



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Affiliated to the University of Mumbai

Programme: Humanities
PHILOSOPHY (Major and
Minor) S.Y.B.A

Syllabus for the Academic Year 2025-2026
based on the National Education Policy 2020



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

DEPARTMENT OF PHILOSOPHY

COURSE DETAILS FOR MAJOR

	SEMESTER 3		SEMESTER 4	
TITLE	Greek Philosophy	Medieval Philosophy	Indian Ethical Philosophies	Systems of Indian Philosophy
TYPE OF COURSE	DSC	DSC	DSC	DSC
CREDITS	4	4	4	4

COURSE DETAILS FOR MINOR:

	SEMESTER 3	SEMESTER 4
TITLE	Western Philosophy	Indian Philosophy
TYPE OF COURSE	DSC	DSC
CREDITS	4	4



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Preamble:

The pursuit of philosophical inquiry arises from mankind's innate sense of wonderment regarding the universe and its position within it. This intrinsic curiosity compels individuals to seek knowledge and understanding, eschewing ignorance in favor of wisdom. Philosophical contemplation emerges whenever individuals engage in deep and consistent reflection upon their beliefs, concepts, principles, theories, morals, and modes of existence. Fundamental inquiries such as "What constitutes the virtuous life? What obligations do I owe to myself, others, and society? What forms of existence are deemed virtuous and meaningful?" represent common philosophical queries. However, reflective individuals also ponder upon broader topics such as the nature of the cosmos, the dichotomy of mind and body, the essence and scope of human rights, and the optimal societal structure.

We at Sophia College endeavors at the undergraduate Philosophy program level to cultivate critical thinking, ethical discernment, and profound engagement with existential, epistemic, and axiological inquiries. Designed to furnish students with a comprehensive grasp of philosophical traditions, theories, and methodologies, the program aims to nurture intellectual inquisitiveness and analytical acumen essential for success across diverse disciplines. Every course within this program is conceived with the utmost consideration for the educational enrichment of our students. The syllabi of all courses offered under this program embody a novel vision and embrace a "learning outcome-based curriculum framework," fostering enhanced teaching-learning experiences in a more student-centric milieu.

PROGRAMME OBJECTIVES

PO 1	To introduce students to the traditional, modern and contemporary methods of philosophical inquiry in Greek, Indian and Western philosophy
PO 2	To familiarize students with the knowledge of some of the main figures, movements and periods in the history of philosophy
PO 3	To equip students with a command of some of the main issues in traditional and contemporary philosophy in Indian and Western context.

PROGRAMME SPECIFIC OUTCOMES

PSO 1	Students will be able to analyse and evaluate the strengths and weaknesses of ethical theories through the application of philosophical reasoning and logical arguments.
PSO 2	Students will possess the knowledge and skill to critically examine political decisions and social policies of a society from the perspective of justice, liberty and equality.
PSO 3	Students will be able to look at philosophical problems clearly and carefully in order to construct and defend their view on a wide variety of philosophical topics ranging from religion to morality to metaphysics and epistemology.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 3		Semester – 3	
Course Title: Greek Philosophy		Course Code: APhi233MJ	
<u>COURSE OBJECTIVES (CO)</u>			
CO1: At an understanding of how the ideas of the first philosophers of Greece influenced western science and philosophy.			
CO2: To introduce students to the systematic nature of Greek philosophical enquiry in pre-Socratic and post Socratic philosophy.			
CO3: To critically analyse the beginnings of ethics, epistemology and metaphysics in Greek philosophical thought from 5th to 2nd century BC			
CO4: To examine the philosophical contribution of post Aristotelian philosophers in the Greek world			
<u>COURSE LEARNING OUTCOMES (CLO)</u>			
CLO 1. Describe clearly the contribution and debate between the Sophists and Socrates on the nature of epistemology and morality.			
CLO 2. Evaluate and reconstruct Plato’s ideas relating to his metaphysics and epistemology.			
CLO 3. Evaluate and reconstruct Aristotle’s philosophical contributions to psychology and metaphysics.			
CLO 4. Critically analyse the philosophical ideas of stoicism, Epicureanism and scepticism.			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Sophists and Socrates	1.1	Sophists: Rhetoric, relativism and <i>physis</i> and <i>nomos</i> .
	1.2	Socratic method: elenchus; Socratic moral psychology.
	1.3	Trial (Apology) and death (Crito) of Socrates.
Unit 2 Plato	2.1	Theory of Justice: psychic harmony and civic harmony; critique of egoism.
	2.2	Tripartite analysis of soul.
	2.3	Theory of forms: Simile of the sun, allegory of the cave and simile of the divided line.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Unit 3 Aristotle	3.1	Analysis of the psyche.
	3.2	Form and matter: theory of change and causation.
	3.3	Aristotle on love and friendship.
Unit 4 Hellenistic Philosophy	4.1	Stoicism and Epictetus
	4.2	Epicurus and Epicureanism
	4.3	Sceptics: Pyrrho and Sextus Empiricus

Unit 1 REFERENCES

Norman Melchert and David Morrow, *The Great Conversation*, chapter 4 (Topic 1)
Stephan Evans, *A History of Western Philosophy*, chapter 3 (Topic 2)

Unit 2 REFERENCES

John Shand, *Philosophy and Philosophers* chapter 2
Gerasimos Santas, *Understanding Plato's Republic* chapter 5

Unit 3 REFERENCES

Christopher Shields, *Classical Philosophy*
Mortimer Adler, *Aristotle for Everybody*, (Aristotle's account of change and causation)
Pamela Huby, *Greek Ethics*, chapter 4 (Plato) and Chapter 5 (Aristotle)
A W Price, "Loving Persons Platonically", *Phronesis* (1981) pp. 25-34
A Walker, "Aristotle's Account of Friendship in Nicomachean ethics" *Phronesis* (1979)

Unit 4 REFERENCES

Thomas Blackson, *Ancient Greek Philosophy: From the Presocratics to Hellenistic Philosophers*.
A. S. Bogomolov, *History of Ancient Philosophy*, Part 3, chapter 2 "Stoicism"
R. W. Sharples, *Stoics, Epicureans and Sceptics: An Introduction to Hellenistic Philosophy*.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 4		Semester – 3	
Course Title: Medieval Philosophy		Course Code: APhi234MJ	
<p><u>COURSE OBJECTIVES (CO)</u></p> <p>CO1: To analyze and understand the key theories of knowledge in medieval philosophy, focusing on Augustine's epistemology and the debates surrounding universals and nominalism</p> <p>CO2: To explore the fundamental principles of metaphysics in medieval philosophy, examining concepts such as essence, existence, the nature of the human soul, and causality as discussed by prominent thinkers like Anselm, Avicenna, Aquinas, Averroes, and Al-Ghazali.</p> <p>CO3: To investigate ethical theories in medieval philosophy, focusing on concepts of free will, responsibility, happiness, and virtue ethics as articulated by Augustine and Aquinas.</p> <p>CO4: To examine the interplay between philosophy and theology in medieval thought, exploring the relationship between reason and faith, the integration of philosophy and theology in the works of Maimonides, and the contrasting schools of reason (Mu'tazilites) and faith (Asharites).</p>			
<p><u>COURSE LEARNING OUTCOMES (CLO)</u></p> <p>CLO 1 Students will be able to critically evaluate Augustine's Theory of Knowledge, discuss the Problem of Universals/Nominalism as presented by Boethius, Abelard, and Ockham, and assess the implications of freedom versus foreknowledge in medieval epistemology..</p> <p>CLO 2 Students will be able to analyze and compare the metaphysical views of different medieval philosophers, understand the significance of essence and existence, discuss the nature of the human soul according to Avicenna and Aquinas, and evaluate the perspectives on causality by Averroes and Al-Ghazali.</p> <p>CLO 3 Students will be able to analyze the relationship between free will and responsibility, explore the pursuit of happiness and the role of virtue in ethical decision-making, and evaluate the ethical frameworks proposed by Augustine and Aquinas.</p> <p>CLO 4 Students will be able to analyze how medieval philosophers reconciled reason and faith, discuss the contributions of Maimonides to the confluence of philosophy and theology, and compare the approaches of the Mu'tazilites and Asharites in integrating reason and faith in their philosophical and theological frameworks.</p>			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

	Continuous Assessment	--	50 marks
Unit 1 Medieval Epistemology	1.1	Augustine's Theory of Knowledge (Against the sceptics; Doctrine of Illumination)	
	1.2	The Problem of Universals/ Nominalism (Boethius, Abelard and Ockham)	
	1.3	Freedom vs Foreknowledge (Augustine, Boethius, Ockham)	
Unit 2 Medieval Metaphysics	2.1	The principles of metaphysics: essence and existence- (Anselm , Avicenna & Aquinas)	
	2.2	The Human Soul (Avicenna & Aquinas)	
	2.3	Causality (Averroes & Al- Ghazali)	
Unit 3 Medieval Ethics	3.1	Free will and responsibility (Augustine & Aquinas)	
	3.2	Happiness: The art of living; the ultimate end; the path to happiness (Augustine & Aquinas)	
	3.3	Virtue ethics (Aquinas)	
Unit 4 Confluence of Medieval Philosophy and Theology	4.1	Relationship between reason and faith:(Aquinas & Abelard)	
	4.2	Philosophy and Theology (Maimonides)	
	4.3	School of reason-Mu'tazilites of Ibn Rushd), and school of faith - Asharites of Al Ghazali	

References

Unit 1 Medieval Epistemology

Peter King, ed. and trans., Augustine: Against the Academicians and The Teacher (Indianapolis: Hackett).

Henry Chadwick, ed. and trans., Saint Augustine: Confessions (New York: Oxford University Press).

Augustine. *The Literal Meaning of Genesis, Book XII*, Chapters 6-12, 14,16, 23-25

Augustine. *City of God*, Book 19

Augustine. *On the Trinity* Book 13, chapters 3-9.

Thomas Williams, ed. and trans., Augustine: *On Free Choice of the Will* (Indianapolis: Hackett

<https://egyankosh.ac.in/bitstream/123456789/38107/1/Unit-2.pdf>

Boethius on Foreknowledge ---- Boethius, *Consolation*, book 5

Ockham, "Predestination, Foreknowledge, and Future Contingents" (excerpt)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Philotheus Boehner, ed. and trans., William of Ockham: Philosophical Writings, revised and edited by Stephen F. Brown (Indianapolis, Indiana: Hackett 1990).

Alfred J. Freddoso and Francis E. Kelley, eds. and trans., William of Ockham Quodlibetal Questions (Yale University Press).

Patrick J. Aspell. Medieval Western Philosophy: The European Emergence, 1999. Chs. 2,3,7.

John Marenbon. MEDIEVAL PHILOSOPHY: An historical and philosophical introduction. Routledge, 2007

Unit 2 Medieval Metaphysics

Elrouayheb K, Schmidtke S, Oxford handbook of Islamic Philosophy, Oxford University Press, 2017

Michael Marmura, Etienne Gilson. 'Al Ghazali, The incoherence of the Philosophers'(University of Chicago Press 1998)

Ibn rushd Averroes' Tahafut al-Tahafut (The Incoherence of the Incoherence), 2 parts in 1 volume, (trans.with introduction and notes Simon van den Bergh; Cambridge: Cambridge University Press, 1987).

Patrick J. Aspell. Medieval Western Philosophy: The European Emergence, 1999. Chs. 2,3,7.

Martin, C. F. J., An Introduction to Medieval Philosophy, Edinburgh University Press.1996. chs. 4 & 5.

John Marenbon. MEDIEVAL PHILOSOPHY: An historical and philosophical introduction. Routledge, 2007

Unit 3 Medieval Ethics

Thomas Williams, ed. and trans., Augustine: On Free Choice of the Will (Indianapolis: Hackett

<https://egyankosh.ac.in/bitstream/123456789/38107/1/Unit-2.pdf>

Aquinas on Happiness & Virtue-- Aquinas, Summa, I-II.1-5

Jones, W.T. A History of Western Philosophy: The Medieval Mind (Harcourt, Brace and World, Inc. 1969)

Beck R.N, An Introduction to Philosophy

Stumpf S. E, Socrates to Sartre.

Norman Melchert & David R. Morrow. The Great Conversation: A Historical Introduction To Philosophy, New York Oxford, Oxford University Press, 2019

Martin, C. F. J., An Introduction to Medieval Philosophy, Edinburgh University Press.1996. chs. 4 & 5.

Unit 4 Medieval Philosophy: Confluence of Philosophy and Theology

Joan A Price. Medieval and Modern Philosophy. Infobase Publishing. New York, 2008

Elrouayheb K, Schmidtke S, Oxford handbook of Islamic Philosophy, Oxford University Press, 2017

Michael Marmura, Etienne Gilson. 'Al Ghazali, The incoherence of the Philosophers'(University of Chicago Press 1998)

Beck R.N, An Introduction to Philosophy

Stumpf S. E, Socrates to Sartre.

Joseph W. Koterski, S.J. An Introduction to Medieval Philosophy: Basic concepts, Blackwell Publishing 2009

Norman Melchert & David R. Morrow. The Great Conversation: A Historical Introduction To Philosophy, New York Oxford, Oxford University Press, 2019



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities	Semester – 3
Philosophy Minor 3	
Course Title: Western Philosophy	Course Code: APhi233MN

COURSE OBJECTIVES (CO)

- CO1: Examine Descartes’ method of doubt and its critiques in modern epistemology.
 CO2: Explore debates on innate knowledge and the foundations of empiricism and rationalism.
 CO3: Investigate Enlightenment thought through Hume’s empiricism and Kant’s philosophical revolution.
 CO4: Understand the philosophical challenges to Enlightenment rationalism.

COURSE LEARNING OUTCOMES (CLO):

- CLO1: Students will be able to explain Descartes’ quest for certainty and evaluate Peirce’s fallibilism and social epistemology.
 CLO2: Students will be able to compare Locke and Leibniz on innate ideas and assess realism versus idealism.
 CLO3: Students will be able to analyze Hume’s critique of Enlightenment and articulate Kant’s Copernican revolution and his essay on Enlightenment.
 CLO4: Students will be able to interpret Kierkegaard’s subjectivity, Nietzsche’s “God is dead,” and the core ideas of continental philosophy.

Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks

Unit 1 Cartesian Philosophy and Its Critics	1.1	Rene Descartes: quest for certainty: method of doubt leading to ‘I think, therefore I am’.
	1.2	C S Peirce: Doubt, belief and fallibilism. Fixation of belief.
	1.3	Social epistemology: reductive and non-reductive approaches to



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

		knowledge.
Unit 2 Modern Philosophy: Empiricism and Rationalism	2.1	Innate knowledge: Locke-Leibniz debate.
	2.2	Grounding knowledge: the empiricist approach.
	2.3	Realism versus idealism.
Unit 3 Enlightenment Philosophy	3.1	David Hume's empiricism as a critique of enlightenment.
	3.2	Immanuel Kant: Copernican revolution
	3.3	Immanuel Kant: What is Enlightenment?
Unit 4 Counter Enlightenment Philosophy	4.1	Revolt against Reason: Kierkegaard: spheres of existence, subjectivity and truth.
	4.2	Friederich Nietzsche: Thus Spake Zarathustra: Summary of ideas. Meaning of 'God is dead'
	4.3	Continental Philosophy in a nutshell: phenomenology, hermeneutics and postmodernism.

REFERENCES

Unit 1 Cartesian Philosophy and its Critics

Norman Melchert and David Morrow, *The Great Conversation*, chapter 17 (Descartes) and chapter 25 (C. S. Peirce)

Derek Johnston, *A Brief History of Philosophy*, chapter 5 (Descartes)

The Rebus Community, *Introduction to Philosophy: Epistemology*, chapter 7 (Social epistemology).

Duncan Pritchard, *what is this thing called Epistemology?* Chapter 8 (Social epistemology)

Joseph Shieber, *Theories of Knowledge: How to Think about what you Know* (Lecture 17: Testimony)

Unit 2 Modern Philosophy: Empiricism and Rationalism

Norman Melchert and David Morrow, *The Great Conversation*, chapter 18 (Locke and Berkeley)

Patricia Sheridan, *Locke: A Guide for the Perplexed*, chapter 1

G J Warnock, *Berkeley*, chapter 5

Stephen Evans, *A History of Western Philosophy*, chapter 14 (Locke and Berkeley)



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Unit 3 Enlightenment Philosophy

Norman Melchert and David Morrow, *The Great Conversation*, chapter 19 (Kant) and chapter 20 (Kant)
Justus Hartnack, *Kant's Theory of Knowledge*
Derek Johnston, *A Brief History of Philosophy*, chapter 8 (Hume) and chapter 9 (Kant)
Stephen Evans, *A History of Western Philosophy*, chapter 18

Unit 4 Counter Enlightenment Philosophy

Norman Melchert and David Morrow, *The Great Conversation*, chapters 22 (Kierkegaard) and 24 (Nietzsche)
Stephen Evans, *A History of Western Philosophy*, chapters 21 (Kierkegaard) and 23 (Nietzsche)
Derek Johnston, *A Brief History of Philosophy*, chapter 11
Simon Critchley, *Continental Philosophy: A Very Short Introduction*
David West, *An Introduction to Continental Philosophy*.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 5	Semester – 4
Course Title: Indian Ethical Philosophies	Course Code: APhi245MJ

COURSE OBJECTIVES:

- CO 1 To analyze and understand the core principles of Hindu ethical frameworks, particularly the concepts of Dharma, Purushartha, and the ethics of detachment.
- CO 2 To examine the theoretical foundations of Buddhist ethics, including Dharma and Karma, and to evaluate the practical applications of virtues like charity, compassion, and non-violence, including its stance on animal ethics.
- CO 3 To explore the metaphysical foundations of Jaina ethics, specifically the classification of reality and the theory of Karma, and to differentiate between the practical ethical guidelines of Anuvratas and Mahavratas.
- CO4 To investigate the Carvaka school's metaphysical and epistemological positions, and to analyse their ethical doctrine of hedonism.

COURSE LEARNING OUTCOMES:

- CLO 1. Explain and illustrate the concepts of Asrama Dharma, Varna Dharma, Purushartha, and the ethics of detachment within the Hindu ethical framework.
- CLO 2. Articulate the relationship between Dharma, Karma, and Buddhist virtues, and critically evaluate the Buddhist perspective on animal ethics.
- CLO 3. Classify the Jaina understanding of reality, explain the Jaina theory of Karma, and distinguish between the practical ethical applications of Anuvratas and Mahavratas.
- CLO 4. Describe the Carvaka school's metaphysical and epistemological claims, and analyse their ethical stance of hedonism.

Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Unit 1 Hindu Ethics	1.1	Dharma: Asrama dharma and Varna Dharma.
	1.2	Purushartha
	1.3	Ethics of detachment
Unit 2 Buddhist Ethics	2.1	Theoretical foundations: dharma and karma
	2.2	Virtues: charity, compassion, non-violence.
	2.3	A Buddhist perspective on animal ethics
Unit 3 Jaina Ethics	3.1	Metaphysics: classification of reality
	3.2	Theoretical foundations of ethics: theory of karma
	3.3	Practical Ethics: anuvrat , mahavrat
Unit 4 Hedonism	4.1	Metaphysics
	4.2	Epistemology
	4.3	Hedonism

REFERENCES

Unit 1: Hindu Ethics

Walter Stace, Oriental Conceptions of detachment and Enlightenment.

John Koller, Dharma: An Expression of Universal Order.

Roy Perrete, Introduction to Indian Philosophy (see chapter on Value)

Patrick Olivelle, From Trivarga to Purushartha

John Koller, Purushartha as Human Aims

Robert Lingat, The Classical law of India, chapter 3

Unit 2: Buddhist Ethics

Damien Keown, Buddhist Ethics: A Very Short introduction.

Maria Heim, Buddhist Ethics,

Roy Perrete, Introduction to Indian Philosophy (see section on Buddhist Ethics)

Bina Gupta, An Introduction to Indian Philosophy, chapter 6



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Unit 3: Jaina Ethics

Christopher Chappel, “Jaina Ethics and Moral philosophy” in Purushottam Billimoria (ed) History of Indian Philosophy.

Sinclare Stevenson, The Heart of Jainism

Von Glasnap, Jainism: An Indian religion of salvation

Henrich Zimmer, Philosophies of India.

Hiriyana, Outlines of Indian Philosophy.

Roy Perrete, Introduction to Indian Philosophy (see section on Jaina Ethics)

Bina Gupta, An Introduction to Indian Philosophy, chapter 5

Unit 4: Hedonism

Ragunath Ghosh, “Indian Materialism” in Purushottam Billimoria (ed) History of Indian Philosophy.

Johannes Bronkhorst, Who were the Carvakas?

Adamson and Ganeri, Classical Indian Philosophy, chapter 32

Bina Gupta, An Introduction to Indian Philosophy, chapter 4

Debiprasad Chattopadhyay, Lokayata: A Study in Ancient Indian Materialism. Chapter 1



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Major 6	Semester – 4
Course Title: Systems of Indian Philosophy	Course Code: APhi246MJ
<u>COURSE OBJECTIVES (CO):</u> CO1 To gain a comprehensive understanding of the distinction between Sruti and Smriti, explore the Vedas, Puranas, and Upanishads as foundational texts for Vedic Darshanas, understand the general features and themes of Shad Darshanas and grasp the concept of Liberation. CO2 To master the Six Pramanas, their concepts, and types, analyze the Nyaya-Buddhist Debate on Perception and explore Asatkaryavada and the Vaiseshika theory of atomism to deepen understanding of these philosophical systems. CO3 To comprehend the fundamental principles of Samkhya Dualism focusing on Purusha and Prakriti and study Satkaryavada and the Samkhya theory of evolution and also to explore the significance and effects of practicing Ashtanga yoga for personal growth and well-being. CO4 To familiarise with the Mimamsa theory of text interpretation and contrast Shankara's Kevala Advaita with Ramanuja's Visishtadvaita, by a critical analysis of Mayavada and also to Investigate Madhva's Dvaita Vedanta, its distinctive features, and the theory of Pancabheda and thus gain a comprehensive understanding of these philosophical traditions.	
<u>COURSE LEARNING OUTCOMES (CLO):</u> CLO1 Differentiate between Sruti and Smriti, analyze the significance of Vedas, Puranas, and Upanishads as foundational texts for Vedic Darshanas, identify the general features and themes of Shad Darshanas, and articulate the concept of goal-orientedness in Vedic Systems. CLO2 Demonstrate a deep understanding of the Six Pramanas, They will be able to critically evaluate the Nyaya-Buddhist Debate on Perception, and explain the concepts of Asatkaryavada and the Vaiseshika theory of atomism. CLO3 Have a thorough grasp of Samkhya Dualism and will be able to analyse Satkaryavada and the Samkhya theory of evolution. They will also understand the significance and effects of practicing Ashtanga yoga. CLO4 Apply the Mimamsa theory of text interpretation. To compare and contrast Shankara's Kevala Advaita with Ramanuja's Visishtadvaita, critically evaluate Mayavada, and explain Madhva's Dvaita Vedanta, including its features and the theory of Pancabheda within the context of Mimamsa-Vedanta philosophical traditions.	



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Lectures per week (1 Lecture is 60 minutes)	4		
Total number of Hours in a Semester	60		
Credits	4		
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	-	50 marks

Unit 1 Introduction to Indian Thought	1.1	The distinction between Sruti and Smriti; Vedas, Puranas & Upanishads as Sourcebooks for Vedic <i>Darshanas</i>
	1.2	<i>Shad Darshanas</i> (the Six Systems): General features and themes
	1.3	Goal of life in Vedic Systems: Moksha (Liberation/Self Realization)
Unit 2 Nyaya Vaisesika	2.1	The <i>Pramanas</i> : concepts and types
	2.2	The Nyaya-Buddhist Debate on Perception
	2.3	<i>Asatkaryavada</i> and Vaisesika theory of categories and atomism
Unit 3 Samkhya Yoga	3.1	Samkhya Dualism: Principles of <i>Purusha</i> and <i>Prakriti</i>
	3.2	<i>Satkaryavada</i> and Samkhya theory of evolution (<i>Prakritiparinamavada</i>)
	3.3	Practice of <i>Ashtanga yoga</i> : significance and effects
Unit 4 Mimamsa Vedanta	4.1	Mimamsa theory of interpretation of the text
	4.2	<i>Mayavada</i> of Sankara and its critique by Ramanuja.
	4.3	Madhva's <i>Dvaita Vedanta</i> : features and the theory of <i>Panchabheda</i>

References

- Bishop, Donald (ed.) Indian Thought: An Introduction (New Delhi: Wiley Eastern Private Ltd., 1975)
- Paul Deussen, Sixty Upanishads of the Veda, Volume 1, Motilal Banarsidass, New Delhi.
- Roy W. Perrett, Introduction to Indian Philosophy, Cambridge University, 2016, chapter 2, pp. 48-58, 91-137
- T.C. Roy, A Companion Guide to Indian Philosophy, R.K Publications, Mumbai, 2018.



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

- Purushottama Billimoria, ed., History of Indian Philosophy, Routledge, New York, 2018, chapter 1.
- Hiriyanna, M. Outlines of Indian Philosophy (Delhi: Motilal Banarasidas, 1993)
- J.N. Mohanty, Classical Indian Philosophy, Rowman & Littlefield, Oxford, 2000. Chapters 2, 4 & 7.
- Glasesnapp, Helmuth Von. Jainism: An Indian Religion of Salvation (Delhi: Motilal Banarasidas Publishers, 1998)
- Sangharakshita. Essential Teachings of the Buddha (New Delhi: New Age Books, 2006)
- Mahadevan, TMP. Invitation to Indian Philosophy. New Delhi, Arnold-Heinemann, 1974.
- Raju, P. T. The Philosophical Traditions of India. Pittsburgh: University of Pittsburgh Press, 1972.
- Sharma, Chandradhar, A Critical Survey of Indian Philosophy. Delhi. Motilal Banarsidass; 14 edition. 2016.
- John A . Taber, “ The Mimamsa theory of self-recognition”, in Roy Perrett ed. Introduction to Indian Philosophy.
- Shri Krishna Saksena. Essays on Indian Philosophy, University Of Hawaii Press, Honolulu, 1970
- John M. Koller. Oriental Philosophy. Macmillan Publishers Ltd. Houndmills. 1985.
- Chakravarthi Ram-Prasad, Knowledge and Liberation in Classical Indian Thought, Department of Religious Studies, Lancaster University, Palgrave, 2001, pp.162-214.
- Rao Nagaraja P, Fundamentals of Indian Philosophy, New Delhi, Indian Book Company, Year of Publication (not found).
- Sinha, Jadunath. A History of Indian Philosophy, Vol- I and II,(JatindranathSen, Central Book Agency, Calcutta, 1952



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Programme: Humanities Philosophy Minor 4		Semester – 4	
Course Title: Indian Philosophy		Course Code: APhi244MN	
<u>COURSE OBJECTIVES (CO)</u>			
<p>CO1: To acquaint students with the beginnings of systems of Indian Philosophy, its features, themes and enhance ability to critically reflect, analyse and evaluate varied views emerging from Indian systems.</p> <p>CO2: To acquire a basic understanding of various principles and perspectives in Indian ethics.</p> <p>CO3: To acquire a basic understanding of diverse philosophical ideas and questions arising in the field of knowledge.</p> <p>CO4: To acquire a basic understanding of diverse philosophical ideas and questions arising in the field of Indian metaphysics.</p>			
<u>COURSE LEARNING OUTCOMES (CLO):</u>			
<p>CLO1: Understand and respond analytically and critically to major concerns of Indian systems of thought and Demonstrate knowledge of the context from which particular philosophical viewpoints arose in India.</p> <p>CLO2: Understand ethical perspectives of Indian Darsanas and situate their value systems and learn to critique and creatively accord moral principles in life.</p> <p>CLO3: Relate and discuss epistemological concepts and theories of Indian Philosophy and evaluate critically the debates between major systems in respective areas of concern.</p> <p>CLO4: Recall, analyse, and examine the main perspectives in Indian metaphysics.</p>			
Lectures per week (1 Lecture is 60 minutes)		4	
Total number of Hours in a Semester		60	
Credits		4	
Evaluation System	Summative Assessment	2 Hours	50 marks
	Continuous Assessment	--	50 marks



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

Unit 1 Introduction to Indian Philosophy	1.1	General features and themes of the Indian <i>Darsanas</i> .
	1.2	Basic Concepts: Karma, rebirth and Moksha
	1.3	Basic Concepts: The <i>Purusharthas</i>
Unit 2 Indian Ethics	2.1	Dharma: Varna Dharma, Ashrama Dharma, Sadharana Dharma and Visesa dharma.
	2.2	Buddhist ethics: Prajna, Sila, and Samadhi and the <i>Brahmaviharas</i> : <i>maîtri</i> (loving kindness), <i>karuna</i> (compassion), <i>mudita</i> (appreciative joy) and <i>upeksha</i> (equanimity)
	2.3	Jain ethics: the <i>ratnatraya</i> and <i>mahavrata</i> s
Unit 3 Indian Epistemology	3.1	Basic concepts: <i>Pramana</i> , <i>Prameya</i> , <i>Pramiti</i> (definition, meaning and types)
	3.2	The Nyaya - Buddhist Debate on Perception.
	3.3	Carvaka view on Pramanas: Perception alone is knowledge (<i>Pratyaksham Pramanam</i>).
Unit 4 Indian Metaphysics	4.1	Vaiseshika pluralistic realism (the theories of atomism and categories)
	4.2	Samkhya Dualism: The Principles of Purusha, Prakriti and the theory of evolution
	4.3	Non-dualist Vedanta of Sankara: Mayavada and Vivartavada

References/Reading List

- Bishop, Donald (ed.) *Indian Thought: An Introduction* (New Delhi: Wiley Eastern Private Ltd., 1975)
- Paul Deussen, *Sixty Upanishads of the Veda*, Volume 1, Motilal Banarsidass, New Delhi. "Puranic Cosmogony", in *A Dictionary of Asian Mythology*, Oxford University Press, Online Version, 2002.
- Roy W. Perrett, *Introduction to Indian Philosophy*, Cambridge University, 2016, chapter 2, pp. 48-58, 91-137
- Roy W. Perrett, *Hindu Ethics*, chapter 1, Hawaii University Press, Hawaii, 2010.
- T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.
- Purushottama Billimoria, ed., *History of Indian Philosophy*, Routledge, New York, 2018, chapter 1.
- Hiriyanna, M. *Outlines of Indian Philosophy* (Delhi: Motilal Banarasidas, 1993)
- J.N. Mohanty, *Classical Indian Philosophy*, Rowman & Littlefield, Oxford, 2000. Chapters 2, 4 &



SOPHIA COLLEGE FOR WOMEN (EMPOWERED AUTONOMOUS)

7.

- Chakravarthi Ram-Prasad, *Knowledge and Liberation in Classical Indian Thought*, Department of Religious Studies, Lancaster University, Palgrave, 2001, pp.162-214.
- Stephen J. Laumakis, *An Introduction to Buddhist Philosophy*, Cambridge University Press, 2008, chapter 8.
- Glasesnapp, Helmuth Von. *Jainism: An Indian Religion of Salvation* (Delhi: Motilal Banarasidas Publishers, 1998)
- Sangharakshita. *Essential Teachings of the Buddha* (New Delhi: New Age Books, 2006)
- Mahadevan, TMP. *Invitation to Indian Philosophy*. New Delhi, Arnold-Heinemann, 1974.
- Padhi B. & Padhi M. *Indian Philosophy and Religion: A Reader's Guide*, New Delhi, D.K. Printworld Ltd., 1990.
- Raju, P. T. *The Philosophical Traditions of India*. Pittsburgh: University of Pittsburgh Press, 1972.
- Rao Nagaraja P, *Fundamentals of Indian Philosophy*, New Delhi, Indian Book Company, Year of Publication (not found).
- Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*. Delhi. Motilal Banarsidass; 14 edition. 2016.
- Sinha, Jadunath. *A History of Indian Philosophy*, Vol- I and II, (JatindranathSen, Central Book Agency, Calcutta, 1952

EVALUATION PATTERN

Continuous Assessment: 50 marks (Major and Minor)

- **25 marks:** Class Test (combination of any of the following: MCQ, fill in the blanks, quiz, match the columns, one-line answers, short notes, etc)
- **20 marks:** Critical essay or assignment; **5 marks:** Viva on the essay/assignment.

Summative Assessment: 50 marks (Major and Minor)

- Descriptive type.
- Total No of questions: 5
- 4 questions @ 10 marks corresponding to 4 units of the syllabus.
- Internal choice within each unit.
- 5th question: Attempt 2 short notes @5 marks from 4 options.
