt Ltd., 28 January 2023.
2. Aristotle. Politics, (Editor, Cames Lord), 29 march 2013, University of Chicago Press.
3. Thomas Hobbes, Leviathan, 28 August, 1996, Cambridge University Press.
4. John Locke, Two Treatises of Government, Whitmore and Fenn and C. Brown, 7 June 2007.
5. Jean Jacques Rousseau, On the Social Contract, Dover Publications, March 2012.

Semester-VIII



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA (Hons)Philosophy			
Course Name	Feminist Philosophy			
Type of Course	DCC			
Course Code	MG8DCCPHL 400			
Course Level	400-499			
Course Summary	To Understand issues in Gender, Feminism and Philosophy			
Semester	VIII	Credits		4
Course Details	Learning Approach	Lecture	Tutorial	Others
		3	1	
Total Hours				75
Pre-requisites, if any	Nil			

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts of Sex Gender and Sexuality. Gain insight into historical and contemporary feminist issues.	U	6
2	Develop critical thinking skills by reading, understanding, and critically evaluating various philosophical materials concerning feminism.	An, E	1, 2, 4

3	Critically engage with Philosophy, Logic, Reason, Objectivity, Truth, Knowledge, Ethics, Patriarchy. Recognize, evaluate, and develop arguments in feminist philosophy	An, E	1, 2
4	Philosophical Understanding of Feminism: Marxist Feminism, Existentialist Feminism, Psycho analytic Feminism, Post Structuralist and Post -modern Feminism	An, E	1, 2, 3
5	Reading Philosophy as a Women. Gain the ability to think of solutions to the problems of gender oppression.	A	7, 10

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Feminist Philosophy: An Introduction	5	1
	1.2	Gender, Sex, Sexuality	7	1
	1.3	Social Construction of Gender	5	1
2	2.1	Waves of Feminism, Types of Feminism	4	1
	2.2	Gender Identity and Gender Problem Reading: J S Mill, Selections from The Subjection of Women (Book)	6	1,2
	2.3	Feminism as Critique of Philosophy: Critique of Reason, Objectivity, Truth, Knowledge, Ethics, Dichotomous thinking, Patriarchy Reading Philosophy as a Woman Readings: 1. Moria Gatens: "Feminism, Philosophy, And Riddles without	8	2, 3, 5

		<p>Answers” A Reader in Feminist Knowledge</p> <p>2. Nancy Jay: “Gender and Dichotomy” A Reader in Feminist Knowledge</p> <p>3. Moira Gatens: The Feminist Critique of Philosophy’, Feminism and Philosophy.</p> <p>4. Nancy Tuana, “Reading Philosophy as a Woman” (Chapter 1) Women and the History of Philosophy.</p>		
3	3.1	<p>Marxist Feminism: Engel’s view of Origin of family, Patriarchy, Private Property and Male dominance</p> <p>Reading:</p> <p>Engels: selections from The Origin of the Family, Private Property, and the State</p>	8	2,4
	3.2	<p>Existentialist Feminism: Liberalist theories, Equality of opportunities- de Beauvoir’s critique of Patriarchy, Production and Reproduction, Women as the Other</p> <p>Readings:</p> <p>1. Simone de Beauviour: Part I: Chapter 3: ‘The point of view of Historical Materialism; Part II: Chapter 1 &2 , The Second Sex.</p> <p>2. Moria Gatens: “Women as the Other’, Feminism and Philosophy.</p>	7	2,4
	3.3	<p>Psycho analysis view on becoming men and women -Freud, Little girl as little man, Femininity as failed masculinity.</p> <p>Reading:</p> <p>1.Freud: “Three Essays on the Theory of Sexuality’</p>	5	2,4

		2. Anthony Elliot: 'Psychoanalytic Feminism' Psychoanalytic Theory: An Introduction		
4	4.1	Structuralism and the problem of language: Lacan's Imaginary, Mirror stage and the 'Symbolic', Concept of Phallus, Women does not exist in the Symbolic Order Reading: 1. Jacques Lacan: The mirror stage as formative for the function of the I as revealed in psychoanalytic experience.	8	2,4
	4.2	Post Structuralism and the question of multiplicity, Critique of Psychoanalytic theory, Critique of Equality-paradigm, Difference Reading: 1. Lucy Irigaray: This Sex Which is Not One. A Reader in Feminist Knowledge. 2. Lucy Irigaray: Sexual Difference. French Feminist Thought: A Reader Edited by Toril Moi 3. Moria Gatens: "Power Bodies and Difference" Feminist Theory and the Body: A Reader 4. Elisabeth Grosz: A Thousand Tiny Sexes: Feminism and Rhizomatics, Gilles Deleuze and the The Theatre of Philosophy .	7	2,4
	4.3	Post-modern / Poststructuralist Feminism. Judith Butler (Rethinking Sex/Gender distinction) Gender as performance. Reading: 1. Foucault: Selections from The History of Sexuality, vol 1. 2. Judith Butler: Selections from Gender Trouble.	5	2, 4

5	<p>Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.</p>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecturing, Discussion, Debate, Reading</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>																				
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References

1. Moira Gatens, *Feminism and Philosophy: Perspectives on Difference and Equality*, Indiana University Press, Bloomington and Indianapolis, 1991.

2. SnejaGunew (ed), A Reader in Feminist Knowledge, Routledge, London, 1994
3. Moira Gatens: 'The Feminist Critique of Philosophy', Feminism and Philosophy, Polity Press 1991.
4. Moira Gattens: "Feminism, Philosophy, And Riddles without Answers',A Reader in Feminist Knowledge. Routledge, London, 1994
5. Nancy Jay: "Gender and Dichotomy", A Reader in Feminist Knowledge, Routledge, London, 1994
6. Moira Gattens: "Women as the Other", Feminism and Philosophy, Polity Press, 1991.
7. Simone de Beauviour: Part 1 Chapter 3: "The Point of View of Historical Materialism", Part II: Chapter 1 & 2, The Second Sex, Vintage, London, 1997.
8. : Selections, The Origin of the Family, Private Property and the State
9. Freud: "Three Essays on the Theory of Sexuality", On Sexuality
10. Anthony Elliot: "Psychoanalytic Feminism", Psychoanalytic Theory: An Introduction, Blackwell, 1994
11. Lucy Irigaray: "This Sex Which is Not One", A Reader in Feminist Knowledge. Routledge, London, 1994
12. Julia Kristeva: "Women's Time", The Continental Philosophy Reader, Routledge, 1996
13. Foucault: Selections, The History of Sexuality, Vol. 1. Vintage, New York, 1978.
14. Judith Butler: Selections, Gender Trouble, Routledge, London & New York, 1999
15. Moira Gattens: "Power Bodies and Difference", Feminist Theory and the Body: A Reader, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999
16. Elizabeth Grosz: "A Thousand Tiny Sexes: Feminism and Rhizomatics", Gilles Deleuze and the Theatre of Philosophy, Routledge, New York, 2000.
17. John Stuart Mill, The Subjection of Women, Global Grey Ebooks, 2023.
18. Lucy Irigaray: Sexual Difference. French Feminist Thought: A Reader Edited by Toril Moi
19. Jacques Lacan: The mirror stage as formative for the function of the I as revealed in psychoanalytic experience.

20. Elizabeth V Spelan, 'Women as Body: Ancient and Contemporary Views, Feminist Theory and the Body: A Reader, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999
21. Susan Bordo, 'Feminism, Foucault and the Politics of the Body' Feminist Theory and the Body: A Reader, Janet Price and Margrit Shildrick (ed), Edinburg University Press, 1999
22. Julia Kristeva, Women's Time, In The Continental Philosophy Reader, Routledge, 1996.



MGU-UGP (HONOURS)

Syllabus



Mahatma Gandhi University Kottayam

Programme	BA(Hons)Philosophy					
Course Name	Philosophy of Film					
Type of Course	DCC					
Course Code	MG8DCCPHL 401					
Course Level	400-499					
Course Summary	This course introduce students to the main themes in philosophy of film, Modernist strategies of film criticism and the debate on Film as philosophy					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	others	
		3		1		75
Pre-requisites, if any	Nil					

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the idea of philosophy of film	U	1
2	Analyse the arguments for and against film as art	An	2
3	Understand the philosophical issues related to the film	U	1
4	Analyse the realism Vs. Formalism debate	An	2
5	Understand the modernist film criticisms	U	1

6	Apply modernist criticism to films	A	2
7	Understand the idea of Film as philosophy	U	1
8	Analyse the philosophy of the selected films	An	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Introduction	1.1	Nature of film	5hrs	1
	1.2	Film as art – Arguments against film as art	5hrs	2
	1.3	Film Genre, Technology and art, Film and Literature	4hrs	1
2.Philosophical issues	2.1	Ontology of film	4hrs	3
	2.2	Film and emotion	4hrs	3
	2.3	Film and Knowledge	3hrs	3
	2.4	Film and author	3hrs	3
	2.5	Film narration	3hrs	3
	2.6	Social criticism	3hrs	3
3.Film criticism	3.1	Realism -formalism – Phenomenology Films to be screened :Trip to Moon, Dr. Caligari's Cabinet, Battleship Potemkin , Bicycle thieves	8hrs	4
	3.2	Semiological film criticism	3hrs	5
	3.3	Structural Film criticism	3hrs	5
	3.4	Marxist Film criticism	3hrs	5
	3.5	Feminist film criticism	3hrs	5
	3.6	Neo-freudian film criticism	3hrs	5
4. Film as philosophy	4.1	Film as philosophy	4hrs	7
	4.2	1. The Sacrifice – Andre Tarkovisky 2. Rashomon – Akira Kurasowa 3. Three colours blue- Kieslowsky	13hrs	8

		4. Matrix- Larry and Andy Wachowski 5. Hilary and Jackie- Anand Tucker 6. Persona –Inger Bergman 7. Ghaire Bhaire – Satyajit Ray 8. Esthappan- G Aravindan 9. Amma ariyan-John Abraham 10. Kathapurushan – Adoor Gopalakrishnan		
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures</p> <p>Discussion on assigned readings.</p> <p>Seminar presentations</p> <p>Class tests</p> <p>Invited lectures.</p>
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>

B. Semester End examination.			
Written examination 2 hrs.			
Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
B Part– Short Essay	6/10	5	30
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Total			70

References

MODULE 1

1. Noel Carroll and JinheeChoi, *Philosophy of Film and Motion pictures*, Part I II& III (Chapter 1-3,pp.1-49) Blackwell,2009.
2. Jarvie Ivan ,*Philosophy of Film : Epistemology, Ontology , Aesthetics*(Chapter 1 pp 1-27), Routledge ,1987.
3. Wartenberge, Thomas E and Curran Angela ed. *The philosophy of Film* (chapters 3,4,5,6,7,8) ,Blackwell ,2005
4. Walter Benjamin (1936) “The work of Art in the age of Mechanical reproduction”
5. Mast, Gerald, Marshal Cohen , Leo Braudy (ed.) *Film theory and Criticism : Introductory readings* , Oxford University Press,1992. (Part III, V &Vii).

MODULE 2

1. Wartenberge, Thomas E and Curran Angela ed. *The philosophy of Film* (Part III.IV.V VI &VII) ,Blackwell ,2005
2. Noel Carroll and JinheeChoi, *Philosophy of Film and Motion pictures*, Part I II III, V& VIII (Chapters 4-18) Blackwell,2009.
3. Mast, Gerald, Marshal Cohen , Leo Braudy (ed.) *Film theory and Criticism : Introductory readings* , Oxford University Press,1992.

MODULE 3

1. Mast, Gerald,Marshal Cohen , Leo Braudy (ed.) *Film theory and Criticism : Introductory readings*, Oxford University Press,1992. (Part I &II).
2. Tim Byewater and Thomas Sobchak, *Introduction to film criticism* (Chapter 7 162-194) Pearson 2009.
3. Nicholas Bill Ed. *Movies and Methods* (Vol.I&II) Seagull books, Calcutta 1993.

MODULE 4

1. Bernd Herzogenrath (ed.) *Film as Philosophy*, Minnesota university Press, 2017
2. McClelland, Thomas (2011) *The philosophy of film and film as philosophy*. *Cinema: Journal of Philosophy and the Moving Image*, 2. pp. 11-35. ISSN 1647-8991.
3. Aaron Smuts, *Film as Philosophy: In Defence of a Bold Thesis* *The Journal of Aesthetics and Art Criticism* 67:4 Fall 2009.
4. R. Read, J. Goodenough, *Film as Philosophy: Essays in Cinema after Wittgenstein and Cavell* Palgrave Macmillan UK, 2005


5. Thomas E. Wartenberg *Thinking on Screen :Film as philosophy*, Routledge ,2007.
6. Paisley Livingston *Cinema, Philosophy, Bergman On Film as Philosophy* ,Oxford University Press ,2009
7. WILLIAM IRWIN Ed. *The Matrix and Philosophy: Welcome to the Desert of the Real*
8. Botz-Bornstein, Thorsten. *Films and Dreams Tarkovsky, Bergman, Sokurov, Kubrick, and WongKar-Wai*Lexington Books ,2007
9. Turovskaya, Maya *Tarkovsky : Cinema as poetry* Faber And Faber ,1989.
10. Nariman Skakov. *The cinema of Tarkovsky : labyrinths of space and time* KINO, the Russian cinema series.
11. Jeremy Mark Robinson *The Sacred Cinema of Andrei Tarkovsky*, Crescent Moon Publishing, 2006

SUGGESTED READINGS

1. Allen Richard,Smith Murray (ed), *Film Theory and Philosophy* Clarendon Press, Oxford, 1977.
2. Amy Villarejo *film studies: The basics*, Routledge, 2007.
3. Annette Kuhn, *Women's Pictures*, Varso ,1994
4. Carrol, Noel: *Philosophical Problems of Classical Film Theory*, Princeton University Press,1988 .
5. Cavell Stanley: *The World Viewed, Reflection on the Ontology and Film*, Cambridge University Press, 1979.
6. Currie Gregory: *Image and Mind :Films, Philosophy and Cognitive Sciences*, Cambridge University Press,1955.
7. Gilles Deleuze: *Cinema 1, 2* Minnesota University Press,1989.
8. M .Madhava Prasad –*Ideology of the Hindi Films: A Historical Construction*, OUP,1988

MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>				
Programme	BA(Hons)Philosophy					
Course Name	Indian Theories of Meaning					
Type of Course	DCE					
Course Code	MG8DCEPHL 400					
Course Level	400-499					
Course Summary	This course aims to familiarise students with the central concepts and theories of meaning in Indian philosophic tradition. By the end of this course the students would be exposed to the range of themes that have informed Indian Philosophy of Language.					
Semester	VIII	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical		Others
		3		1		75
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

Syllabus

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the contributions of Nyaya, Mimamsa, Buddhist, Grammarian and Pratyabinja schools of Indian Philosophy to the problem of meaning	U	1
2	Develop an understanding of the contemporary discussions on the problem of meaning	C	10
3	Develop, articulate and defend their views about the philosophical question of meaning	A	2,4
4	Write conceptually clear critical essays regarding the problem of meaning	S	4

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Introduction	1.1	The Problem of Meaning . The two approaches to the study of meaning – Khandapaksa and Akandapaksa. The Primary Meaning of a word -Abhidha. Mimamsa and Nyaya views	4hrs	1
	1.2	How we do learn the meaning of words? Multiple meaning – Homophonemes and Homonyms. Four Classes of words.	4hrs	1
	1.3	Views of early Grammarians -Panini ,Katyayana, Patanjali Indivisibility of sentence recognised by Panini and Patanjali	4hrs	1
	1.4	The Buddhist Theory of Apoha Criticism of the Theory of Apoha	4hrs	1
2. MIMAMSA& NYAYA	2.1	Meaning of words and sentence in Mimamsa	4hrs	1
	2.2	Conditions of knowing the meaning of a sentence: Akanksa, Yogyata, Sannidhi and Tatparyajana	4hrs	1
	2.3	The Comprehension of the meaning of the sentence :Anvitabhidhana and Abhihanvaya Tatparya as separate vritti	6hrs	1
	2.4	Jayanta's criticism of Prabhakara and Kumarila	4hrs	1
	2.5	Sabara and Udayana's views and criticisms	5hrs	1
	2.6	Tatparyasakti ,samsarhamaryada , Pratibha Bhartrhari's criticism	4hrs	1
3. Sphota	3.1	The Sphota Theory: Early History and Patanjali's view	4hrs	1
	3.2	Bhartrhari's view of Sphota, Classification of sphota	4hrs	1

	3.3	Critics of the Sphota Theory and views of Later Grammarians	4hrs	1
	3.4	Translation and Bhartrhari's concept of Language	4hrs	1
4..Dhvani	4.1	Four separate functions of the word: Abhidha, Tatparya, Lakshana and Vyanjana Theory of Dhvani	6hrs	1
	4.2	Classification of Dhvani	5hrs	1
	4.3	Criticisms against Dhvani	5hrs	1
5	Teacher specific content:			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ol style="list-style-type: none"> 1. Lecture 2. Discussion on readings 3. Presentations 4. Class test 																						
Assessment Types	MODE OF ASSESSMENT <p style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) 30 marks.</p> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																						
	<p style="text-align: center;">B. Semester End examination.</p> Written examination 2 hrs. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Type</th> <th>No. of Questions</th> <th>Mark</th> <th>Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td>8/12</td> <td>2</td> <td>16</td> </tr> <tr> <td>B Part– Short Essay</td> <td>6/10</td> <td>5</td> <td>30</td> </tr> <tr> <td>C Part – Essay</td> <td>2/4</td> <td>12</td> <td>24</td> </tr> <tr> <td colspan="3">Total</td> <td>70</td> </tr> </tbody> </table>			Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part– Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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Total			70																				

References

Module 1

1.1&1.2 Raja, Kunjunni. *Indian Theories of Meaning*, AdayarLibrary and research Centre. Chapter 1

1.3&1.4 Bhattacharya, Bishnupada. *A study of Language and Meaning: A critical examination of some aspects of Indian Semantics*, Calcutta : Progressive, 1962.chapter 1,2,3&5.

1.3 Sastri, Gaurinath. *The Philosophy of word and Meaning: Some Indian approaches with special reference to the Philosophy of Bhartrhari*, Calcutta: Sanskrit College, 1959. Chapter 5.

1.3 Maria Piera Candotti “Linguistic Segmentation in Early *Vyākaraṇa*” in *The Bloomsbury Research Handbook of Indian Philosophy of Language* Edited by Alessandro Graheli 2020 Bloomsbury Publishing .

Module 2

2.1 Elisa Freschi “Meanings of Words and Sentences in Mīmāṃsā” in *The Bloomsbury Research Handbook of Indian Philosophy of Language* Edited by Alessandro Graheli(2020) Bloomsbury Publishing .

2.2 Raja, Kunjunni. *Indian Theories of Meaning*, AdayarLibrary and research Centre. Chapter 5.

2.3 Bhattacharya, Bishnupada. *A study of Language and Meaning: A critical examination of some aspects of Indian Semantics*, Calcutta: Progressive, 1962.Chapter 8.

2.3,4,5.&6 Sastri, Gaurinath. *The Philosophy of word and Meaning : Some Indian approaches with special reference to the Philosophy of Bhartrhari* , Calcutta: Sanskrit College, 1959. Chapter 8.

Graheli, Alessandro (ed.). 2020. *The Bloomsbury Research Handbook of Indian Philosophy of Language*. Bloomsbury.

Module 3

3.1,2,3,&4 Matilal, Bimal Krishna (1990)*The word and the World : India's contribution to the study of Language*, Delhi :Oxford University Press , chapters 7,8,9&11.

3.1,2,3&4 Raja, Kunjunni. *Indian Theories of Meaning*, AdayarLibrary and research Centre. Chapter 3.

Graheli, Alessandro (ed.). 2020. *The Bloomsbury Research Handbook of Indian Philosophy of Language*. Bloomsbury.

Module 4

4.1,2&3 Raja, Kunjunni. *Indian Theories of Meaning*, AdayarLibrary and research Centre. Chapter 7.

4.2 Chakrabarti, Arindam (ed.). 2023. *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*. Bloomsbury.

4.3 Graheli, Alessandro (ed.). 2020. *The Bloomsbury Research Handbook of Indian Philosophy of Language*. Bloomsbury.

SUGGESTED READINGS


1. Bilimoria, P. *Sabdapramana: Word and Knowledge*. Dordrecht: Kluwer Academic Publishers, 1988.
2. Chakrabarti, Arindam and Mark Siderits and Tom Tillemans (eds.). 2011. *Apoha: Buddhist Nominalism and Human Cognition*. Columbia University Press.
3. Chakrabarti, Arindam. 2018. *The Book of Questions: An Introduction to Indian Philosophical Analysis*. Penguin.
4. Coward, Harold G., and K. Kunjunni Raja, eds. 1990. *Encyclopedia of Indian Philosophies: The Philosophy of the Grammarians*. General editor Karl H. Potter. Delhi: Varanasi: Patna: Motilal Banarsidass.
5. Ferrante, Marco. 2020. *Indian Perspectives on Consciousness, Language and Self: The School of Recognition on Linguistics and Philosophy of Mind*. Routledge.
6. Keating, Malcolm. 2019. *Language, Meaning, and Use in Indian Philosophy: An Introduction to Mukula's "Fundamentals of the Communicative Function."* Bloomsbury.
7. Matilal, B.K. and A. Chakraborti (eds.). *Knowing from Words*. Dordrecht: Kluwer Academic Publishers, 1994.
8. Matilal, B.K. *Logic, Language and Reality*. Delhi: Matilal Banarasidass, 1985.
9. Mukhapadhyaya, P.K. *Nyaya Theory of Linguistic Performance*. Calcutta: K.P. Bagchi & Co., 1992.
10. Pollock, Sheldon. 2016. *A Rasa Reader: Classical Indian Aesthetics*. New York: Columbia University Press.

11. Siderits, M., M. Tilleman and A. Chakraborti (eds.). *Apoha: Buddhist Nominalism and Human Cognition*. New York: Columbia University Press, 2011
12. Siderits, Mark. *Indian Philosophy of Language*. Dordrecht: Kluwer Academic Publishers, 1991.



MGU-UGP (HONOURS)

Syllabus

		Mahatma Gandhi University Kottayam			
Programme	BA(Hons)Philosophy				
Course Name	PHILOSOPHY OF MIND				
Type of Course	DCE				
Course Code	MG8DCEPHL 401				
Course Level	400-499				
Course Summary	This course helps the students to have an overall understanding of the central problems of Philosophy of Mind. Also, discuss the issues and challenges in connection with the consciousness debates developing in the area of cognitive science.				
Semester	VIII	Credits		4	
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3		1	
Pre-requisites, if any	NIL				

Syllabus

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To develop student's ability to understand and examine the key arguments in Philosophy of Mind	U	1
2	To discuss different perspectives regarding mind-philosophical and psychological	An	5
3	To explore the various aspects of mind – intentionality, subjective-objective.	E	1

4	Aims a detailed analysis of different theories emerged from diverse fields	An	1
5	To familiarise current debates in connection with Consciousness and mind-body problem – from computational outlook, from neurobiological perspective	U/An/E	2/3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Philosophy of Mind- Historical developments	7	1
	1.2	Dualism- substance and property Behaviourism Descartes' legacy	7	2
	1.3	PPT presentation on Mind- Body problem	4	5
2	2.1	Identity theory- type and token Functionalism	5	3
	2.2	Computational theory of mind Connectionism	8	3
	2.3	Discussion on Computational approach to Mind	5	5
3	3.1	Formation of the area of Cognitive Science	7	4
	3.2	Early discussions	5	4

	3.3	Reading & Review writing -- Churchland, P S; Churchland, P M. "Could a Machine Think?". Scientific American.	5	5
4	4.1	Problem of Consciousness Intentionality Neuro-philosophical approaches	8	5
	4.2	Non-reductionist approaches Artificial Intelligence- Issues and challenges	10	5
	4.3	Debate-Challenges to the problem of Consciousness	4	5
5	Teacher specific content: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Practicum – Discussion/ Review writing/Debate by reading the original works
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 30 marks. Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book

B. Semester End examination.			
Written examination 2 hrs.			
Type	No. of Questions	Mark	Total Marks
A Part-Short Answer	8/12	2	16
B Part– Short Essay	6/10	5	30
C Part – Essay	2/4	12	24
Total			70

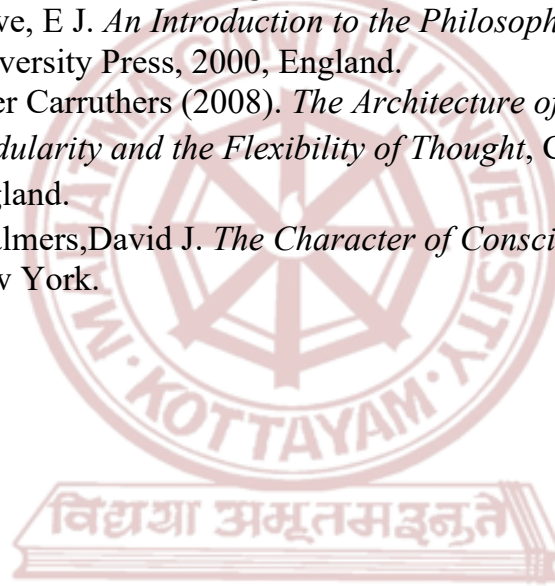
References

5. Kim, Jaegwon. *Philosophy of Mind*, Routledge, 1996, New York.
6. Crane, Tim. *Elements of Mind: An Introduction to the Philosophy of Mind*. Oxford University Press, 2001, London.
7. Chalmers, David J. (Editor). *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press, 2002.
8. Searle, J R. *Mind: A Brief Introduction*, Oxford University Press, 2004, New York.
9. Churchland, P M. *Matter and Consciousness*, Cambridge, Mass.: The MIT Press, 1988.
10. Chalmers, D J. *Philosophy of Mind: Classical and Contemporary Readings*, Oxford: Oxford University Press, 2002.
11. Nagel, (2000) Thomas. "What is it like to be a Bat?" *The Philosophical Review*, Vol. 83, No. 4, Duke University Press, 2000, USA.

SUGGESTED READINGS


1. McGinn, Colin. *The Character of Mind: An Introduction to the Philosophy of Mind*, OUP Oxford, 1982, London.
2. John R. Searle. *Intentionality: An Essay in the Philosophy of Mind*. - New York: Oxford University Press, 1983, London.
3. Churchland, Paul. *Matter and Consciousness*. Cambridge, MIT Press, 1984, USA.
4. Churchland, Paul (1989). *A Neurocomputational Perspective: The Nature of Mind and the Structure of Science*. Cambridge, MA: MIT Press, 1989, USA.

5. John R Searle. *The Mystery of Consciousness*. New York Review Books, 1990, USA.
6. Churchland, Patricia Smith; Churchland, Paul. "Could a Machine Think?". *Scientific American*. 262 (1, January): 32–37, Springer Nature, 1990.
7. John R Searle. *The Rediscovery of Mind*. MIT Press, 1992 USA.
8. Owen J. Flanagan, (1992). *Consciousness Reconsidered*. MIT Press, 1992, USA.
9. Daniel C Dennett. *Consciousness Explained*. Little Brown and Company, 1993, USA,
10. John Heil, (1998). *Philosophy of Mind: A Contemporary Introduction*. Routledge, 1998, London.
11. Lowe, E J. *An Introduction to the Philosophy of Mind*, Cambridge University Press, 2000, England.
12. Peter Carruthers (2008). *The Architecture of the Mind: Massive Modularity and the Flexibility of Thought*, Clarendon Press, 2006, England.
13. Chalmers, David J. *The Character of Consciousness*. OUP, 2010, New York.



MGU-UGP (HONOURS)

Syllabus

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>			
Programme	BA(Hons)Philosophy				
Course Name	PHILOSOPHICAL NATURALISM AND EMPIRICAL APPROCHES TO PHILOSOPHY				
Type of Course	DCE				
Course Code	MG8DCEPHL 402				
Course Level	400-499				
Course Summary	Course discuss and analyses methodological shift in philosophy and holistic approaches in the area of semantics and epistemology				
Semester	VIII		Credits		4
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3		1	
Total Hours					75
Pre-requisites, if any	None				

COURSE OUTCOMES (CO) *Syllabus*

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the traditional epistemological problem	U	1
2	Remember Plato's definition of knowledge	K	1
3	Application of Replacement naturalism in epistemology	A	1
4	Evaluate the possibility of merging semantics and epistemology based on observation sentence	E	2,3
5	Create a link among the language, theory and evidence	C	2
6	Analyse the possibilities of inter disciplinary research in language and culture	An	2,6

7			
8			
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Naturalism in Philosophy	1.1	Rejection of arm chair epistemology	7	1
	1.2	Revisiting JTB	5	2
	1.3	Replacement naturalism	5	3
2 Quine's approach to epistemology	2.1	Analytic /synthetic distinction	6	4
	2.2	Holism	6	4
	2.3	Evidence and Observation sentence	6	4
3. Theory and Evidence	3.1	Indeterminacy of translation and under determination Thesis, conceptual schema	6	4
	3.2	Ecumenical and sectarian position , conceptual relativism	6	5
	3.3	Reading – indeterminacy of translation (Article)	7	6
4 Reperse ntationalism and Anti repersen tationalism	4.1	Realism and anti realism debate in contemporary epistemology,	6	6
	4.2	Direct reference of Putnam	7	5
	4.3	Anti representationalism of Richard Rorty	8	5

5	<p>Teacher specific content:</p> <p>This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned.</p> <p>This content will be evaluated internally.</p>
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures, Reading text .</p>																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>C. Continuous Comprehensive Assessment (CCA) 30 marks.</p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
	<p>D. Semester End examination.</p> <p>Written examination 2 hrs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type</th> <th style="text-align: center;">No. of Questions</th> <th style="text-align: center;">Mark</th> <th style="text-align: center;">Total Marks</th> </tr> </thead> <tbody> <tr> <td>A Part-Short Answer</td> <td style="text-align: center;">8/12</td> <td style="text-align: center;">2</td> <td style="text-align: center;">16</td> </tr> <tr> <td>B Part- Short Essay</td> <td style="text-align: center;">6/10</td> <td style="text-align: center;">5</td> <td style="text-align: center;">30</td> </tr> <tr> <td>C Part – Essay</td> <td style="text-align: center;">2/4</td> <td style="text-align: center;">12</td> <td style="text-align: center;">24</td> </tr> <tr> <td style="text-align: center;">Total</td> <td></td> <td></td> <td style="text-align: center;">70</td> </tr> </tbody> </table>	Type	No. of Questions	Mark	Total Marks	A Part-Short Answer	8/12	2	16	B Part- Short Essay	6/10	5	30	C Part – Essay	2/4	12	24	Total			70
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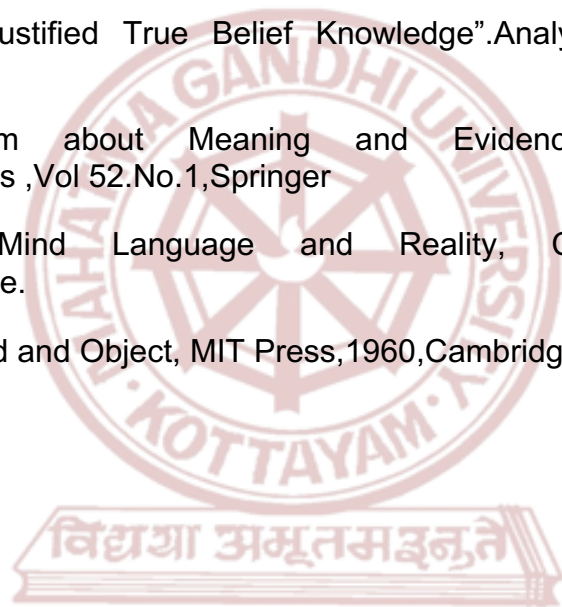
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1. Bonjour, L. Epistemology classic Problems and Contemporary Responses, Rowman & Little Field Publishers, 2002, New York
2. Chisholm, R.M. Theory of Knowledge, Price- Hall of India Pvt Ltd., 2000, New Delhi
3. Gupta A.D. The Second Linguistic Turn, Intellectual Publishing House, 1993, New Delhi

- 4 .Leherer,K. Knowledge, Clarendon press,1974,Oxford
5. Amstrong, D.M. Belief Truth And Knowledge, Cambridge University Press,1973,Cambridge.
- 6.Dancy, J. An Introduction to contemporary Epistemology, Blackwell,1985,Oxford.
- 7.Kornblith,H. Epistemology Internalism and Externalism. Blackwell , 2001, Massachussts.
- 8.Leherer,K. Theory of Knowledge, Routledge,1990, London

Suggested Reading

1. Gettier, E. "Is Justified True Belief Knowledge".Analysis,Vol.23,No.6.Oxford University press
- 2.Okasha,S. "Holism about Meaning and Evidence: In defense of W.V.Quine".Erkenntnis ,Vol 52.No.1,Springer
- 3.Putnam,H.(ed.). Mind Language and Reality, Cambridge University Press,1975,Cambridge.
- 4.Quine ,W.V.O Word and Object, MIT Press,1960,Cambridge



MGU-UGP (HONOURS)

Syllabus

Internship Evaluation (MG4INTPHL200)

All students shall undergo Summer internship in a firm, Industry or Organisation or other Higher education institutions (HEIs) or Research institutions after the completion of Fourth semester. Internship having 2 credits. Duration of internship should not be less than six days. Credits will be awarded on the basis of internship completion certificate / attendance certificate issued by the institution where the student did internship.

Internship Evaluation Scheme.

Total credits: 02

Total Marks: 50

Evaluation Ratio: 70:30

Internal evaluation marks: 15

Final Evaluation marks: 35

I. Components and distribution of marks of Internal evaluation.

SL. No.	Component	Marks
1	Initiative	3
2	Professionalism and work ethics	5
3	Contribution to society and organization	7
	Total	15

II. Components and distribution of marks of Final evaluation.

SL. No.	Component	Marks
1	Report	20
2	Viva voce	15
	Total	35

Project Evaluation (MG8PRJPHL400)

Students choosing 4- Year Bachelor's Degree (Honours with Research) are required to take up Research projects/ dissertation under the guidance of a supervising teacher of the college. The research project/ dissertation will be in the major discipline. The research project/dissertation will be having 12 credits. The research project/Dissertation to be identified at the end of the VII semester of the programme with the help of the supervising teacher. The report of the research project/dissertation in duplicate is to be submitted to the department at the VIII semester and are to be produced before the examiners appointed by the College or University. There will be internal and external evaluations for this research project/dissertation. The ratio of the external and internal will be 70:30.

Project evaluation scheme

Total credits: 12

Total Marks: 200

Evaluation Ratio: 70:30

Internal evaluation marks: 60

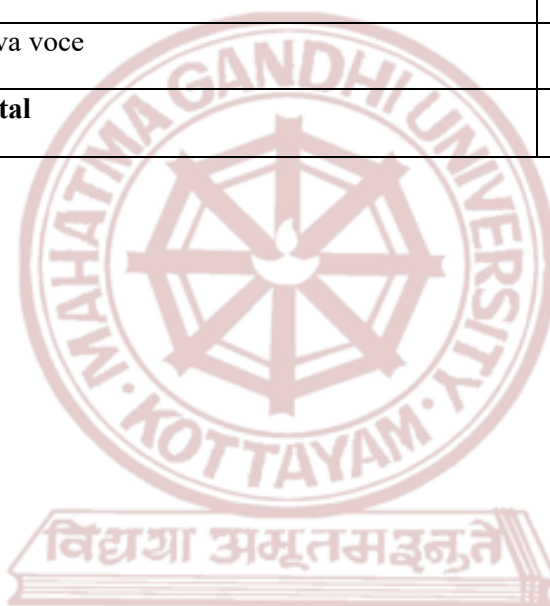
Final Evaluation marks: 140

I. Components and distribution of marks of Internal evaluation.

SL. No.	Component	Marks
1	Initiative	10
2	Relevance of the topic	10
3	Content	10
4	Analysis	10
5	Logical sequence	10
6	Pre-submission presentation	10
	Total	60

II. Components and distribution of marks of Final evaluation.

SL. No.	Component	Marks
1	Content analysis	30
2	Possibility of future research	10
3	Presentation	30
4	Conclusion	10
5	Reference and Bibliography	10
6	Viva voce	50
	Total	140

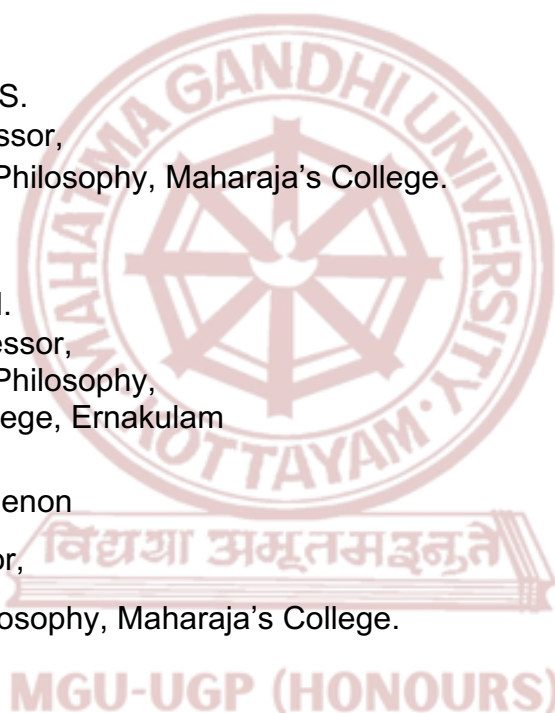


MGU-UGP (HONOURS)

Syllabus

Syllabus revision workshop participants

1. Dr. Jijo Panjikaran
Assistant Professor, and Head of the Department.
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5. Dr. Rekha G. Menon
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Department of Philosophy, Maharaja's College.
Ernakulam.
6. Dr. Biju K. P.
Assistant Professor,
Department of Philosophy, Maharaja's College.
Ernakulam.
7. Dr. Asha K. B.
Associate Professor,
Department of Philosophy, University College,
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Syllabus

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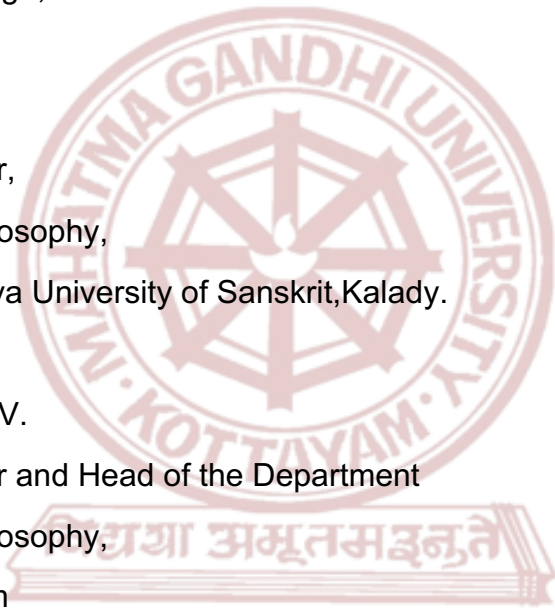
10. Dr. Syamala K.
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Sree Sankaracharya University of Sanskrit, Kalady.

11. Dr. Soumya R. V.
Assistant Professor and Head of the Department
Department of Philosophy,
SN College, Kollam

12. Dr. Sheeja O. K.
Assistant Professor,
Department of Philosophy,
Sree Kerala Varma College, Thrissur.

13. Mr. Saneesh P. M.
Assistant Professor,
Department of Philosophy,
Govt. College, Chittoor,
Palakkad.

14. Dr. Anila A.
Assistant Professor
(Guest faculty)
Department of Philosophy,
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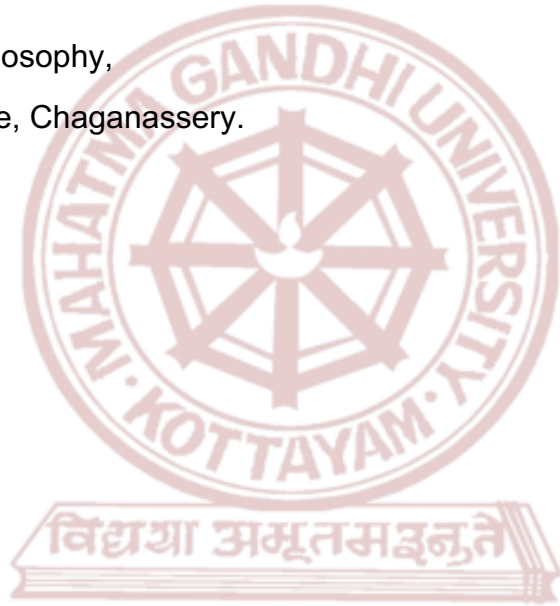


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