

**MAHARAJA'S COLLEGE, ERNAKULAM**  
**UNDER GRADUATE PROGRAMMES (HONOURS) SYLLABUS**

**MCE-UGP (Honours)**  
**(2024 Admission Onwards)**



**Faculty : Social Science**  
**BoS : Philosophy**  
**Programme : Bachelor of Arts (Honours)**  
**Philosophy**

**MAHARAJA'S COLLEGE, ERNAKULAM**  
**(Govt. Autonomous)**  
**Park Avane Road, Marine Drive**  
**Ernakulam-682011, Kerala, India**

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## **Preface**

The Board of Studies in Philosophy, UG, and the Faculty of Social Science of Maharaja's college, Ernakulam, introduces syllabus for FYUGP in Philosophy. As the part of FYUGP curriculum BOS of Philosophy prepared forty-three courses, includes Discipline specific core courses, Discipline specific elective courses, Discipline specific minor 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 Constitutional thoughts, Philosophy of Self-management, etc. will help the learner to equip with real life situations. The courses like Applied ethics, Cyber 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).

## **Board of Studies & External Experts**

### **BOS Chairperson**

Sri. Nobel. P.S  
Assistant Professor  
Head of the Department  
Department of Philosophy  
Maharaja's college

### **BOS Members**

1. Dr. Neena T. S  
Professor  
Department of Philosophy  
Maharaja's college, Ernakulam
2. Dr. Rekha G. Menon  
Associate professor  
Department of Philosophy  
Maharaja's College, Ernakulam
3. Smt. Deepthi S.S  
Assistant Professor  
Department of Philosophy  
Maharaja's college, Ernakulam
4. Dr. Smitha T. M  
Associate professor  
Department of Philosophy  
Maharaja's College, Ernakulam.
5. Dr. Biju K P  
Assistant Professor  
Department of Philosophy  
Maharaja's college. Ernakulam
6. Smt. Bineetha Joseph  
Assistant Professor  
Department of Philosophy  
Maharaja's college, Ernakulam

## **External Experts**

1. Prof. (Dr). Siby K. George  
Professor  
Department of Humanities,  
IIT Bombay
2. Dr. Madhu T.V  
Associate professor and HoD  
Department of Philosophy  
University of Calicut

## **INDUSTRY**

1. Mr.Vijay Kumar k. k  
Divisional Head (HR),Appollo Tyres LTD,Perambra,Trissur

## **Alumini**

1. Dr.Gasper K.J,Associate Professor,Dept.of Philosophy,Maharaja's college,Ernakulam

## **VC's Nominee**

1. Dr.L Vijai, Associate Professor,Dept.of Philosophy,Govt.College for women,Thiruvananthapuram

**Curricular Structure of the MCE–UG (Honours) Programme**  
**3 Year UG Degree–6 Semesters**

No.	Course Type	No.of Courses	Total Credits
1	Foundation:AbilityEnhancement Courses(AEC)	4	12
2	Foundation:Multi–disciplinary Courses(MDC)	3	9
3	Foundation:SkillEnhancement Courses(SEC)	3	9
4	Foundation:ValueAddition Courses(VAC)	3	9
5	DisciplineSpecificCourses:Major (DSCA/DSE)	17	68
6	DisciplineSpecificCourses: Minor(DSCB&C)	6	24
7	Internship		2
	Total	36	133

**4 Year UG Degree (Honours)–8 semesters****4 Year UG Degree (Honours with Research)–8 Semesters**

<b>No.</b>	<b>CourseType</b>	<b>No. of Courses</b>	<b>Total Credits</b>
1	Foundation:AbilityEnhancement Courses(AEC)	4	12
2	Foundation:Multi–disciplinary Courses (MDC)	3	9
3	Foundation: Skill Enhancement Courses (SEC)	3	9
4	Foundation: Value Addition Courses (VAC)	3	9
5	Discipline Specific Courses: Major (DSC A/DSE)	17	68
6	Discipline Specific Courses: Minor (DSC B&C)	6	24
7	Discipline Capstone Courses : Major (DCC/DCE)	8	32
8	Research Project		12/8
9	Internship		2
	Total	44	177

### Programme Outcomes (POs)

PO1	Critical Thinking and Analytical Reasoning
PO2	Scientific Reasoning and Problem Solving
PO3	Multidisciplinary/Interdisciplinary/Transdisciplinary Approach
PO4	Communication Skills
PO5	Leadership Skills
PO6	Social Consciousness and Responsibility
PO7	Equity, Inclusiveness and Sustainability
PO8	Moral and Ethical Reasoning
PO9	Networking and Collaborating
PO10	Lifelong Learning

### Evaluation Scheme

Components	Marks (4 Credit)	Marks (3 Credit)
Continuous Internal Assessment (CIA)	30	25
End Semester Examination	70	50
Total	100	75



## Syllabus Index

Name of the Major Subject: 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
MCE1DSCPHI100	Introduction to Philosophy	DSCA	4	5	3		2	
MCE1DSCPHI101	Philosophy of Mahatma Gandhi	DSCB	4	5	3		2	
MCE1DSCPHI102	Philosophy of Education	DSCC	4	5	3		2	
MCE1MDCPHI100	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
MCE2DSCPHI100	Deductive Logic	DSCA	4	5	3		2	
MCE2DSCPHI101	Philosophy of Constitutional Thoughts	DSC B	4	5	3		2	
MCE2DSCPHI102	Philosophy of Self-Management	DSC C	4	5	3		2	
MCE2DSCPHI100	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
MCE3DSCPHI200	Inductive Logic	DSCA	4	5	3		2	
MCE3DSCPHI201	Indian Philosophy-I	DSCA	4	5	3		2	
MCE3DSEPHI200	Moral Philosophy.	DSE	4	4	4			
MCE3DSCPHI202	Philosophy of Values.	DSCB	4	5	3		2	
MCE3MDCPHI200	Philosophy of Life Skill.	MDC	3	3	3			
MCE3VACPHI200	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
MCE4DSCPHI200	Ancient and Medieval Western Philosophy	DSCA	4	5	3		2	
MCE4DSCPHI201	Indian Philosophy-II	DSCA	4	5	3		2	
MCE4DSEPHI200	Applied Ethics.	DSE	4	4	4			
MCE4DSCPHI202	Philosophy of Sree Narayana Guru	DSC C	4	5	3		2	
MCE4SECPHI200	Logical Fallacies	SEC	3	3	3			
MCE4VACPHI200	Philosophy of Nursing and Care.	VAC	3	3	3			
MCE4INTPHI200	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
MCE5DSCPHI300	Symbolic Logic	DSCA	4	5	3		2	
MCE5DSCPHI301	Rationalism	DSCA	4	4	4			
MCE5DSCPHI302	Empiricism	DSCA	4	4	4			
MCE5DSEPHI300	Philosophy of Art (Western)	DSE	4	4	4			
MCE5DSEPHI301	Philosophy of Religion	DSE	4	4	4			
MCE5SECPHI300	Research Methodology in Philosophy	SEC	3	4	2		2	

**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
MCE6DSEPHI300	Philosophy of Kant	DSE	4	5	3		2	
MCE6DSEPHI301	Hegel and Marx	DSE	4	5	3		2	
MCE6DSEPHI302	Philosophy of Ambedker	DSE	4	4	4			
MCE6DSCPHI300	Phenomenology and Existentialism	DSCA	4	4	4			
MCE6SECPHI300	Philosophical Writing	SEC	3	4	2		2	
MCE6VACPHI300	Philosophy of Culture	VAC	3	3	3			

**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
MCE7DCCPHI400	Meta Ethics.	DCC	4	5	3		2	
MCE7DCCPHI401	Contemporary Continental Philosophy.	DCC	4	4	4			
MCE7DCCPHI402	Philosophy of Language.	DCC	4	4	4			
MCE7DCEPHI400	Philosophy of Science.	DCE	4	4	4			
MCE7DCEPHI401	Indian Theories of Knowledge.	DCE	4	4	4			
MCE7DCEPHI402	Philosophy of Social Contract.	DCE	4	4	4			

**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
MCE8DCCPHI400	Feminist Philosophy.	DCC	4	5	3		2	
MCE8DCCPHI401	Philosophy of Film.	DCC	4	5	3		2	
MCE8DCEPHI400	Indian Theories of Meaning.	DCE	4	5	3		2	
MCE8DCEPHI401	Philosophy of Mind.	DCE	4	5	3		2	
MCE8DCEPHI402	Philosophical Naturalism and Empirical Approaches to Philosophy.	DCE	4	5	3		2	
MCE8PRJPHI400	Project	PRJ	12/8					

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Introduction to Philosophy</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE1DSCPHI100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The Course discuss the nature of philosophy as an academic subject. Elaborate the various areas and notions and terminologies of philosophy. Introducing fields, problems, and approaches of Philosophy.					
<b>Semester</b>	I	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the etymology of the term philosophy	U	1
2	Analyse the term Darsana and definitions of Philosophy	An	1
3	Distinguish a philosophical problem from other academic fields.	U	1
4	Identify different approaches to philosophical problems and epistemological theories.	U	10

5	Analyse metaphysical theories	An	1
6	Enhance skill to make glossary on philosophical terms and thinkers.	S	10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Etymological meaning of the words Philosophy and Darsana.	6	1, 2
	1.2	Ordinary approach to philosophy- Academic approach to Philosophy.	6	1, 2
	1.3	Classical definitions of Philosophy (Three definitions)	5	2
2	2.1	How can we distinguish a Philosophical problem from other academic fields and their enquires about an issue?  Discussion	8	3
	2.2	Different approaches to study a Philosophical problem- 1. Historical approach -for eg. How philosophers present a philosophical problem throughout history	8	4
	2.3	2. Presenting a problem as a field of study. (Teacher can present a Philosophical problem as an example. For e.g, Problem of	8	4

		matter-how it is approached by Philosophers in the history of Philosophy- how it has been developed as a field of study (materialism?) Discussion		
3	3.1	Fields of Philosophy- brief description  Metaphysics, Epistemology (definition and scope)	8	4
	3.2	Logic, Aesthetics and Ethics (definition and scope)	7	5
4	4.1	Introducing a Glossary of Philosophy: Epistemology: Sources of knowledge- Pramanas	4	6
	4.2	Epistemological theories: Rationalism, Empiricism, and Scepticism.  Preparing a glossary of epistemological terms and theories and thinkers	8	5,6
	4.3	Metaphysics: Ontology and cosmology-Metaphysical theories: Monism, Dualism, Pluralism, Materialism, Pragmatism, Positivism (definitions only and names of important Theoreticians)	7	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.		
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<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture, Discussions, Seminar, Assignment,			
<b>Assessment Types</b>	<b>A. Continuous Comprehensive Assessment (CCA) 30 Marks</b> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book			
	<b>A. Semester End examination</b> 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. Honer, Hunt and Okholm, Invitation to Philosophy, Wadsworth.
2. Velasquez Manuel, Philosophy a Text with reading, Wardsworth (chapters1,3,&5)
3. Christopher Bartely, Indian Philosophy A-Z, New Age Books, New Delhi, 2008.
4. TMP Mahadevan, Invitation to Indian Philosophy.

### SUGGESTED READINGS

5. Frank Thilly, A History of Philosophy.
6. Care Saunders & David Mossley, Doing Philosophy, Bloomsbury Academic, 2013.



	<b>Maharaja's college,Ernakulam</b> (Govt. Autonomous)				
<b>Programme</b>	<b>BA Honours Philosophy</b>				
<b>Course Name</b>	<b>Philosophy of Mahatma Gandhi</b>				
<b>Type of Course</b>	DSC B				
<b>Course Code</b>	<b>MCE1DSCPHI101</b>				
<b>Course Level</b>	<b>100-199</b>				
<b>Course Summary</b>	The course provide the social and political views of Gandhi and bring out the relevance of Gandhian thought.				
<b>Semester</b>	I	Credits		4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	
		3		1	
<b>Pre-requisites, if any</b>	None				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the influences that shaped Gandhian Thought.	E	1,6

2	Analyze 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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction to Gandhian 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> or village republic- Ramarajya.	5	4
	3.2	<i>Satyagraha</i> -its forms and contemporary relevance-	7	4

		constructive program.		
	3.3	<i>Hind Swaraj</i> -Gandhian concept of Nationalism and Internationalism Discussion	7	4
4  Economic Thought	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.			

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


	<b>B. Semester End examination</b>		
	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. 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.

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<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Education</b>					
<b>Type of Course</b>	DSC C					
<b>Course Code</b>	<b>MCE1DSCPHI102</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The Course discuss the nature of philosophy of education. Analyses the features of various educational philosophies.  Course discusses the philosophy of education under the frame work of value education and schools of educational philosophy					
<b>Semester</b>	I	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Analyse subject matter of Education	An	1
2	Understand the nature of value education	U	8
3	Examine the contributions of thinkers to education	E	1
4	Evaluate the significance of the role of teacher in value	E	6

	Education		
5	Analyse the schools of educational philosophy	An	8
6	Understand the relation between education and philosophy	U	7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs.	CO No.
1 Education	1.1	Definition meaning and functions of education	4	1
	1.2	Aims of education, relation between education and philosophy,	5	1,6
	1.3	Nature and scope of philosophy of education	6	1,7
2 Schools of Educational Philosophy	2.1	Idealism, Realism	4	5
	2.2	Humanism	6	5
	2.3	Naturalism, Pragmatism	6	5
3 Contributions of Thinkers to Education	3.1	Swami Vivekananda : Definition, aims and means of education, Types of education	6	3
	3.2	Rabindranath Tagore: Education as self-realization, aims of education, method of teaching	8	3
	3.3	M.K Gandhi: Aims and ideals of education, basic education	6	3
	3.4	Naitalim Froebel: Meaning of education, Froebel's	6	3

		kindergarten and contribution to modern education		
Module 4 Value Education	4.1	Value education: Types of educational values, aims and objectives	7	2
	4.2	Need and importance of value education	7	2
	4.3	Role of teacher in value education	4	2
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>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecture, debate, seminars</p>																							
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>Continuous Comprehensive Assessment (CCA) 30 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																							
	<p><b>A. Semester End examination</b></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. J C Aggarwal. Theory and Principles of Education, Vikas Publishing House Pvt Ltd, 2000. New Delhi.
1. Chandra. S. S and Sharma, R .K. Philosophy of Education, Atlantic Publishers and Distributors, 2004, New Delhi.
2. Samuel R Revi. Philosophical and Sociological Basis of Education, PHI Learning Ltd, 2015, Delhi.
3. R P Shukla. Value Education and Human Rights, Sarup & Sons, 2004, New Delhi.
4. M G Chitkara. Education and Human values, APH Publishing corporation, 2013, New Delhi.

## **SUGGESTED READINGS**

1. Ismail Thamarasseril, Value Education, APH Publishing Corporation, 2013, New Delhi.
2. Yogendra Verma. Education in Human Values for Human Excellence, Kanishka Publishers and distribution, 2007, New Delhi.



	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Human Rights</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	<b>MCE1MDCPHI100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	This course is meant to furnish the importance of humanism as the philosophical basis of human rights and other various aspects and development it					
<b>Semester</b>	I	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		60
<b>Pre-requisites, if any</b>	None					

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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	U	6

	human rights		
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
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## 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	8	5

	Act Human right movements in India (brief description only) Discussion about human right movements and its possibilities and limitations.		
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>		


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecturer. Discussion, Debate																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)- 25 marks</b> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																						
	<b>B. Semester End examination</b> Written examination - 1hour <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>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. 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.

	<b>Maharaja's College, Ernakulam</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Deductive Logic</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE2DSCPHI100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	II	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

### COURSE OUTCOMES (CO)

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)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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	Education. Conversion, Obversion, Contraposition.	10	
4	4.1	<p>categorical syllogism - Structure- standard form categorical syllogism</p> <p>Mood and figure of categorical syllogism</p> <p>Rules governing categorical syllogisms and fallacies</p> <p>Exercises: Validating syllogisms</p>	10	1,2,3
	4.2	<p>Disjunctive syllogism -Rules and Fallacies</p> <p>Exercises</p>	6	2,3
	4.3	<p>Hypothetical syllogism : Three Types</p> <p>Exercises</p>	5	1,2,3
	4.4	<p>Dilemma -Kinds of 5Dilemma</p> <p>Methods of meeting Dilemma</p>	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>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecturing and Classroom Exercises regarding identifying the fallacies.</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 30 Marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
	<p><b>B. End semester Examination- 70 marks.</b></p> <p>Written examination 2 hrs.</p> <table border="1" data-bbox="443 952 1473 1182"> <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. 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.





**Maharaja's college,Ernakulam**  
**(Govt. Autonomous)**

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Constitutional Thoughts</b>					
<b>Type of Course</b>	DSCB					
<b>Course Code</b>	<b>MCE2DSCPHI101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The course discusses the concept of state, sovereignty, justice and Democracy. Analyses Constitutional rights, Ambedker's notion of justice, principles of democracy.					
<b>Semester</b>	II	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Familiarising constitutions	A	1
2	Learn how to how to function government	E	2
3	Learn what is state and constitutions	C	1
4	Understand policies and its executions	S	3
5	Comprehends different political systems	An	8

6	Learn concepts of state craft	C	3
7	Appreciate constitutions	Ap	1,5,7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction to constitutions	5	1
	1.2	State and its elements.	6	1
	1.3	Introduction to the concept of sovereignty	5	6
2	2.1	Introduction to the principles of freedom and liberty	5	6
	2.2	Definition of liberty and freedom	9	7
	2.3	Types of liberty and freedom	5	4
3	3.1	Introduction to the Principles of equality.	6	6
	3.2	Civil, legal, political, social and economic equality	6	3

	3.3	Theories of rights-natural, moral, human rights, civil, economic, political, legal, women rights and minority rights	7	7
4	4.1	Introduction to the Principles of justice. Justice as synthesis of political values  Dimensions of justice-legal-political-social-economic  Debate on Justice	6	8
	4.2	Meaning and definitions of democracy-direct or participatory democracy, Elitist theory of democracy, Pluralist and Marxian theory of democracy  Discussion on Democracy.	9	9
	4.3	Introduction to Indian constitution: Fundamental rights and duties	6	2
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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom teaching, Discussions, Seminar, Assignment, Debate.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>																						
	<b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>																						
	Test Paper																						
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### References

1. Abbas Hovedaand Kumar Rnajay. Political Theory, Pearson, 2012, New Delhi.
2. Kapur. A.C. Principles of Political Science, S. Chand, 2021, New Delhi.
3. Sabine. George.H. History of Political Thought, Surjeet Publications, 2009, Delhi.
4. Bhagavan Vishnoo and Bhushan Vidya. World Constitutions, Sterling Publishers, 2009, New Delhi.

### Suggested reading:

Indian Constitution.



**Maharaja's college,Ernakulam  
(Govt. Autonomous)**

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Self-Management</b>					
<b>Type of Course</b>	DSCC					
<b>Course Code</b>	<b>MCE2DSCPHI102</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The course discusses major notions of philosophy and its managerial techniques which includes Bhagavad Gita, Buddhism, existentialism and its various aspects as well as approaches through an applied philosophical level.					
<b>Semester</b>	II	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the significance of philosophical concepts in daily life.	E	1
2	Understand the self- management methods in Bhagavad Gita, Buddhism and existentialism.	U	1,2,3
3	Examine Gita as a technique for conflict resolution.	E	1, ,5,8
4	Evaluate existentialism as a philosophy of practice	E	1,6,10
5	Understand practical nature of Buddhist philosophy	U	1,2,6
6	Analyse the nature of human suffering and management.	An	2,6,10
7	Understand the philosophy of existentialism and	U	1,3, 6

	inculcate its self-management methods in life.		
8	Evaluate the nature of freedom and responsibility.	E	1, 6,10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Philosophy-Theoretical and practical nature.	4	1
	1.2	The major technical questions in philosophy-ontological-metaphysical and epistemological.	4	1
	1.3	Management as an applied philosophy and its scope	7	1,7
2	2.1	Bhagavad Gita and self - Management- Technique of Conflict Resolution-Personal and social conflicts of man.	6	1, 3,6
	2.2	Cultivating emotional stability as the technique of conflict resolution.	6	6,8
	2.3	Sthithaprajna-Yoga as efficiency in action.	6	1,2,3
3	3.1	Buddhism and Self - Management-Analysis of human suffering- the concept of suffering, cause and the way to its removal.	8	1,2,5,6
	3.2	The four noble truths-sarvamdukkham, dukkha Karanam, dukkha nivaranam dukkha nivaranamargam.	8	1,2,5,6
	3.3	The need of cultivating mindfulness-the doctrine of middle path.	8	2,3,4
		Existentialism and self -		

4	4.1	management-Kierkegaard-stages of life-the aesthetic, ethical and religious stages.	6	1, 2,7																				
	4.2	Existence precedes essence.	6	2,4,7																				
	4.3	Sartre-human predicament-bad faith-freedom and responsibility	6	2,4,7																				
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.																							
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Teaching, interaction, debate, discussion, Assignment, seminar.																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>  Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																							
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## References


1. Carel and Gamez. What Philosophy Is, Viva Publications, 1994.
2. Robert C Solomon. Introducing Philosophy, Oxford University Press,2012.

3. Harold Coward. Eva Dargyay, Ronald New Feldt, Readings In Eastern Religions, Satguru Publications,2006.
4. Dr S Radhakrishnan. Bhagavad Gita, Hind Pocket Books, 2011.
5. B. K. Lal. Contemporary Indian Philosophy, Motilal Banarsidas Publishers, 2017.
6. Mrinal Kanti Bhadra. Critical Survey of Phenomenology and Existentialism,1990.
- 7.Swami Ranganathananda. The Universal Message of the Gita, Advaita Ashrama Publishers, 2000.

#### **SUGGESTED READINGS**

- 1.Debabrata Sinha. Phenomenology and Existentialism: An Introduction, Progressive Publishers, 1974, Calcutta
- 2.Ajanta E Chakravarty. The Geeta and the Art of Successful Management, Rupa Publications pvt Ltd, 2005.



	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Art (Indian)</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	<b>MCE2MDCPHI100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	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>Natyasasthra</i> .					
<b>Semester</b>	II	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		60
<b>Pre-requisites, if any</b>	NIL					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the notion of Soundryaśastra.	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	¼
7	Evaluate views of contemporary Indian thinkers regarding aesthetics.	An/E	1
8	Evaluate Sphota theory and Alamkara theory.	E	1
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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 Vyabicharabhava 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>			

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


<b>B. Semester End examination</b>			
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	½	15	15
Total			50

## 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. Sasthri, 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

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Inductive Logic</b>					
<b>Type of Course</b>	DSCA					
<b>Course Code</b>	<b>MCE3DSCPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	III	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum		Others
		3		1		75
<b>Pre-requisites, if any</b>	None					

### 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)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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: This can be either classroom teaching, practical session, field visit etc., as specified by the teacher concerned. This content will be evaluated internally.			

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<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecture, Debate, Chart making, Discussion</p>								
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>								
	<p><b>B. End semester Examination</b></p> <p>MCQ- 1.5 hours</p> <table border="1" style="width: 100%; margin-top: 10px;"> <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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### 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.
- 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.

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Indian Philosophy –I</b>					
<b>Type of Course</b>	DSCA					
<b>Course Code</b>	<b>MCE3DSCPHI201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course is assigned to discuss Vedic religion and Upanishads and various heterodox schools of Indian tradition particularly their epistemological and ontological views as a wider manner.					
<b>Semester</b>	III	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand Vedas and metaphysical teachings of Upanishads 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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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.			

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

<b>B. Semester End examination</b>			
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. 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.



**Maharaja's college,Ernakulam**  
**(Govt. Autonomous)**

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Moral Philosophy</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE3DSEPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	Better understand some of the central developments in the field of normative ethics and its moral implications in contemporary life					
<b>Semester</b>	III	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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	An, E	2, 8

	of moral values based on rational argumentation using various approaches.		
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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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 <b>Readings:</b> <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 <b>Readings:</b> Mill's <i>Utilitarianism</i>	6	2

	4.2	Deontological Theory: Kant and its current versions as in Onera O'Neill. <b>Readings:</b> <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	<b>Classroom Procedure (Mode of transaction)</b>  1. Lecturing 2. Discussion 3. Quiz											
Assessment Types	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book											
	<b>B. Semester End examination</b>  MCQ- 1.5 hours											
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## References

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

4. Peter Singer ed, *Ethics*, Oxford, 1994
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*, 2<sup>nd</sup> 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

	<b>Maharaja's college,Ernakulam</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Values</b>					
<b>Type of Course</b>	DSCB					
<b>Course Code</b>	<b>MCE3DSCPHI202</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course is designed to furnish the significance of values and make awareness of the basic principles of values.					
<b>Semester</b>	III	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

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



## 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.	5	5

		Debate		
	4.2	Value Education and its importance. Discussion	5	5
	4.3	Role of media in value transaction.  Debate	5	5
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>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b> Lecture, Discussion, Debate, Quiz.</p>																						
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b></p> <p>Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book</p>																						
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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. Chatterji, Margret. Philosophical Enquires, Motilal Banarasidas, 1988, Delhi.

## **SUGGESTED READINGS**

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



**Maharaja's college,Ernakulam**  
(Govt. Autonomous)

	<b>Maharaja's college,Ernakulam</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Life Skill</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	<b>MCE3MDCPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course intends to make the students understand life skills and apply the same throughout their life.					
<b>Semester</b>	III	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				45
<b>Pre-requisites, if any</b>	Nil					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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 <b>Reading:</b> <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 Lining up the domains How Do We Achieve and Maintain our potential? Reading: <i>Life Skills: Improve the</i>	7	3,4


		<i>Quality of Your Life with Metapsychology, Chapter IV</i>		
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>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecture</p> <p>Discussion</p> <p>Exercises</p>																						
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																						
	<p><b>B. Semester End examination</b></p> <p><b>C. Semester End examination</b></p> <p>Written examination - 1hour</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>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. Arvind nowale (2018) An introduction to life skills, Macmillan Education
2. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris..
3. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
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6. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv. Gandhi National Institute of Youth Development, Tamil Nadu.
7. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
8. Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata. McGraw-Hill Publishing Company Ltd.
9. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
10. Volkman, Marian K. Life Skills: Improve the Quality of Your Life with Metapsychology, Loving Healing Press, 2005



	<b>Maharaja's college,Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Yoga</b>					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	<b>MCE3VACPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course discusses philosophy of yoga and its relevance. Patanjali yoga, and Yoga for spiritual and mental development.					
<b>Semester</b>	III	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				45
<b>Pre-requisites, if any</b>	Nil					

### 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),**

**COURSE CONTENT**

**Content for Classroom transaction (Units)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
1	1.1	Yoga: meaning and history- References in Vedas and Upanishads	2	1
	1.2	Samkhya yoga-Purusha and prakriti, Trigunas. Yoga in Baghavat 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>			

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Assignment, debate, discussion, quiz, seminar, practice of Asanas</p>																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
	<p><b>B. Semester End Examination-</b></p> <p><b>D. Semester End examination</b></p> <p>Written examination - 1hour</p> <table border="1" data-bbox="464 1021 1362 1288"> <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. 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.
4. Swami Vivekananda. Raja Yoga, Advaita Ashram, 2000, Calcutta.
5. Taimini I K. Glimpses into the psychology of yoga, Theosophical Publishing House, Adayar, 1973, Chennai.
6. Taimini K The Science of Yoga, The theosophical publishing House, Adayar, 2005, Chennai.

## **SUGGESTED READINGS**

1. Iyengar B K S. Light on Patanjali Yoga, Schocken Books,1994.
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.



**Maharaja's college,Ernakulam  
(Govt. Autonomous)**

<b>Program</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	Ancient and Medieval Western Philosophy					
<b>Type of Course</b>	DSCA					
<b>Course Code</b>	<b>MCE4DSCPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	course discusses the development of western philosophy from Pre- Socratic Period to medieval Period					
<b>Semester</b>	IV	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	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, Anaximanes,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.
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<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lectures ,Reading, Debate		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>C. Continuous Comprehensive Assessment (CCA) 30 marks</b> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book		
	<b>D. Semester End examination</b> MCQ- 1.5 hours		
	Type	No. of Questions	Mark
	Multiple choice questions	70	Each question carries 1 mark
			Total Marks 70

### 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.Mc Aleer,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





**Maharaja's college,Ernakulam**  
(Govt. Autonomous)

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Indian philosophy –II</b>					
<b>Type of Course</b>	DSCA					
<b>Course Code</b>	<b>MCE4DSCPHI201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	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					
<b>Semester</b>	IV	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

**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 pramanas in Astikadarsanas	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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Nyaya system Analysis of fourPramanas 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 Astanga yoga-Eight limbs of yoga of Patanjali –Concept of chitta –concept of Samadi.	10	8

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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecturing Discussion Debate
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>  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. 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.
3. Sri.Tirtha, Narayana. The Sankhyakarika, Gyan publishing house, 2021.
4. Chakravarty, Debasish. Vaisesika sutra of Kanada, D.K Print world Ltd, 2004.



**Maharaja's college,Ernakulam**  
(Govt. Autonomous)

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Applied Ethics</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE4DSEPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	Provide basic idea about applied ethics and discuss about the issues related to medical ethics, media ethics and environmental ethics					
<b>Semester</b>	IV	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	None					

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

## 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 centrism	5	6
	4.2	Deep ecology	3	6
	4.3	Field Study Related to Climate Change Affected Areas	7	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.			

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

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. 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.



	<b>Maharaja's college,Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Sree Narayana Guru</b>					
<b>Type of Course</b>	DSC C					
<b>Course Code</b>	<b>MCE4DSCPHI202</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	Course discusses social and philosophical dimensions of Sree Narayana Guru's thought.					
<b>Semester</b>	IV	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

### COURSE OUTCOMES (CO)

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

## 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, Chattampi Swamikal Vagb hadananda, 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	4.1	"Arivu" Reading and Discussion	10	5

Reflections on Guru's works.	4.2	Jati Mimasa" Reading and Discussion	10	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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture, Discussion, reading text																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																						
	<b>B. Semester End examination</b> Written examination 2 hrs.																						
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Total			70																				

## 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.



**Maharaja's college, Ernakulam**  
**(Govt. Autonomous)**

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Logical Fallacies</b>					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	<b>MCE4SECPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	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					
<b>Semester</b>	IV	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				45
<b>Pre-requisites, if any</b>	None					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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

**\*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	<b>Fallacy of Relevance:</b> 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
3	3.1	<b>Fallacies of Presumption:</b> 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	<b>Fallacies of Ambiguity:</b> 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.			

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

<b>B. End semester Examination</b>			
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


### 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.



	<b>Maharaja's college, Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Nursing and Care</b>					
<b>Type of Course</b>	VAC					
<b>Course Code</b>	<b>MCE4VACPHI200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	Indented to inculcate values of nursing and care in the students					
<b>Semester</b>	IV	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				45
<b>Pre-requisites, if any</b>	Nil					

### 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	Definition of health and illness, Concepts of health- Dimensions of health. Definition of nursing and its concepts- History of nursing- - Contribution of Florence Nightingale- Philosophy of nursing.	5	1,2,3,9
	1.2	Functions and responsibility of a nurse- Communication and nurse patient relationship: Levels of communication, elements of communication. Field visit- Health care institution.	5	10
	1.3	Human needs and nursing theory- The concept of self care:Self care and society- Concept of interaction in nursing System theories and nursing theories	5	7,8,6
2	2.1	Existentialism and phenomenology in nursing theories- Existential phenomenology.	5	4
	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>			
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecture, discussion, assignment , field study.</p>			
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>			


**B. Semester End examination**

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

**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,New Delhi

	<b>Maharaja's college,Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Symbolic Logic</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE5DSCPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	V	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	NIL					

### 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)**

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

4 PREDICATE LOGIC	4.2	<ul style="list-style-type: none"> <li>Singular, General Proposition</li> <li>Symbolization of General and Singular propositions</li> </ul>	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.																							
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  1. Lecture 2. Exercises, PPT and seminar presentations and problem-solving exercises																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																							
	<b>B. Semester End Examination</b>  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.



**MAHARAJA'S COLLEGE, ERNAKULAM**

**(Govt. Autonomous)**

	<b>MAHARAJA'S COLLEGE, ERNAKULAM</b>					
	<b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Rationalism</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE5DSCPHI301</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	V	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	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	1,2,10
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

**\*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)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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
		Leibniz- Theory of monads-	4	

4	4.1	Law of sufficient reason, identity of indiscernibles  Reading: Monodology (pages 1-15)		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.			


<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture, debate, discussion, Quiz.																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																						
	<b>B. Semester End Examination</b>  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.
9. 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 Wilhelm Leibniz. Monodology trans: Robert Latta, Garland publications, 1898, New York.

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Empiricism</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE5DSCPHI302</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	Course discusses empiricism and its major notions reference with John Locke, George Berkeley, David Hume. Analyse problem of Induction and causation.					
<b>Semester</b>	V	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum		Others
		4				60
<b>Pre-requisites, if any</b>	None					

### COURSE OUTCOMES (CO)

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

## 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 Theory of Causation: David Hume	4.1	Kinds of knowledge: Matters of fact and relations of ideas	3	7																			
	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.																						
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture, discussions, reading, book review																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>																						
	<p><b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p> <p><b>B. Semester End examination</b></p> <p>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		
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## References

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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.

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Art (Western)</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE5DSEPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	V	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	NIL					

### 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	An/A	1/6



	modern		
6	Develop critical approach to life experiences - catharsis.	E/An	2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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	<b>Classification of Arts:</b> 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	<b>Traditional theories of Art:</b> Plato: Imitation theory	10	5
	3.2	Aristotle: Representationism, catharsis	10	5,6
4	4.1	<b>Modern Theories of Art:</b> 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	<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>																							
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></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>																							
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b></p> <p>Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book</p> <p><b>B. Semester End examination</b></p> <p>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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## 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.

	<b>Maharaja's college,Ernakulam</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Religion</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE5DSEPHI301</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	This course deals the concept of religion and different argument for and against philosophy of religion. Further, it evaluates religion in the present world.					
<b>Semester</b>	V	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

### 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

***\*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)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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	4	6

		practices (debate)																						
	4.3	Religious conflicts and secularism. 14 <sup>th</sup> 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.																							
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecturing Discussion Debate																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																							
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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.
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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.
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	<b>Maharaja's college,Ernakulam</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Research Methodology in Philosophy</b>					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	<b>MCE5SECPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	This course will act as a capstone for research in Philosophy consist of Research Methodology, Methods, Writing Practices, Language and Soft Skills.					
<b>Semester</b>	V	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		60
<b>Pre-requisites, if any</b>	Nil					

### 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	C, S	4



	elements of a research proposal/report.		
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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	6	2		
	2.3	Deconstructive Method Intellectual Honesty and Research Integrity Scientific misconducts:	6	3		

		Falsification, Fabrication and Plagiarism. Redundant Publications: Duplicate and Overlapping Publications, Salami Slicing.				
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. <b>Practical:</b> 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 <b>Read:</b> MLA Handbook	6	4		
	3.4	<b>Practical:</b> 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	<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>																						
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Class room teaching</p> <p>Group Discussions</p> <p>Practical Sessions</p>																						
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																						
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## References

1. Morris R. Cohen and Ernest Nagel, An Introduction to Logic and Scientific Method, Harcourt Brace and Company INC, New York, 1934
2. Kerry E Howell, An Introduction to the Philosophy of Methodology, Sage, New Delhi 2013.
3. C.R. Kothari, Research Methodology: Methods and Techniques: Second Edition: New Age International Publishers, New Delhi, 2008.
4. James Scotland, "Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms", *English Language Teaching* Vol. 5 No. 9, 2012 ISSN

1916-4742. E-ISSN 1916-4750, published by Canadian Centre of Science and Education, 2012

5. Dharmarajan PV, The Significance of inculcating Soft Skills in students in the process of Teaching Hard Skills, InternatinalJournl of Applied Research & Studies (ISSN 2278-9480), 2012

6. Developing Soft Skills by Robert M. Sherfield, Rhonda J., Pagtricia J. Moodi, Cornerstone Publications.

7. Caprette, David R. (1995) "Writing Research Papers" Rice University, Houston 25 Aug 95 <http://www.ruf.rice.edu/~bioslabs/tools/report/reportform.html>, Accessed August 12, 2010.

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15. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers.. 6th ed. New York: MLA, 2003

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21. Ranganatham, Dr.M. & Krishnaswami, Dr.O.R. Methodology of Research in Social Sciences. 2nd ed. Mumbai: Himalaya Publishing House. 2005.

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23. Piyali, Palit. *Basic Principles of Indian Philosophy of Language*. Delhi: MunshiramManoharlal Publishers, 2004
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	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Kant</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE6DSEPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	VI	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	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
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## 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	6	4

		Paralogisms		
	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	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.			

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



<b>B. Semester End examination</b>			
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


1. Scruton, Roger. *Kant: A Very Short Introduction*, Oxford University Press, 2001.
2. Guyer, Paul 2<sup>nd</sup> Edition. *Kant*, Routledge, 2014.
3. Deleuze, Gilles. *Kant’s Critical Philosophy: The Doctrine of the Faculties*, Minneapolis: University of Minnesota Press, 1984.

### SUGGESTED READINGS

1. Kant, Immanuel. *Critique of Pure Reason*. Cambridge University Press, 1999.
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.

### Articles

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.
2. Maiden, Jack. “Kant’s Transcendental Idealism: *The Copernican Revolution*’ of *Philosophy*”. *Philosophy Break*, 2023.
3. Ritter, Bernhard. “Kant’s Transcendental Idealism” in: *Kant and Post-Transcendental Wittgenstein*. Palgrave Macmillan, 2020.
4. Banham, Gary. “Kant’s Moral Theory”. *British Journal for the History of Philosophy*, Vol. 15, issue 3, 2007.

	<b>Maharaja's college,Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Hegel and Marx</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE6DSEPHI301</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	Course discuss the epistemological,metaphysical and social aspects of the philosophy of Hegel and Marx.					
<b>Semester</b>	VI	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum		Others
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

### 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

***\*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)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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 Recent Trends	4.1	Religion	6	5
	4.2	The dialect in practice and dialect in progress	7	4
	4.3	Neo Marxism,	7	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.																								
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lectures , text reading ,Debate																								
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> Test Paper Assignment/ Viva/ Seminar/ Quiz Course Activity Report /Record book																								
	<b>A. Semester End examination</b> Written examination 2 hrs. <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></td> <td></td> <td></td> <td></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. Ahmad, Ajaz. *In Theory: Classes, Nations, Literatures*, Verso, 1992, London.
2. Anderson, Perry. *Considerations of Western Marxism*, NLB, 1976, London.
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6. Magee, Bryan. *Great Philosophers: An Introduction to Western Philosophy*, Oxford University Press, 20
7. Russell, Bertrand. *History of Western Philosophy*, Routledge classics, 2004, London.

## **SUGGESTED READINGS**

1. Hegel, G.W.F. *Phenomenology of spirit*. Translated by A.V. Miller, Motilal Banarasi Dass Publishers, 1998, Delhi.
2. Marx, Karl and Engels, Fredrich. *Collected Works*, International Publishers 1975, New York & London

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Ambedker</b>					
<b>Type of Course</b>	DSE					
<b>Course Code</b>	<b>MCE6DSEPHI302</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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					
<b>Semester</b>	VI	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Introduction</b> Biography	5	1
	1.2	Influence	3	1
	1.3	Background of Ambedkars' philosophy	5	1
2	2.1	<b>Critique of Tradition</b> Varna system Caste system Untouchability	7	2
	2.2	Who were the Shudras?	5	3
		Annihilation of Caste (Reading)	5	4

3	3.1	<b>Ambedkar's Concept of Religion</b> Ambedkar's concept of ideal religion.	5	5
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	3.2	Dhamma, Karma and Morality.	5	5
	3.3	Ambedkar's conception of Neo Buddhism	5	6
4	4.1	<b>Relevance and significance</b> Perspective of Democracy	5	7
	4.2	Trinity concept of Ambedkar and its relevance.	5	7
	4.3	Contemporary Relevance	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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  1. Lecture. 2. Discussion 3. Debate																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																							
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## References

1. RoudiguesValeession, The essential Writings of Dr. B.R. Ambedkar. 2005, oxford.
2. Dhananjay keer, Life and Mission of Dr. B. R. Ambedkar, Popular PrakasanPvt.Ltd., 2005, Mumbai.

## SUGGESTED READINGS

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.

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Phenomenology and Existentialism</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>MCE6DSCPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	VI	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Assignment, Seminar on selected topics, Debate, Quiz, Text reading, Discussions.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> Test Paper Assignment/ Viva/ Seminar/ Quiz

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

## References

1. Bhadra, Kanti Mrinal. A Critical Survey of Phenomenology and Existentialism, Allied Publishers, 1990, New Delhi.
2. Blackham H J, Six Existentialist Thinkers, Routledge, 1965, New York.
3. Heinemann. F.H. Existentialism and the Modern Predicament, Adam and Charles Black publishers, 1958.
4. Barret William. A Study in Existential Philosophy, Heinmann publishers, 1958, Toronto.
5. J.M. Spier. Christianity and Existentialism, Tr. Freeman, Philadelphia Publications, 1953, New York.
6. Warnock Mary. Existentialism, Cambridge University Publication, 1979.
7. Skolowski Robert. Introduction to Phenomenology, Cambridge University Press, 1999.
8. West David. An Introduction to Continental Philosophy, Polity Press, 1996.
9. Sinha Debabrata. Phenomenology and Existentialism: An Introduction, Progressive Publishers, 1974, Calcutta.

## SUGGESTED READINGS

1. George Siby K. Existential Authenticity, Abhijeet Publications, 2004 New Delhi.
2. Singh Alka. Post Modernism, Y king Books
3. Lavenson Michael. Modernism, Cambridge University Press, 1999, UK
4. Martin Heidegger. Being and Time: A Translation of Sein and Zeit, Trans: Joan Stambaugh, State University Press, 1927, New York.
5. Sartre. Being and Nothingness, Routledge, 1943, New York.
6. Jean Paul Sartre. Existentialism is a Humanism, trans: Philip Mairet, Media Type Hardcover and Paperback publication, 1948



**Maharaja's college,Ernakulam**  
**(Govt. Autonomous)**

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophical writing</b>					
<b>Type of Course</b>	SEC					
<b>Course Code</b>	<b>MCE6SECPHI300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	VI	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	others	
		2		1		60
<b>Pre-requisites, if any</b>	NIL					

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
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	C	4

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Basic Tools for Argument	1.1	<b>Conceptual tools</b> : 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	10	1,2
	1.2	<b>Propositions</b> : 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 <b>Kinds of implication</b> :a)Necessary and sufficient conditions b)Logical c)Material d)Causal e)Theoretical f)Informative	7	1,3
2 Analysing Arguments	2.1	Introduction; Arguments by examples; Arguments by analogy; Arguments from Authority	4	3
	2.2	Analysing Argument: Paraphrasing Arguments, Diagramming Arguments, Complex Argumentative Passages, Problems in Reasoning	4	3


	2.3	Reading a philosophical text- Plato's <i>Republic</i>	9	3
3 Methods of Writing	3.1	<p>Methods of Writing</p> <ol style="list-style-type: none"> <li>1. Argumentative method <ol style="list-style-type: none"> <li>a. Inductive</li> <li>b. Deductive</li> </ol> </li> <li>2. Hermeneutical (interpretative) method <ol style="list-style-type: none"> <li>1. Exegetical or explanatory or expository</li> <li>2. Creative</li> <li>3. Exploitative</li> </ol> </li> <li>3. Persuasive</li> <li>4. Others <ol style="list-style-type: none"> <li>a. Descriptive b. Narrative c. Creative</li> </ol> </li> <li>5. Proposal Writing</li> </ol>	10	4
	3.2	<p><b>Writing a philosophical paper</b></p> <p>Types of Philosophy Papers -Argumentative papers, compare and contrast, Analysis papers, research papers, summary papers and abstract</p>	8	4
	3.3	Preparing the outline, presentation and discussion	8	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>			
<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Discussion on assigned readings.</li> <li>3. Seminar presentations</li> <li>4. Class tests</li> </ol>			



<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>																							
	<p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																							
	<p><b>B. Semester End examination 50 marks</b></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>½</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	½	15	15	Total			50
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## References

1. Baggini, J., Fosl, Peter S., *The Philosopher's Toolkit*, Wiley-Blackwell), 2002 Chapter 4, 5 & 7.
2. Weston, Antony, (2017), *A Rulebook for Argument* (Hackett Publishing, 5<sup>th</sup> edition or any other edition), Chapter
3. Copi, I.M., and Cohen, C. *Introduction to Logic*, 13<sup>th</sup> Edition, Pearson Education Asia Low Price Edition, 2001. Chapter 2.
4. Guttenplan, Samuel, Jennifer Hornsby, ) Christopher Janaway *Reading Philosophy: Selected Texts with a Method for Beginners* NJ : Wiley, 2021.
5. Rescher, Nicholas, (2001), "Interpreting philosophical texts", *Philosophical: A study in the Methodology of Philosophical Reasoning*, (Blackwell, Oxford)
6. Seech, Zachary, (2009), *Writing Philosophy Papers*, (Wadsworth Centage Learning)
7. Seech, Zachary, (2009), *Writing Philosophy Papers*, (Wadsworth Centage Learning) Chapter 2,3,4&5
8. Weston, Antony, (2017), *A Rulebook for Argument* (Hackett Publishing, 5<sup>th</sup> edition or any other edition), Chapter 7, 8 & 9
9. Martinich, A.P. (1996) *Philosophical writing : An introduction* (Massachusetts: Blackwell Publishers). Chapter 3,4&5
10. Leki, Iona, (1998), *Academic Writing: Exploring Processes and Strategies*, (Cambridge University Press)

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>				
<b>Programme</b>	<b>BA Honours philosophy</b>				
<b>Course Name</b>	<b>Philosophy and Cultural Studies</b>				
<b>Type of Course</b>	VAC				
<b>Course Code</b>	<b>MCE6VACPFI300</b>				
<b>Course Level</b>	<b>300-399</b>				
<b>Course Summary</b>	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.				
<b>Semester</b>	VI	Credits		3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
		3			
<b>Pre-requisites, if any</b>	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	E	1,2,3

	and philosophy		
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
*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
	1.4	Hegemony, Ideology, Cyber Space	4	2
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>			


<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lectures</p> <p>Tutorials</p> <p>Group Discussions</p> <p>Power point Presentations</p>																							
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 25 marks</b></p> <p style="text-align: center;">Test Paper</p> <p style="text-align: center;">Assignment/ Viva/ Seminar/ Quiz</p> <p style="text-align: center;">Course Activity Report /Record book</p> <p><b>B. Semester End examination 50 marks</b></p> <p style="text-align: center;">written examination - 1hour</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Type</th> <th style="width: 15%;">No. of Questions</th> <th style="width: 10%;">Mark</th> <th style="width: 45%;">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;"><b>Total</b></td> <td style="text-align: center;"><b>50</b></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	<b>Total</b>			<b>50</b>
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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**

1. Raymond Williams. *Culture*. Oxford,1983.

	<b>Maharaja's college,Ernakulam (Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Meta Ethics</b>					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	<b>MCE7DCCPHI400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	To introduce fundamental concepts of meta ethics					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

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

## 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 Carnap's Critique of Metaphysics	6	1,2
	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 Emotivism: A.J. Ayer, C.L. Stevenson	9	5
	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.																				
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b></p> <p>Test Paper</p> <p>Assignment/ Viva/ Seminar/ Quiz</p> <p>Course Activity Report /Record book</p>																				
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## References

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

1. Ayer, A. J. 1946. *Language, Truth and Logic*. 2nd edn. London: V. Gollancz Ltd.
2. Hare, R. M. 1952. *The Language of Morals*. Oxford: Oxford University Press.
3. Moore, G. E. 1903. *Principia Ethica*. Cambridge: Cambridge University
4. Ross, W. D. 1930. *The Right and the Good*. Oxford: Oxford University Press
5. Hume, David. *A Treatise of Human Nature*. Edited by Ernest Campbell Mossner, Penguin Classics, 1985.
6. Rudolf Carnap, 'The Elimination of Metaphysic through the Logical Analysis of Language' A.J. Ayer (ed) *Logical Positivism*, The Free Press, New York, 1959 pp.60-81
7. Charles L Stevenson 'The Nature of Ethical Disagreement', *Ethical Theory 1: the Question of objectivity*, James Rachels (ed), Oxford University Press. 1998.



	<b>Maharajas's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Contemporary Continental Philosophy</b>					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	<b>MCE7DCCPHI401</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	<b>Contemporary Continental Philosophy</b> 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.					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	NIL					

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PO No</b>
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	U	1

	Habermas		
8	Analyse Habermas' attempts to bring back enlightenment rationality as communicative rationality	An	2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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	7	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>	8	1,2
2 Structure,Disco urse, Power	2.1	Ferdinand De Saussure: Theory of signs <i>Readings: Course in General Linguistics</i>	3	3
	2.2	Jacques Derrida: critique of logocentrism, differance, textuality, writing; <i>Readings: Structure sign and Play, Differance</i>	8	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>	8	3,4
3 Metanarratives, Simulacra	3.1	Modern and Postmodern	3	5
	3.2	JF Lyotard: critique of metanarrative traditions <i>Readings: sections from The postmodern condition</i>	4	6
	3.3	Jean Baudrillard- Simulacra	4	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>	3	7																				
	4.2	Adorno and Horkheimer - Negative dialectics, Culture Industry  <i>Readings: Selection from Dialectics of Enlightenment</i>	4	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>	8	7,8																				
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  1. Lectures 2. Discussion on assigned readings. 3. Seminar presentations 4. Class tests																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																							
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## References

1. Gadamer : The Universality of Hermeneutic Problem in *Continental Philosophy Reader*, pp-111- 121
2. Essay on Gadamer in Jon Simons edited *From Kant to Levi Strauss: The Background to Contemporary Critical Theory*
3. Gadamer, Survey of thought in Routledge Encyclopaedia of Philosophy
4. Lawrence K Schmidt, “Gadamer’s Theory of Hermeneutic Experience” in *Understanding Hermeneutics*, Acumen, 2006
5. Derrida, ‘Differance’, in *Continental Philosophy Reader*
6. ‘Deconstruction and Derrida’ in Richard Kearney (ed). *Continental Philosophy in the Twentieth Century*, p.365-385.
7. ‘Interview with Derrida’, in Richard Kearney(ed), *Interview with Contemporary Continental Thinkers*.
8. David West, “Derrida’s Deconstruction of Western Metaphysics”, in *An Introduction to Continental Philosophy*, Polity Press, 1996.
9. Foucault: Nietzsche Genealogy History in *Foucault Reader*
10. Essay on Foucault , in Jon Simons Edited *Contemporary Critical Thinkers Vol 2*.
11. David West, “ Foucault’s Genealogy of the Subject” in *An Introduction to Continental Philosophy*, Polity Press, 1996.
12. David West, *Continental Philosophy, An Introduction* , Polity Press, 1996. Chapter 7
13. Lyotard, *The Postmodern Condition: A Report on Knowledge*, University of Minnesota Press, 1984
14. Baudillard ,Jean. *Simulacra and Simulation*
15. David West “Dialectics of Emancipation: Marx, the Frankfurt school and Habermas” in *An Introduction to Continental Philosophy*, Polity Press ,1996.
16. Habermas : ‘Communicative versus Subject Centered Reason’ in *From Modernism to Postmodernism: An Anthology*
17. 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.

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	BA Honours Philosophy					
<b>Course Name</b>	<b>Philosophy of Language</b>					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	<b>MCE7DCCPHI402</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	Course examines the linguistic turn in philosophy and there by introduce the analytic method.					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	None					

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Linguistic turn	1.1	First order second order inquiry	4	1
	1.2	Linguistic turn	4	1
	1.3	Stages of development of AnalyticPhilosophy	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																				
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lectures ,Debate , Reading																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> <b>Test Paper</b>  <b>Assignment/ Viva/ Seminar/ Quiz</b>  <b>Course Activity Report /Record book</b>																							
	<b>B. Semester End examination.</b> <b>Written examination 2 hrs.</b>																							
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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.



	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Science</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE7DCEPHI400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	After completing the course the student will be able to have a knowledge of the key concepts, arguments and positions in Philosophy of science					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

### 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
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## 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
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	Karl Popper: the problem of demarcation-Theory of falsification Reading: Conjectures and Refutations,	5	3,4

		33-46 The Logic of Scientific Discovery 10-20		
4	4.1	Thomas Kuhn: Structure of Scientific Revolutions - Incommensurability- Non-cumulative progress of science.  Discussion: Incommensurability principle	6	3,4
	4.2	Reading: The Structure of Scientific Revolutions, pages 1-22, 174- 210.	5	3,4
	4.3	Liberalism of Scientific Methods: Paul Feyerabend: Epistemological Anarchy.  “How to Defend Society Against Science” in <i>Introduction to Philosophy</i> .  Debate: Methodological Anarchism.	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.			
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture. Debate. Discussion. Quiz.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> <b>Test Paper</b>  <b>Assignment/ Viva/ Seminar/ Quiz</b>			


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

### Reference.

1. Alex Rosenberg. Philosophy of Science, Routledge, 2000
2. Dilworth, C., Scientific Progress, London: D. Reidel, 1981
3. Chalmers. What is This Thing Called Science. Hackett Publishing, 1976
4. Hanson, N.R. Patterns of Discovery, Cambridge: Cambridge University Press, 1958
5. Hanson, N.R. A guide to Philosophy of Science, London: George Allen & Unwin, 1972
6. James Ladyman. Understanding Philosophy of Science, Routledge, 2002
7. Samir Okasha Philosophy of Science: A Very Short Introduction, Oxford, 2016

### Suggested Readings.

1. Feyerabend. P. Against Method: Outline of an Anarchistic Theory of Knowledge. Verso,1975
2. Popper, K. The Logic of Scientific Discovery. Routledge, 2002
3. Popper, K. Conjectures and Refutations. Routledge, 1963
4. Thomas Kuhn. The Structure of Scientific Revolutions. University of Chicago, 1962

	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Indian Theories of Knowledge</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE7DCEPHI401</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	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					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

### 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
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## 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	Theory of knowledge in Jainism – Kinds of knowlede Mediate (paroksha) Immediate (aparoksha) Three pramanas	5	3
	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	6	6

		Anyathakhyati.		
	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.			

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



	<b>Maharaja's college,Ernakulam</b> <b>(Govt. Autonomous)</b>					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Social Contract</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE7DCEPHI402</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	This course is intended to understand the formation of state with special reference to Thomas Hobbes, John Locke and Rousseau.					
<b>Semester</b>	VII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				60
<b>Pre-requisites, if any</b>	Nil					

### 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 Law of nature. Locke on Natural right and private property	6	10
	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.																							
<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecturing, Discussion, Debate																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b>  Test Paper  Assignment/ Viva/ Seminar/ Quiz  Course Activity Report /Record book																							
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### 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.



**MAHARAJA'S COLLEGE, ERNAKULAM**  
(Govt. Autonomous)

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Feminist Philosophy</b>					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	<b>MCE8DCCPHI400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	To Understand issues in Gender, Feminism and Philosophy					
<b>Semester</b>	VIII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

**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	An, E	1, 2, 3

	Feminism, Existentialist Feminism, Psycho analytic Feminism, Post Structuralist and Post -modern Feminism			
5	Reading Philosophy as a Women. Gain the ability to think of solutions to the problems of gender oppression.		A	7, 10
	<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## 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 <b>Reading:</b> 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 <b>Readings:</b> 1. Moria Gatens: “Feminism, Philosophy, And Riddles without Answers” A Reader in Feminist Knowledge 2. Nancy Jay: “Gender and Dichotomy” A Reader in Feminist	8	2, 3, 5

		<p>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><b>Reading:</b></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><b>Readings:</b></p> <p>1. Simone de Beauviour: Part I: Chapter 3: ‘The point of view of Historical Materialism; Part II: Chapter 1 &amp;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><b>Reading:</b></p> <p>1.Freud: “Three Essays on the Theory of Sexuality’</p> <p>2. Anthony Elliot: ‘Psychoanalytic Feminism’ Psychoanalytic Theory: An Introduction</p>	5	2,4
4	4.1	<p>Structuralism and the problem of language: Lacan’s Imaginary, Mirror stage and the ‘Symbolic’, Concept of Phallus, Women does not exist in the</p>	8	2,4

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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecturing, Discussion, Debate, Reading																				
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> <b>Test Paper</b>  <b>Assignment/ Viva/ Seminar/ Quiz</b>  <b>Course Activity Report /Record book</b>																				
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2. SnejaGunew (ed), *A Reader in Feminist Knowledge*, Routledge, London, 1994
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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.



**MAHARAJA'S COLLEGE, ERNAKULAM**  
(Govt. Autonomous)

<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Film</b>					
<b>Type of Course</b>	DCC					
<b>Course Code</b>	<b>MCE8DCCPHI401</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	This course introduce students to the main themes in philosophy of film, Modernist strategies of film criticism and the debate on Film as philosophy					
<b>Semester</b>	VIII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	others	
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

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

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Introduction	1.1	Nature of film	5	1
	1.2	Film as art – Arguments against film as art	5	2
	1.3	Film Genre, Technology and art, Film and Literature	4	1
2 Philosophic al issues	2.1	Ontology of film	4	3
	2.2	Film and emotion	4	3
	2.3	Film and Knowledge	3	3
	2.4	Film and author	3	3
	2.5	Film narration	3	3
	2.6	Social criticism	3	3
3 Film criticism	3.1	Realism -formalism – Phenomenology Films to be screened :Trip to Moon, Dr. Caligari’s Cabinet, Battleship Potemkin , Bicycle thieves	8	4
	3.2	Semiological film criticism	3	5
	3.3	Structural Film criticism	3	5
	3.4	Marxist Film criticism	3	5
	3.5	Feminist film criticism	3	5
	3.6	Neo-freudian film criticism	3	5
4 Film as philosophy	4.1	Film as philosophy	4	7
	4.2	<ol style="list-style-type: none"> <li>1. The Sacrifice – Andre Tarkovisky</li> <li>2. Rashomon – Akira Kurasowa</li> <li>3. Three colours blue- Kieslowsky</li> <li>4. Matrix- Larry and Andy Wachowski</li> <li>5. Hilary and Jackie- Anand Tucker</li> <li>6. Persona –Inger Bergman</li> <li>7. Ghaire Bhaire – Satyajit Ray</li> <li>8. Esthappan- G Aravindan</li> </ol>	13	8

		9. Amma ariyan-John Abraham 10. Kathapurushan – Adoor Gopalakrishnan		
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>			

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


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2. Amy Villarejo*film studies: The basics*, Routledge, 2007.
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4. Carrol, Noel: *Philosophical Problems of Classical Film Theory*, Princeton University Press,1988 .

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6. Currie Gregory: *Image and Mind :Films, Philosophy and Cognitive Sciences*, Cambridge University Press,1955.
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	<b>MAHARAJA'S COLLEGE, ERNAKULAM</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Indian Theories of Meaning</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE8DCEPHI400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	VIII	Credits		4	Total Hours	
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum		Others
		3		1		75
<b>Pre-requisites, if any</b>	Nil					

### COURSE OUTCOMES (CO)

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
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S),</b>			

***Interest (I) and Appreciation (Ap)***

**COURSE CONTENT**

**Content for Classroom transaction (Units)**

<b>Module</b>	<b>Units</b>	<b>Course description</b>	<b>Hrs</b>	<b>CO No.</b>
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	4	1
	1.2	How we do learn the meaning of words? Multiple meaning – Homophonemes and Homonyms. Four Classes of words.	4	1
	1.3	Views of early Grammarians -Panini ,Katyayana, Patanjali Indivisibility of sentence recognised by Panini and Patanjali	4	1
	1.4	The Buddhist Theory of Apoha Criticism of the Theory of Apoha	4	1
2 Mimamsa & Nyaya	2.1	Meaning of words and sentence in Mimamsa	4	1
	2.2	Conditions of knowing the meaning of a sentence: Akanksa, Yogyata,Sannidhi and Tatparyajnana	4	1
	2.3	The Comprehension of the meaning of the sentence :Anvitabhidhana and Abhihitanvaya Tatparya as separate vritti	6	1
	2.4	Jayanta’s criticism of Prabhakara and Kumarila	4	1
	2.5	Sabara and Udayana’s views and criticisms	5	1
	2.6	Tatparyasakti ,sansarhamaryada , Pratibha Bhartrhari’s criticism	4	1
3 Sphota	3.1	The Sphota Theory: Early History and Patanjali’s view	4	1
	3.2	Bhartrhari’s view of Sphota, Classification of sphota	4	1



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

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  1. Lecture 2. Discussion on readings 3. Presentations 4. Class test																							
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA) 30 marks.</b> <b>Test Paper</b> <b>Assignment/ Viva/ Seminar/ Quiz</b> <b>Course Activity Report /Record book</b>																							
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	<b>MAHARAJA'S COLLEGE, ERNAKULAM</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophy of Mind</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE8DCEPHI401</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	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.					
<b>Semester</b>	VIII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	--	1	--	75
<b>Pre-requisites, if any</b>	NIL					

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

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

1. Kim, Jaegwon. *Philosophy of Mind*, Routledge, 1996, New York.
2. Crane, Tim. *Elements of Mind: An Introduction to the Philosophy of Mind*. Oxford University Press, 2001, London.
3. Chalmers, David J. (Editor). *Philosophy of Mind: Classical and Contemporary Readings*. Oxford University Press, 2002.
4. Searle, J R. *Mind: A Brief Introduction*, Oxford University Press, 2004, New York.

5. Churchland, P M. *Matter and Consciousness*, Cambridge, Mass.: The MIT Press, 1988.
6. Chalmers, D J. *Philosophy of Mind: Classical and Contemporary Readings*, Oxford: Oxford University Press, 2002.
7. 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.

	<b>MAHARAJA'S COLLEGE, ERNAKULAM</b> (Govt. Autonomous)					
<b>Programme</b>	<b>BA Honours Philosophy</b>					
<b>Course Name</b>	<b>Philosophical Naturalism and Empirical Approaches to Philosophy</b>					
<b>Type of Course</b>	DCE					
<b>Course Code</b>	<b>MCE8DCEPHI402</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	Course discuss and analyses methodological shift in philosophy and holistic approaches in the area of semantics and epistemology					
<b>Semester</b>	VIII	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		75
<b>Pre-requisites, if any</b>	None					

### COURSE OUTCOMES (CO)

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

**\*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 Reperentatio nalism and Anti reperentation alism	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	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.			

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lectures, Reading text .																				
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>C. Continuous Comprehensive Assessment (CCA) 30 marks.</b> <b>Test Paper</b>  <b>Assignment/ Viva/ Seminar/ Quiz</b>  <b>Course Activity Report /Record book</b>																				
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### References

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. Lehrer, K. Knowledge, Clarendon press, 1974, Oxford
5. Armstrong, 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, Massachusetts.
8. Lehrer, K. Theory of Knowledge, Routledge, 1990, London

### **Suggested Readings**

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. *Word and Object*, MIT Press, 1960, Cambridge

## Internship Evaluation

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.

Each student should complete an internship programme. The internship evaluation has two components internal and external with a total mark of 50. Internal evaluation has 15 marks whereas external evaluation has 35 marks. Following are the criteria for internal and external valuations. The internship evaluation has two components: (A) Continuous Comprehensive Assessment (CCA) for 15 marks and (B) Internship Report Evaluation (ESE) for 35 marks.

<b>Programme</b>	<b>BA Honours Philosophy</b>
<b>Course Name</b>	<b>Internship</b>
<b>Course Code</b>	<b>MCE4INTPHI200</b>
<b>Semester</b>	<b>4</b>
<b>Credits</b>	<b>2</b>

### (A) Continuous Comprehensive Assessment (CCA): 15 marks

<b>Continuous Comprehensive Assessment (CCA)</b>		
<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Definition of the Internship Work/Area/Problem	5
2	Use of Methodology	5
3	Analysis/Argumentation/Findings and Suggestions	5
	<b>Total</b>	<b>15</b>

**(B) Internship Report Evaluation (ESE): 35 marks**

<b>Internship Report Evaluation</b>		
<b>Sl. No</b>	<b>Components</b>	<b>Marks</b>
1	Definition of the Internship Work/Area/Problem.	10
2	Use of Methodology.	10
3	Analysis/Argumentation/Findings and Suggestions.	15
	<b>Total</b>	<b>35</b>

**Formal requirements for the Internship Report**

The Report must be typed on a computer and comply with the following requirements: a) Font: Times New Roman (or any other suitable font), font size 12 and a line spacing of 1.5. The minimum length of the internship report is 25 pages (A4 Size) excluding the references, endnotes, appendices and the cover/certificate/content pages. The Report should follow the following recommended structure:

- A) Introduction,
- B) Nature of the internship engagement
- C) Internship Problem or Area
- D) Data and Methodology (if required)
- E) Skills, Analysis techniques applied during internship
- F) Summary of the internship engagement and conclusion
- G) References

**Project Evaluation**

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.

**Course Code: MCE8PRJPHI400**

### **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**

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

#### **II. Components and distribution of marks of Final evaluation**

<b>Sl. No.</b>	<b>Component</b>	<b>Marks</b>
<b>1</b>	Content analysis	30
<b>2</b>	Possibility of future research	10
<b>3</b>	Presentation	30

<b>4</b>	Conclusion	10
<b>5</b>	Reference and Bibliography	10
<b>6</b>	Viva voce	50
	<b>Total</b>	<b>140</b>