



Faculty: Arts

Programme: B.A.

Subject: Philosophy

Academic Year: 2025-2026

TYBA

Choice Based Credit System and
Learning Outcome Based System Syllabi
as

Multidisciplinary Undergraduate Programme
with Department Specific Course in Philosophy
under NEP 2020

Revised Syllabi approved by
Board of Studies in Philosophy
w.e.f. June 2025

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHMJ 311	Classical Indian Philosophy	60	4	60 + 40 = 100

Learning Objectives - Encourage a spirit of rationality in philosophizing. Equip learners with argumentative and analytical skills by philosophizing in an open-minded way towards the changing trends in the society.

Learning Outcomes -

1. Examine the historical nature of orthodox schools with regard to its concepts in Indian Philosophy.
2. Explain the organization of classical tradition on the foundations of metaphysics, epistemology and ethics.
3. Assess the philosophical ideas of truth, reality, freedom and self- realization with clarity and review its relevance in contemporary times.

Course Contents:

Module I: Nyaya & Vaisesika

[15 Hours]

- a) Concepts and Sources of Knowledge: *Prama, Aprama, Pramana*: Pratyaksha, Anumana, Upamana and Sabda Pramana
- b) Concept of God, Proofs for the existence of God and liberation
- c) Vaisesika: seven categories of reality, Theory of Evolution

Module II: Samkhya and Yoga

[15 Hours]

- a) Prakriti , Purusa and Theory of Evolution
- b) Satkaryavada and Asatkaryavada
- c) Eight-fold path of Yoga

Module III: Purva Mimamsa

[15 Hours]

- a) Mimamsa: Vidhi and Nisheddha (injunctions and prohibitions)
- b) Seven Principles of interpreting text
- c) Theory of error: Prabhakara – Akhyativada;
Kumarila Bhatta – Viparitkhyativada

Module IV: Uttara Mimamsa

[15 Hours]

- a) Shankara (Advaita Vedanta)- Satta traya (three levels of reality), concept of Brahman and Maya
- b) Ramanuja (Visistadvaita): Concept of Brahman, nature of Brahman, critique of maya
- c) Madhava – relation between God, Soul and the World

Suggested References:

- S Radhakrishnan, *Indian Philosophy , Vol - I and II* (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
- Jadunath Sinha, *A History of Indian Philosophy , Vol- I and II*, (Jatindranath Sen, Central Book Agency, Calcutta, 1952)
- Surendranath Dasgupta, *A History of Indian Philosophy, Vol –I and II* (Motilal Banarsidass Indological Publishers and Booksellers, Delhi,1975)
- M. Hiriyanna, *Outlines of Indian Philosophy*, (Motilal Banarsidass Publishers , Delhi, 1993)
- Basant Kumar Lal, *Contemporary Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi,1973)
- T.M.P Mahadevan and G. V Saroja, *Contemporary Indian Philosophy*, (Sterling Publishers Pvt. Ltd, Delhi, 1981)
- Sri Aurobindo, *Practical Guide to Integral Yoga*, (Sri Aurobindo Ashram , Pondicherry, 1955)
- Sri Aurobindo, *The synthesis of Yoga*, (Sri Aurobindo Library, New York City 1950)
- J. Krishnamurti, *Freedom from the known* (Ed: Mary Lutyens) (B.I. Publication, Bombay 1969)
- J. Krishnamurti, *Truth and Actuality*, (London, Victor Gollencz, 1978)
- R. Tagore, *Religion of man* (London Macmilan, 1930)
- R. Tagore, *Man Rabindranath* (Rupa & Co, 1933)
- R. Tagore, *Sadhana* (Rupa & Co. 1933)
- Tarkasamgraha Dipika, Gopinath Bhattacharya, (Ed.)~, Progressive, 1983.
- Datta, D. M. (1960). *The Six Ways of Knowing: A Critical Study of the Vedanta Theory of Knowledge*. University of Calcutta

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHMJ 312	Philosophy of Religion	60	4	60 + 40 = 100

Learning Objectives - Acquaint learners with the basic philosophical questions and issues that are current in Philosophy of Religion. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives

Learning Outcomes -

1. Examine the different philosophical concepts in Religion and Theology. Distinguish various arguments for and against the existence of God.
2. Debate on the function of religious language. Construct analytical arguments for the problem of evil and integrate the divine experiences with faith and reason.
3. Analyze the political, psychological and sociological challenges to religion. Summarize the relationship between religion –myth/art/science. Formulate ideas to bring out the relevance of religion in contemporary times.

Course Contents:

Module I: Introduction to Philosophy of Religion [15 Hours]

- a) What is Philosophy of Religion and How it is different from Religion and Theology
- b) Concept of creation: Deism, Pantheism and Theism (with Critique)
- c) Attributes of God: omnipotence, omniscience, omnipresence, benevolence and personal.

Module II: Proofs for the Existence of God [15 Hours]

- a) Ontological Argument (Anselm’s version, Descartes’ version and Kant’s critique)
- b) Causal/Cosmological Argument (Aquinas’ argument, Leibniz’s argument and Hume’s critique)
- c) Teleological (Aquinas and William Paley’s view; and Hume’s critique)

Module III: Religious Language [15 Hours]

- a) Analogical function of religious language (Thomas Aquinas’ view)
- b) Symbolic function of religious language (Paul Tillich’s view)
- c) Non-Cognitivism- Religious language as functional (cultural, artistic, social and religious) and symbolic (J. R. Randall Jr.’s view); Religious language from Linguistic perspective (emotive, ethical and prescriptive) (R. B. Braithwaite’s view)

Module IV: Soul, Immortality and Suffering [15 Hours]

- a) The arguments for immortality (in the dialogue Phaedo), The concept of resurrection – Plato’s view
- b) The problem of evil, and its possible solution (Augustine’s view)
- c) Suffering, Transmigration of soul, Theory of Karma (Indian Philosophical View)

Suggested References:

- Brian, Davis. *An Introduction to the Philosophy of Religion*. Oxford University Press. 1993
- Brightman, E.S. *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2017
- Bronstein(Author), Schulweis, H., and Daniel, J., *Approaches to the Philosophy of Religion*, Prentice Hall Publishing, U.S.A. 1954.
- Charlesworth, M., *Philosophy and Religion – From Plato to Postmodernism*, One world Publications, Oxford, 2006.
- Davis, S., *God, Reason and Theistic Proofs*, Edinburgh University Press,U.K. 1997.
- Galloway, G., *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2012.
- Hick, J., *Philosophy of Religion*, 4th Edition, Pearson Publishers, India. 1989.
- Kanal, S.P., *The Philosophy of Religion*, Lotus Publishers, India. 1984.
- Masih, Y., *Introduction to Religious Philosophy, 9th Ed.*, Motilal Banarsidass Publishers, India. 2017.
- Miall, D. *The Philosophy of Religion*, Progressive Publishers, India. 1963.
- Panza, Christopher and Gale, Gregory. *Existentialism for Dummies*. Wiley Publishing. 2008
- Peterson and Vanarragon (ed.), *Contemporary debates in philosophy of Religion*, Blackwell publishing, New Jersey. 2003.
- Peterson, Hasker, Rwichenbach, Basinger. *Philosophy of Religion*. 5th Ed., Oxford University Press, 2014.
- Rowe, W., and Wainwright. *Philosophy of Religion, (selected readings)*, 3rd edition, Oxford University Press, U.S.A, 1998.
- Thiselton, A., *The Concise Encyclopaedia of the Philosophy of Religion*, One World Publications, London. 2006.
- Tilghman, B., *Introduction to Religious Philosophy*, Blackwell Publishing, New Jersey. 1994.
- Titus (Author), Smith and Nolan (Editors), *Living Issues in Philosophy*, 9th Ed., Oxford University Press, U.K. 1994.
- William J Wainwright. *The Philosophy of Religion*, Oxford University Press, U.S.A, 2004.

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHMJ 313	Formal Logic and Critical Thinking	60	4	60 + 40 = 100

Learning Objectives - Determine use of arguments, evaluation and logical errors in improving language proficiency. Inculcate logical justifications that guide thinking.

Learning Outcomes -

1. Examine the fundamental differences between traditional and modern logic. Explain the importance of predicate calculus, immediate inferences and deduction for problem solving and strategic thinking.
2. Evaluate the nature, mood and figure of syllogistic reasoning with the help of Venn diagram.
3. Illustrate proficiency of thought in daily life with logical evidence to support an argument. Appraise alternate logical systems to facilitate critical thinking.

Course contents:

Module 1: Introduction to Modern Logic and Predicate Logic [15 Hours]

- a. Traditional and Modern classification of propositions; Drawbacks of traditional logic and advantages of modern logic
- b. Shorter Truth Table method (theory and exercise) and Concepts: individual constant, individual variable, Propositional function, existential quantifier, universal quantifier, instantiation, generalization, relation between universal and existential quantification.
- c. Symbolizing propositions (singular and general) by Quantification and Proving Validity by UG, EG, UI and EI. (method and exercise)

Module II: Immediate Inference and Deduction [15 Hours]

- a. Square of opposition (theory and exercises)
- b. Eduction (theory and exercises)
- c. Formal proof of validity- justification and construction; Conditional Proof (CP) and Indirect Proof (IP)

Module III: Syllogisms [15 Hours]

- a. Nature of syllogism: major, minor and middle terms; types of syllogism: categorical, disjunctive and conditional
- b. Mood and Figure: special rules of the four Figures and 15 valid Moods, Testing validity of syllogisms by rules of syllogistic reasoning
- c. Venn Diagram (theory and exercises)

Module 1V: Critical Thinking

[15 Hours]

- a. Anvikshiki- as critical thinking, Standards of and barriers to critical thinking
- b. Assessing the credibility of evidence
- c. Analyzing and evaluating complex arguments, including inductive arguments

Suggested References:

- Basantani, K.T., *Elementary Logic in LL.B.* Sheth Publishers, Mumbai
- Brink-Budgen, Roy van den. *Critical Thinking for Students.* (How To Books. 2000)
- Copi, *Symbolic Logic*, 5th Edition, Pearson Publication, U.K.2008
- Copi, Cohen, McMahan, *Introduction to Logic.* 14th edition, Pearson Publication, U.S.A.2013
- Firma, R.D, *Logic of truth-functions- An Introduction to Symbolic Logic.*, K.L. Mukhopadhyay, Calcutta, 1964
- Hughes, G.E., Londey, D.G., Mansukhani, G.N. *The Elements of Formal Logic.* B.I Publications, Bombay,1965
- Hunter, G. *Metalogic: An – Introduction to the Metatheroy of Standard First order Logic*, University of California Press, Rev. Ed.1996
- Hurley, Patrick J. & Watson, Lori. *A Concise Introduction to Logic.* (Cengage Learning India Pvt. Ltd. 2019)
- Jetli P & Prabhakar, M. *Logic* (Pearson: Delhi, Chennai and Chandigarh 2012)
- Kangle, R.P. *Kautilya's Arthashastra.* by Motilal Banarsidass Publishers Pvt. Ltd., New Delhi, India
- Paul, Richard and Elder, Linda. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life.* (Pearson Education. 2014)
- Pillai. Radhakrishnan, *Inside Chanakya's Mind: Aanvikshiki and the Art of Thinking* (2017) Penguin Random House India.
- Raghuramaraju, A. *Debates in Indian Philosophy: Classical, Colonial and Contemporary* (2006) Oxford University Press, New Delhi.
- Robert Lata and Alexander Macbeath, *The Elements of Logic.* (Macmillan & Co. Ltd.)
- Vaughn, Lewis. *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims.* (Oxford University Press. 2008)

Evaluation Pattern

Internal Assessment - Any One of the above first two units

[40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class and attending co-curricular activities such as lecture series, workshops, seminars, etc.]

1. CLASS TEST - 20 marks

2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit Report Writing/ Paper Presentation- 20 marks

Topics for project work INDIVIDUAL/GROUP:

Discuss with teacher-in-charge on the below mentioned broad theme and arrive at the specific assignment topic

Major 1 Classical Indian Philosophy	Major 2 Philosophy of Religion	Major 3 Formal Logic and Critical Thinking
Comparative analysis of concepts, theory, views, doctrines/notions between classical and contemporary Indian Philosophical based on metaphysics and epistemology	Comparative studies between classical religion and new age religion Religious debates in present times	Formal logic and argumentation Critical Thinking and Rational Inquiry

Semester End Exam Evaluation [60marks]

1. There shall be four compulsory questions
2. Choose **ANY FOUR** questions **OUT OF FIVE**
3. First four questions shall correspond to the four modules (with no internal choice)
4. Fifth question shall consist of answers to be written in short (any 3 out of 4)
5. Each question shall carry a maximum of 15 marks

Q.1. Module 1 – a and b	5 & 10
Q.2. Module 2 – a and b	5 & 10
Q.3. Module 3 – a and b	5 & 10
Q.4. Module 3 – a and b	5 & 10
Q.5. Write short notes (any 3 out of 4)	15

TYBA PHILOSOPHY
(Department Specific Electives-DSE)

Course Titles:

The Text in Context I: The Bhagavad Gita
The Text in Context I: Plato's The Republic

SEMESTER V

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHEL 311	The Text in Context I: The Bhagavad Gita	60	4	60 + 40 = 100

Learning Objectives –

To explore and interpret philosophical ideas of Gita through reading of the text. To relate Gita's social, political and ethical ideas within a contemporary context.

Learning Outcomes -

1. Explain the text in context of its social-cultural significance.
2. Analyze the text with the major ethico-spiritual concepts in the text to understand their meaning and relevance and develop a holistic understanding.
3. Evaluate thematically the present text with other classical text and express the need for the philosophical inquiry in life. Examine its relevance in modern times.

Course Contents:

Module I: History and background of the text/ Introduction to the text [15 Hours]

- a. Prasthanatrayi- Gita and early literature, composition and structure of the text.
- b. Arjuna's Vishaad and Sri Krishna's Reply (II – 1 to 3, 11 to 15, 27 to 38, 40, IX – 32 to 34, XVIII – 13 to 17, 51- 60)
- c. Gita as a text on Yoga- Samkhya-Yoga insights to Buddhi-yoga (II- 39,40,41,48,49 to 53, X-10)

Module II: God and His Attributes/ Gita Theism [15 Hours]

- a. Saguna Ishwara, and Avataravada (IV – 4 to 9, IX- 11, 15) (VI – 29, VII – 7 to 11, IX – 16 to 19, X – 41, 42, XV – 12 to 15, XVIII- 61)
- b. Nirguna Ishwara, Vibhooti-vada and Vishwaroopa (VII – 12, 24 to 28, IX – 4 to 6, XV - 16 to 19, X- 19 to 40)
- c. Anasaktiyoga- Gandhi's commentary on detachment, God-world-human relation

Module III: Gita and freewill [15 Hours]

- a. Nature and significance of Atman
- b. Determinism, In-determinism or self-determinism
- c. The Holy Geeta – Swami Chinmayananda

Module IV: God, Self and world relation [15 Hours]

- a. Kshetra-kshetrajna (Prakriti-Purusha) and Purushottma (XIII – 1 to 3, 12 to 17, 31 to 34, XIV- 19)
- b. Cosmic Evolution (VII – 4 to 6, 14, 15, IX – 7 to 10, XIII – 26, XIV- 3 to 5, 14 to 20, XV- 3 to 13, 17) and Ashwatha Vriksha- Cosmic tree metaphor (XV- 1 to 6, X-26)
- c. The Essays on the Gita- Sri Aurobindo on self-transformation

Suggested References:

- Agarwal, S. *The Social Role of Gita*, Motilal Banarsidass, Delhi. 1998
- Bhave, V. *The Talks on Gita*, The Macmillan Company, U.S.A.1960
- Chinmayananda, *The Holy Gita*, Central Chinmaya Mission Trust, 10th ed. 1996
- Gandhi, M.K. *The Bhagvad Gita*, Jaico Publishers, India.2010
- Garg, R.S. *Gita for success in modern life*, New Age Books, India.2002
- Jnanadeva, *Bhavartha Dipika-Jnaneshwari*, Samata Books, India. 2006
- Mudgal, S.G. *The Bhagvad Gita*, Vedic Books, London.2003
- Radhakrishnan, S. (ed.), *The Bhagavad Gita*, Harper Collins Publishers, India. 2014
- Ramanathan, V. *Bhagavad Gita for Executives*, Bhartiya Vidya Bhavan, India. 2001
- Ranade, R.D. *The BhagavadGita As A Philosophy Of God realization*, Aryabhushan Press, Poona.1959
- Tapasyananda, *Bhagvad Gita: The Scripture of Mankind*, Sri Ramkrishna Math, Chennai.2000
- Tilak, Martin, *Srimad Bhagvad Gita*, Vijay Goel Publisher, India. 2010

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHEL 312	The Text in Context I: Plato's The Republic	60	4	60 + 40 = 100

Learning Objectives:

To explore and interpret philosophical ideas of Plato through reading of the text. To achieve an understanding of the overall structure, purpose and content of The Republic. To relate Plato's social, political and ethical ideas within a contemporary context.

Learning Outcomes:

1. Explain the text in context of its ethical-social-philosophical significance.
2. Apply Plato's social and political ideas within a contemporary context.
3. Analyze the text with sensitivity to diverse interpretations and develop a holistic understanding.

Module I: Text in Context: Introduction to the Republic [15 Hours]

- a. Debating Justice: The Conventional View of justice: Cephalus and Polemarchus' account of justice;
- b. Socrates' critique of the conventional view Thrasymachus' View of 'justice' as 'might is right' and defense of 'injustice'; Socrates' refutation (in three steps) of Thrasymachus' account
- c. The case for injustice restated by Glaucon and Adeimantus; challenge posed to Socrates.

Module II: Social Philosophy [15 Hours]

- a. Social organisation: primitive and luxurious society; three classes and their relations; provisions for unity of the society.
- b. Guardians: Qualities required; Way of life, Selection of Rulers; Guardian's duties
- c. The Status of Women: Equality of the Sexes; abolishment of the institution of marriage and family

Module III: Imperfect Societies and Imperfect Character [15 Hours]

- a. Timarchy: Timarchic character and Oligarchy: Oligarchic character
- b. Democracy: Democratic character
- c. Tyranny: Tyrannical character

Module IV: Justice [15 Hours]

- a. Tripartite analysis of the Soul
- b. Justice in the State
- c. Justice in the individual

Suggested References:

- Annas, J., *An Introduction to Plato's Republic*, Clarendon Press, Oxford, London.1981
- Crombie, I. *An Examination of Plato's Doctrines*, Volumes 1 and 2, Routledge and Kegan Paul Publishers, 2014
- Cross, R.C. and Woosley, A.D. *Plato's Republic: A Philosophical Commentary*, Macmillan Publishers, 1964
- Grube, G.M.A. *Plato's Thought*, Hackett Publishing Company, Inc., 2nd Ed, Indianapolis.1980)
- Nettleship, *Lectures on the Republic of Plato*, Kessinger Publishing, U.S.A. 2007
- Pappas, N., *The Routledge Guidebook to Plato's Republic*, Routledge Publishing, 1st Ed. London, 2013
- Purshouse, L. *Plato's Republic: A Reader's Guide*. Bloomsbury Academic Publishers, 1st Ed., London, 2006

**TYBA PHILOSOPHY
(Minor)**

Course Title: Philosophy and Films

SEMESTER V

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHMN 311	Philosophy and Films	30	2	20 + 30 = 50

Learning Objectives –

To acquaint students with a new intriguing area in Philosophy, i.e. Philosophy of Film. To familiarize students with different aspects of Film philosophically

Learning Outcomes -

1. Explain film as an independent art form.
2. Analyze the intertextual modes of thought that take both written and cinematic texts into consideration.
3. Evaluate the most powerful mass media of communication i.e. film has its pragmatic aspect and its own axiology (value judgement).

Course Contents:

Module I: The Academic Study of Philosophy and Film [10 Hours]

- a. Academic Engagements with film: Sociological, Political, Historical and Philosophical Perspectives
- b. Film makers on Philosophy: Film Text Rashomon (Akira Kurosawa 1950, 1 hour 28 minutes); Charulata (Satyajit Ray 1964, 1 hour 57 mins); Vamsha Vriksha (Girish Karnad 1971,
- c. Philosophy of films: Merleau Ponty: Film Perception; Madhav Prasad: Cultural Critique
- d. Film text Gravity (Alfonso Cuaron 2013, 1hour 31 mins)

Readings:

1. Noël Carroll and Jinhee Choi (ed.). Philosophy of Film and Motion Pictures – An Anthology. Blackwell Publishing, 2006:
 - (i) Karen Hanson “Minerva in the Movies”
 - (ii) Lester Hunt “Motion Pictures as a Philosophical Resource”
 - (iii) Bruce Russell “The Philosophical Limits of Film”
2. Akira Kurosawa 1983 Something Like An Autobiography New York: Vintage
Satyajit Ray 2013 Deep Focus: Reflections on Cinema New York: Harper
3. Prasad Madhava, 1998 Ideology of the Hindi Film : A Historical Construction.
Maurice Ponty- Merleau. 1958. “The Perceived world”
Phenomenology of Perception. London: Routledge. (Specifically pages 281-347 on space)

Module II: Viewing films in political, social and psychological contexts [10 Hours]

- a. Class and film: Adorno's critique of film as a commodity (culture industry) and Walter Benjamin on film as art
Readings Adorno's *The Culture Industry: Selected Essays on Mass Culture*, ed. J. M. Bernstein, London: Routledge, 1991. Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction" In: *Illuminations*, edited by Hannah Arendt, translated by Harry Zohn, from the 1935 essay New York: Schocken Books, 1969
Film Texts: *Modern Times* (Charlie Chaplin, 1936 1 hour 29min)
- b. Caste and Film: Mainstream film's neglect of caste, Dalit film
Reading Suraj Yengde (2018) "Dalit Cinema" *South Asia: Journal of South Asian Studies* DOI: 10.1080/00856401.2018.1471848
Film Text *Masaan* (Neeraj Ghaywan 2015, 2 hours)
- c. Gender and Film: Male gaze in mainstream film, women's film

Readings From

1. Sue Thornham's *Feminist Film Theory: A Reader*. Edinburgh University Press, 1999.
2. (i) Laura Mulvey "Visual Pleasure and Narrative Cinema"
(ii) Madhu Kishwar "Women in Cinema: Feminist Issues" and Shohini Ghosh – "Power, Pleasure and the Nation: Theorizing the Female Gaze in Indian Cinema"
3. Film Text *Persepolis* (Marjane Satrapi 2007, 1 hour 36mins)
The Last Colour (Vikas Khanna 2019, 1 hour 30 mins)
The Great Indian Kitchen (Jeo Baby 2021, 1 hour 40 mins)

Module III: Practicals [10 Hours]

- a. Philosophy and Film: Affinities and Ruptures
- b. Learning from Films
- c. Project based - History of Indian Cinema, History of Marathi Cinema, History of Censorship in India, Films of Ritwik Ghatak/ Mrinal Sen/ Shyam Benegal/Mani Kaul/ Basu Chatterjee/ Adoor Gopalakrishnan, Films of Aparna Sen/ Sai Paranjpe

Suggested References:

- Mary. M. Litch. *Philosophy Through Film*, 2002, New York : Routledge.
- Paisley Livingstone and Carl Plantinga (ed) *The Routledge Companion of Film and Philosophy*. 2009 New York: Routledge
- Toby Miller and Robert Stam (ed) *A Companion of Film Theory*. 1999. Blackwell Publishing
- Noël Carroll and Jinhee Choi (ed.). *Philosophy of Film and Motion Pictures – An Anthology*. Blackwell Publishing, 2006.
- Ian Buchanan *A Dictionary of Critical Theory*. Oxford University Press, 2010.
- Conrad, Mark T. *The Philosophy of Film Noir*. American University Press (The University Press of Kentucky) 2007.
- Shohini Chaudhuri *Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Teresa de Lauretis, Barbara Creed*. London : Routledge, 2006
- Relevant essays from *Encyclopedia Britannica* and *Stanford Encyclopedia of Philosophy* (online).

Evaluation Pattern

**Internal Assessment - Any One of the above first two units
[20 marks – 15 marks individual/group presentation + 5 marks for
active participation in the class and attending co-curricular activities such as lecture
series, workshops, seminars, etc.]**

INDIVIDUAL/GROUP - Project work/ Film review/ Symposium/ Written Test /
Panel Discussion / Power Point Presentation/ Field Visit Report Writing/
Paper Presentation- **20 marks**

Topics for project work INDIVIDUAL/GROUP:

Discuss with teacher-in-charge on the below mentioned broad theme and arrive at the specific assignment topic

Semester End Exam Evaluation [30 marks]

1. There shall be three compulsory questions
2. Each question shall carry a maximum of 10 marks

Q.1. Module 1 –	10
Q.2. Module 2 –	10
Q.3. Module 3 –	10

TYBA PHILOSOPHY
Vocational Skill Course (VSC)

Course Title: Research Skills in Philosophy

SEMESTER V

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHVS 311	Research Skills in Philosophy	30	2	20 + 30 = 50

Learning Objectives –

To prepare students for their own research work in Philosophy. To familiarize students with different the process of reading, writing a structured essay on a research topic, formulating a research proposal, identifying the problems this may pose and the benefits it may bring. It will also give practice in conducting bibliographical searches and analyses.

Learning Outcomes -

1. Recognize underlying assumptions and potential biases that might influence research or conclusions.
2. Summarize and present clearly, both orally and in writing, the central themes, questions, problems and solutions related to important texts
3. Articulate, present and debate philosophical ideas, both orally and in writing, in an open-minded and rigorous way. Critically explain other possible solutions and assess their relative merits.

Course Contents:

Module I: Reading a text in Philosophy [10 Hours]

- a. Approach the text by reading actively and critically
- b. Outline, paraphrase, summarise the argument
- c. Journalling and writing a paraphrase by applying the rules

Module II: Writing in Philosophy [10 Hours]

- a. Rules of style and content for philosophical writing
- b. Using quotes and citing sources
- c. Avoiding fallacious reasoning

Module III: Practicals [10 Hours]

- a. Debates and group discussions
- b. Students' symposium/seminar
- c. Writing a research proposal

Suggested References:

- Feinberg, Joel. 2008. Doing Philosophy: A Guide to the Writing of Philosophy Papers. 4th ed. Belmont, CA: Wadsworth.
- Mogck, Brian David. 2008. Writing to Reason: A Companion for Philosophy Students and Instructors. Malden, MA: Blackwell.
- Okrent, Nicholas. "Use of Full-Text Electronic Resources by Philosophy Students at UNC-Chapel Hill: A Citation Analysis." Master's paper, University of North Carolina—Chapel Hill, 2001. http://repository.upenn.edu/library_papers/60.
- Rudisill, John. 2011. "The Transition from Studying Philosophy to Doing Philosophy." Teaching Philosophy 34 (3): 241-267.
- Vaughn, Lewis. 2006. Writing Philosophy A Student's Guide to Writing Philosophy Essays. Oxford University Press.

Evaluation Pattern

Internal Assessment - Any One of the above first two units
[20 marks – 15 marks individual/group presentation + 5 marks for active participation in the class and attending co-curricular activities such as lecture series, workshops, seminars, etc.]

INDIVIDUAL/GROUP - Project work/ Film review/ Symposium/ Written Test /
Panel Discussion / Power Point Presentation/ Field Visit Report Writing/
Paper Presentation- **20 marks**

Topics for project work INDIVIDUAL/GROUP:

Discuss with teacher-in-charge on the below mentioned broad theme and arrive at the specific assignment topic

Semester End Exam Evaluation [30 marks]

1. There shall be three compulsory questions
2. Each question shall carry a maximum of 10 marks

Q.1. Module 1 –	10
Q.2. Module 2 –	10
Q.3. Module 3 –	10

TYBA PHILOSOPHY
Field Project (FP)

Course Title: Life as inquiry: Philosophy in action

SEMESTER V

Class	Semester	Course Code	Course Name	No. of Hours	Credits	Marks
TYBA	V	SIUPHFP 311	Life as Inquiry: Philosophy in action	30	2	20 + 30 = 50

Course Objectives:

An inquiring mind approaches life not as a fixed truths but as an ongoing process and seek deeper understanding with reason. The aim is to-

- recognize the limits of one's own knowledge and being open to change.
- promote in learners an intellectual curiosity about life as an evolving journey of experiences.
- analyze and experiment with doing philosophy with the general people in mind.

Course Outcomes: While taking this project, students will-

1. reflect on personal, social and cultural values shape our sense of meaning in life.
2. adapt philosophical methods and teachings to different kinds of audiences
3. innovate contemporary modes of philosophical inquiry using tools such as, philosophical coaching, Dialogue and Critical Thinking frameworks, Experimental Philosophy (X-Phi), AI Chatbots, Mindfulness Practices and learn digital editing methods to create their own public-facing content.

Course Contents:

Module 1: Philosophy as a guide for ethical living [10 Hours]

- a) Overview of the project and syllabus breakdown
- b) What is Philosophy in action?

Reference:

Immanuel Kant – Groundwork of the Metaphysics of Morals (1785)
John Stuart Mill – On Liberty (1859)

Module 2: Deep Thinking in Artificial Intelligence (AI) [10 Hours]

- a) Introduction to Philosophy of Mind and AI
- b) Can AI achieve human-like consciousness?

Reference:

David Chalmers – The Singularity: A Philosophical Analysis (2010)
John Searle – Minds, Brains, and Programs (1980) [Chinese Room Argument]

Module 3: Contemporary modes of philosophical inquiry [10 Hours]

- a) Philosophical Coaching used by Lou Marinoff to address personal and existential issues, used in decision-making, career guidance and personal well-being.
- b) Critical Thinking Framework used by Paul-Elder in business and education
- c) Creating Chatbots club with humans

**Primary Instructor: Dr. Kamala Srinivas, Associate Professor,
Head, Department of Philosophy**

Assigning and break down of the field project work

The students' grade will be determined based on the completion of three kinds of assignments. Score will be given for every assignment completed and submitted.

- **Discussion and Guest Speaker Questions (10 marks):**
Students are required to submit two questions about the assigned content during the lecture. These questions may be used in fishbowl strategy or, if about a guest speaker's work, incorporated during the talk. Question submissions are worth 10 marks and graded on Accepted/ Not Accepted Scale. No late submissions will be allowed.

- **Fishbowl discussion (10 marks):**
Each session in a week will consist of a minimum of six students to participate in a fishbowl-strategy discussion on the assigned content. Discussions will last 10-15 minutes and center around answering student-submitted Discussion Question(s). Each fishbowl discussion is worth 10 marks and graded on Accepted / Not Accepted Scale.
 - Active participation in fishbowl discussions includes but is not limited to: Referencing, using quotes/examples from assigned sources, both taking and making space regarding speaking time, asking follow-up questions, etc.

- **Final Project (30 marks):**
Students' chance to produce and create content with regard to Philosophy in everyday life!
Project can range from producing one's own Hi-Phi Nation Style podcast episode, Op-Ed style written material which will be published in Tattvam Newsletter, filming an audio-video content on Ethics for children or for various professionals such Lawyers, Judges, Politicians, Teachers, Doctors, Businessmen, Entrepreneurs, etc, writing a short story or collection of poems, capturing images for a photo essay, and more.

Instructions/Guidelines:

1. Field Project can be an individual or group work.
2. A meeting must be scheduled with the primary instructor before any work begins to select the topic, suggest suitable title, marks distribution and ensuring equal participation.
3. Due dates mentioned are to be strictly followed.
4. To receive the passing 2 credits out of 50 marks, students must receive a minimum total of 30 marks on submission of the Final Project.
5. No late submissions will be allowed.

Field Project Layout

I Outline (5 marks): A basic outline for your final project, including

- (i) names of group members (or individual) with roll nos., division
- (ii) what question/area of philosophy will you be discussing
- (iii) what format will your final project be in (e.g. podcast episode, video, photo essay, short story, collection of poems, etc.)
- (iv) 100-word description of what someone should get out of your project (what're you talking about/why is it important)
- (v) a timeline
- (vi) name of the target audience (e.g. for children mention age group, activists, etc.), and
- (vii) a list of materials needed to complete your project will be submitted to the primary instructor for approval. Worth 5 marks upon submission.

II Rough Draft and regular Attendance (10 marks): This could be a fully developed script, a rough cut of recorded/unedited interviews or video, music or photos with corresponding explanations, etc. Additionally, a scheduled individual or group discussion with the primary instructor is required. Regular attendance, participation in interactive sessions (5 marks and Rough Draft submission 5 marks). Worth 10 marks upon submission.

III Peer Reviews (5 marks): Peer reviews of fellow group members - or project reflection if worked alone - will be due at the end of the project to ensure full participation by every group member. Worth 5 marks upon submission.

IV Final Product (30 marks): Final Products will be shown in our final class meetings as well as made available to all philosophy students and sent to primary instructor's institutional id. Worth 30 marks upon submission.

Attendance and Absence Policy:

Attendance to all lectures is required unless otherwise advised. Excused absences will only be granted in cases of medical or family emergencies. Students are responsible for notifying the primary instructor of an absence. Having more than four unexcused absences, will result in an automatic NOT ACCEPTED & FAIL for the course.

Teaching Methods:

Along with daily lectures to introduce concepts in-class, this course will involve a mix of guest speakers by prominent public philosophers, illustrious past students and student-led discussions (both large and small group), as well as online content to engage with the concepts outside of the classroom.

Materials:

Just as philosophy ought to be accessible to the public, all readings, links and/or course materials will be available on the Microsoft Teams Channel.