

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361  
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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005  
ದಿನಾಂಕ: 26-10-2021

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ- ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 29-09-2021 ರಂದು ಜರುಗಿದ ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

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ದಿನಾಂಕ:29-09-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ತತ್ವಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ/ವಿಭಾಗ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

# **Philosophy**

**NEP:UG Syllabus 2021-22**

**Philosophy as Major and  
Logic as Minor**

## **BA Honors Philosophy (Major) Syllabus**

### **Semester I**

Course Title: <b>A1: ANCIENT INDIAN PHILOSOPHY</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

### **Course Objectives:**

1. To acquaint and introduce the students to the Ancient Indian Philosophical Systems.
2. To introduce the basic tenets/concepts of these different systems.
3. To present overviews of these Ancient Indian Philosophical Systems.

### **Course Outcomes (COs):**

At the end of the course the student should be able to:

1. The students should be able to understand the Ancient Indian Philosophical Systems.
2. The students should be able to understand the basic tenets/concepts of these differentsystems.
3. The students should be able to understand present overviews of these Ancient IndianPhilosophical Systems.

## References

1. M. Hiriyanna: Outlines of Indian Philosophy, MLBD Publication, New Delhi. 1993
2. C.D. Sharma: A Critical Survey of Indian Philosophy, MLBD Publication, New Delhi. 2013
3. M. Hiriyanna: Essentials of Indian Philosophy, MLBD Publication, New Delhi. 2015
4. S. Radhakrishnan: Indian Philosophy, Vols. I & II: Oxford University PressUSA,.2009
5. J.N.Mohanty: Reason and Tradition in Indian Thought, Clarendon Press,1992
6. T.M.P. Mahadevan: An Outlines of Hinduism, Chetana Publications, Bombay.1999
7. Swamy Ranganathananda: Universal Message of the Bhagavadgita. (Vol.1, 2, 3), AdvaitaAshrama, Kolkata, 2006
8. Swamy Ranganathananda: Bhagavadgiteya Vishvasandesha (Kannada), (Vol.1,2,3) – Ramakrishna Asharam, Mysuru. 2008
9. Datta & Chatterjee: Introduction to Indian Philosophy. Calcutta University, Calcutta. 1954
10. Siddharama Swamigalu (Tr): Bharatiya Tattvasashtra – Vimarshatmaka Adhyayana
11. (K). Naganuru Shri Shivabasavaswamigala Kalyana Kendra, Belagavi. 2018
12. Laxmipuram Shrinivasacharya: Hindudarshanasara (Kannada). Prasaranga Mysore University, Mysore. 1985
13. ಪ್ರಭುಶಂಕರ(ಅನು) ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ರೂಪರೇಖೆಗಳು ಅಭಿನವ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು 2004
14. ಹೆಚ್.ಎನ್.ರಾಘವೇಂದ್ರಚಾರ್ಯ, ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ಸಂಗ್ರಹ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 1962

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weightage in Marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i). Home assignments -1	<b>10</b>
ii). Seminar -1	<b>10</b>
iii). Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## BA Semester I

### Title of the Course: A1: ANCIENT INDIAN PHILOSOPHY

<b>Content of Course A1</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> General Characteristics of Indian Philosophy	4
<b>Chapter No. 2 :</b> Vedas: Meaning, definition and nature of Vedas	3
<b>Chapter No. 3 :</b> Development of Vedas, Significance of Vedas and Mahavakyas	7
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Upanishads: Meaning and definition	3
<b>Chapter No. 5:</b> Brahman, Atman and Moksa in the Upanishads	6
<b>Chapter No. 6</b> Upanishads and their relation to the Vedas	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> Bhagavadgita: Concept of Jnana yoga	4
<b>Chapter No. 8 :</b> Karma yoga and Bhakti yoga	6
<b>Chapter No. 9 :</b> Importance of Bhagavadgita in Indian culture	4

## BA Honors

### Semester I

Course Title: <b>A2: ANCIENT WESTERN PHILOSOPHY</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

### Course Objectives:

1. To impart the learners basic knowledge of the origin and development of WesternPhilosophy.
2. To familiarize the students with the early Greek Philosophers.
3. To bring into focus the philosophical ideas of three great Greek Philosophers- Socrates,Plato and Aristotle.

### Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand early Greek philosophers and their methods.
2. The students should be able to think overview about development of Western Philosophy.
3. The students can understand and differentiate between different schools of western philosophy.



## BA Semester I

### Title of the Course: A2: ANCIENT WESTERN PHILOSOPHY

Content of Course A2	Hrs
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1:</b> Nature of pre-Socratic philosophy and thinkers	4
<b>Chapter No. 2 :</b> General characteristics of Ancient Greek Philosophy	5
<b>Chapter No. 3 :</b> Socrates: Socratic Method; Knowledge is Virtue, Virtue is Knowledge	5
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4. :</b> Plato: Theory of knowledge	5
<b>Chapter No. 5:</b> Theory of Ideas and its characteristics	5
<b>Chapter No. 6:</b> Concept of Soul	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> Aristotle: Doctrine of Form and Matter	5
<b>Chapter No. 8:</b> Concept of God	4
<b>Chapter No. 9 :</b> Theory of Universal, Causation	5

## References

- 1) Stace, W.T: As Critical History of Greek Philosophy, Macmillan, New York. 1957
- 2) Wright, W.K: A History of Modern Philosophy, Macmillan, New York. 1958
- 3) Thilly, Frank: A History of Philosophy, Central Book Depot, Allahabad. 1976
- 4) Armstrong, A. H: An Introduction to Ancient Philosophy (3<sup>rd</sup> Edition), Rowman & Littlefield Publishers, 1989
- 5) Falckenberg, R: History of Modern Philosophy, Notion Press, 2020
- 6) Copleston, Fredrick: History of Philosophy, Vols. 1, 2, 3, 4, 5, & 6. Newman Press, Maryland. 1961
- 7) ವಿ.ಎನ್.ಶೇಷಗಿರಿರಾವ್, ಪಾಶ್ಚಿಮಾತ್ಯ ತಾತ್ವಿಕ ಚಿಂತನೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 198

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weightage in Marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## BA Honors Deductive Logic (minor) Syllabus

### Semester I

Course Title: <b>B1: TRADITIONAL DEDUCTIVE LOGIC</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

#### Course Objectives:

1. To impart the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian logic.

#### Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

## BA Semester 1

### Title of the Course: TRADITIONAL DEDUCTIVE LOGIC (B-1)

Content of Course B-1	Hrs
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> Definitions of Logic, its nature and scope	6
<b>Chapter No. 2 :</b> Formal character: Validity and Truth	5
<b>Chapter No. 3 :</b> Uses of Logic	3
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Definition and nature of Propositions: Sentence and Proposition	5
<b>Chapter No. 5:</b> Classification of Propositions	5
<b>Chapter No. 6:</b> Distribution of Terms	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
<b>Chapter No. 8:</b> Definition of Syllogism: Rules and Validity	5
<b>Chapter No. 9:</b> Categorical, Hypothetical & Disjunctive Syllogisms	5

## References

- 1) Copi, I. M & Cohen: Introduction to Logic, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: An Introduction to Logic and Scientific Method, Allied Publishers, New Delhi. 1972
- 3) Stebbing, L.S: A Modern Introduction to Logic, Methuen and Company, Ltd. London, 1954
- 4) W.V. Quine: Methods of Logic (Revised Ed,) Harvard University Press, Cambridge(mass). 1951
- 5) Richard Jaffery: Formal Logic its Scope and Limits, McGraw-Hill Book Company, New York. 1967
- 6) ಮಹದೇವಪ್ಪ ಎನ್,ಜಿ, ತರ್ಕಶಾಸ್ತ್ರ(ನಿಗಮನ) ಪ್ರಾಸರಾಂಗ ಕ.ವಿ.ವಿ. ಧಾರವಾಡ 1971
- 7) G. Hanumantharao: Tarkashastra (Nigamana, Anugamana) – (K) Prasaranga, University of Mysore, Mysore. 2004

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weightage in Marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## BA Honors

### Semester I

Course Title: <b>B2: INDIAN LOGIC</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

#### Course Objectives:

1. To introduce and demonstrate the concept of inference.
2. To demonstrate the reason which causes wrong inference, known as Hetvabhasa by identifying ideas.
3. To understand the notion of justification theory of cognition.

#### Course Outcomes (COs):

At the end of the course the student should be able to:

1. This course helps students to understand the distinct features of Indian Logic.
2. This course helps the students to understand the sources of knowledge.
3. It also helps the students to understand the theory of hermeneutical understanding to Indian Logic.

## BA Semester I

### Title of the Course: B2: INDIAN LOGIC

<b>Content of Course B-2</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1</b> : Sources of Knowledge in Indian tradition	3
<b>Chapter No.2</b> : Pratyaksa, Anumana, Sabda, Upamana, Arthapatti and Anupalabdi	7
<b>Chapter No. 3</b> : Importance of Anumana according to Indian logic	4
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4</b> : Nature and kinds of Anumana	4
<b>Chapter No. 5</b> : Comparison between Pararthanumana and Aristotelian syllogism	5
<b>Chapter No. 6</b> : The deductive and inductive elements in the Anumana of Indian Logic	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7</b> : Vyapti: Importance and role of Vyapti	5
<b>Chapter No. 8</b> : Comparison with the Major premise of Aristotelian syllogism	5
<b>Chapter No. 9</b> : Methods of establishing Vyapti	4

## References

- 1) Atreya B.L: Elements of Indian Logic. Nalanda Publications, Dhannur Sir Fhiroza shah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: Elements of Indian Logic and Epistemology, Modern Book Agency, Calcutta – 12. 1966
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- 4) Keith A.S: Indian Logic and Atomism, Greed Wood Press, New York. 1968
- 5) Kuppuswamy Sastri: A Primer of Indian Logic, (2<sup>nd</sup>Ed). The Kuppuswamy Research Institute, Madras.1951
- 6) Barlingay, S.S: A Modern Introduction to Indian Logic, National Publishing House, New Delhi.1965
- 7) Chatterjee S. C: Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics. Rupa Publications, India. 2015

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weightage in Marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>



**BA Honors**  
**Semester I (OEC -1)**

Course Title: <b>TRADITIONAL DEDUCTIVE LOGIC(OEC -1)</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

**Course Objectives:**

1. To impart the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian logic.

**Course Outcomes (COs):**

At the end of the course the student should be able:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

## BA Semester I

### Title of the Course: TRADITIONAL DEDUCTIVE LOGIC (OEC - 1)

<b>Content of Course B-2</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> Definitions of Logic, its nature and scope	6
<b>Chapter No. 2 :</b> Formal character: Validity and Truth	5
<b>Chapter No. 3 :</b> Uses of Logic	3
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Definition and nature of Propositions: Sentence and Proposition	5
<b>Chapter No. 5:</b> Classification of Propositions	5
<b>Chapter No. 6:</b> Distribution of Terms	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
<b>Chapter No. 8:</b> Definition of Syllogism: Rules and Validity	5
<b>Chapter No. 9:</b> Categorical, Hypothetical & Disjunctive Syllogisms	5

## References

- 1) Copi, I. M & Cohen: Introduction to Logic, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: An Introduction to Logic and Scientific Method, Allied Publishers, New Delhi. 1972
- 3) Stebbing, L.S: A Modern Introduction to Logic, Methuen and Company, Ltd. London, 1954
- 4) W.V. Quine: Methods of Logic (Revised Ed,) Harvard University Press, Cambridge(mass). 1951
- 5) Richard Jaffery: Formal Logic its Scope and Limits, McGraw-Hill Book Company, New York. 1967
- 6) ಮಹದೇವಪ್ಪ ಎನ್,ಜಿ, ತರ್ಕಶಾಸ್ತ್ರ(ನಿಗಮನ) ಪ್ರಾಸರಂಗ ಕ.ವಿ.ವಿ. ಧಾರವಾಡ 1971
- 7) G. Hanumantharao: Tarkashastra (Nigamana, Anugamana) – (K) Prasaraṅga, University of Mysore, Mysore. 2004

## Pedagogy

Formative Assessment	
Assessment Occasion	Weightage in Marks
a) Semester End Examinations	60
b) Internal Assessment:-	40
i) Home assignments -1	10
ii) Seminar -1	10
iii) Internal test - 2	10 x 2 = 20
<b>Total</b>	<b>100</b>

**BA Honors  
Semester I (SEC-I)**

Course Title: <b>SEC: YOGA AND HEALTH</b>	Course Credits: 2 Credits
Total Contact Hours: 28	Duration of ESA: 1 hour 30 minutes
Formative Assessment Marks: <b>20</b>	Summative Assessment Marks: <b>30</b>
Model Syllabus Authors: Subject Committee in Philosophy	

**Course Objectives:**

1. To introduce the concept of yoga, and it's methods.
2. To motivate students to get good health by thinking about what to eat and what not to eat.
3. To help students to maintain peace and harmonious life in the society.

**Course Outcomes (COs):**

At the end of the course:

1. The students should be able to understand the importance of yoga and health.
2. The students should be able to think over method and techniques of yoga for good health.
3. The students can maintain good and peaceful life in future.

**BA Semester I**  
**Title of the Course: SEC-1: YOGA AND HEALTH**

**BA Semester I**

<b>Content of Course SEC-1</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> Definition, nature and scope of Yoga	6
<b>Chapter No. 2 :</b> Essence of Yoga, Relation between Yoga & Health	5
<b>Chapter No. 3 :</b> Nature of food, Kinds of food and its role in Yoga	3
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Introduction to the Ashtanga Yoga as a means to Liberation	5
<b>Chapter No. 5:</b> Ashtanga Yoga as a means to Physical and Mental health	5
<b>Chapter No. 6:</b> Ashtanga Yoga as a means to Social and Spiritual health	4

## References

1. S. N. Dasagupta: Yoga Philosophy in relation to other systems of Indian thought, University of Calcutta, Calcutta. 1930
2. Bhattacharya. H (Ed): The Cultural Heritage of India, Ramakrishna Mission Institute of Calcutta.(4-Vol)
3. B. R. Nagendra & R. Nagarathana: Samagrayoga Chikitse, Swami Vivekananda Yoga Prakashana, Bangalore. 2005
4. S. Radhakrishnan: Bhagavadgita: Introductory Essay, Harper Collins Publishers, India, 2010
5. Prabhushankar (Tr): Bharatiya Tattvasastrada Ruparekhegalu. Prasaranga, University of Mysore, Mysore. 1995
6. Prabhakar Joshi Hegde: Bharatiya Tattvasastrada Parachiya. Diganta Sahitya, Mangalore. 1997
7. Sanjib Kumar Bhowmik: A Text Book on Yoga and Health, Sports Publication, New Delhi, 2020
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9. Richard Hittleman: Yoga: The 8 steps to Health and Peace, Deerfield Communication, 2016
10. Nirmala Heriza: Dr. Yoga: Yoga for Health, Penguin Tarcher, 2004
11. B. K. S. Iyengar: Light on Yoga, Schoken, 1995
12. B. K. S. Iyengar: Light on Pranayama, Element, 2005
13. B. K. S. Iyengar: Yoga for Everyone, Dorling Kindersley, 2018
14. Selvarajan Yesudian & others (Tr): Yoga and Health, Allen &Unwin, Australia, 1978
15. Krishan Kumar Suman: Yoga for Health and Relaxation, Lotus Press, New Delhi, 2006

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weight in marks</b>
<b>a) Semester End Examinations</b>	<b>30</b>
<b>b) Internal Assessment:-</b>	<b>20</b>
i) Home assignments -1	<b>05</b>
ii) Seminar -1	<b>05</b>
iii) Internal test - 1	<b>10</b>
<b>Total</b>	<b>50</b>

## BA Philosophy (Major) Syllabus

### Semester II

Course Title: <b>A3: HETERODOX SYSTEMS OF INDIAN PHILOSOPHY</b>	Course Credits: 3Credits
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

#### Course Objectives:

1. To acquaint the students with the heterodox classification of classical Indian Philosophy school.
2. To introduce the basic tenets of different heterodox.
3. To enable the students understand how the fundamental philosophical issues were discussed in these schools.

#### Course Outcomes (COs):

At the end of the course:

1. The students should be able to understand the heterodox schools of Indian philosophy - Carvaka, Buddhism and Jainism.
2. The students should be able to think over the methods adopted by these schools.
3. The students can implement their methods and techniques in their future life.



**BA Semester II**  
**Title of the Course: A3: HETERODOX SYSTEMS OF INDIAN**  
**PHILOSOPHY**

<b>Content of Course A3</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1</b> : Introduction to Heterodox System and its characteristics	5
<b>Chapter No. 2</b> : Carvaka: Epistemology	4
<b>Chapter No. 3</b> : Metaphysics and Ethics	5
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4</b> :Introduction to Jainism : Epistemology, Syadvada	5
<b>Chapter No. 5</b> :Metaphysics: Jiva and Ajiva, Anekantavada, Liberation	5
<b>Chapter No. 6</b> : Ethics: Triratnas, Liberation and its means	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7</b> : Introduction to Buddhism: Epistemology	4
<b>Chapter No. 8</b> : Metaphysics: Theory of non-soul, concept of Nirvana	5
<b>Chapter No. 9</b> : Ethics: The Eightfold Path, The Four Noble Truths	5

## References

- 1) M. Hiriyanna: Outlines of Indian Philosophy, MLBD Publication, New Delhi. 1993
- 2) C.D. Sharma: A Critical Survey of Indian Philosophy, MLBD Publication, New Delhi. 2013
- 3) M. Hiriyanna: Essentials of Indian Philosophy, MLBD Publication, New Delhi. 2015
- 4) S. Radhakrishnan: Indian Philosophy, Vols. I & II: Oxford University Press, USA. 2009
- 5) J.N. Mohanty: Reason and Tradition in Indian Thought, Clarendon Press. 1992
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- 7) Swamy Ranganathananda: Universal Message of the Bhagavadgita. (Vol.1,2,3), Advaita Ashrama, Kolkata. 2006
- 8) Swamy Ranganathananda: Bhagavadgiteya Vishvasandesha (Kannada), (Vol.1,2,3) – Ramakrishna Asharam, Mysuru. 2008
- 9) Datta & Chatterjee: Introduction to Indian Philosophy. Calcutta University, Calcutta. 1954
- 10) Siddharama Swamigalu (Tr): Bharatiya Tattvasashtra – Vimarshatmaka Adhyayana (K). Naganuru Shri Shivabasavaswamigala Kalyana Kendra, Belagavi. 2018
- 11) Laxmipuram Shrinivasacharya: Hindu Darshanasara (Kannada). Prasaranga Mysore University, Mysore. 1985
- 12) ಪ್ರಭುಶಂಕರ(ಅನು) ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ರೂಪರೇಖೆಗಳು ಅಭಿನವ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು 2004
- 13) ಹೆಚ್.ಎನ್.ರಾಘವೇಂದ್ರಚಾರ್ಯ, ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ಸಂಗ್ರಹ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 1962

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weightage in marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

**BA Honors  
Semester II**

Course Title: **A4: MEDIEVAL WESTREN PHILOSOPHY**

Course Title: <b>A4: MEDIEVAL WESTREN PHILOSOPHY</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

**Course Objectives:**

1. To impart the learners basic knowledge of the origin and development of Western Philosophy.
2. To give exposure to the fundamental aspects of Mediaeval Philosophy with reference to a renowned philosopher of that period.
3. To acquaint the students with the philosophical theories of the main proponents Mediaeval Philosophers.

**Course Outcomes (COs):**

At the end of the course:

1. The students should be able to understand the evaluation of Philosophy in this period.
2. The students should be able to understand the position of the Philosophical thinkers.
3. The students can understand the religious aspect which influenced on Philosophy.

## BA Semester II

### Title of the Course: A4: Medieval Western Philosophy

Content of Course A4	Hrs
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> Introduction to Medieval Western Philosophy, its characteristics	5
<b>Chapter No. 2 :</b> Nature, scope and objectives, Delimitation of the Medieval Philosophy	5
<b>Chapter No. 3 :</b> Aims of Medieval Western Philosophy, the Development of Christiantheology	4
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Salient features of Augustine’s Philosophy	4
<b>Chapter No. 5 :</b> Theory of Perception, reason and truth	5
<b>Chapter No. 6 :</b> Human will and action, God and the world	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> St. Thomas Aquinas: Theory of knowledge	4
<b>Chapter No. 8 :</b> Concept of God, Man and Morals	5
<b>Chapter No. 9 :</b> St. Anselm: Theology, Ontological argument for the existence of God	5

## References

- 1) Wright, W.K: A History of Modern Philosophy, Macmillan, New York. 1958
- 2) Thilly, Frank: A History of Philosophy, Central Book Depot, Allahabad. 1976
- 3) Armstrong, A. H: An Introduction to Ancient Philosophy (3<sup>rd</sup> Edition), Rowman & Littlefield Publishers.1989
- 4) Falckenberg, R: History of Modern Philosophy, Notion Press, 2020
- 5) Copleston, Fredrick: History of Philosophy, Vols. 1,2, 3, 4,5,& 6. Newman Press, Maryland. 1961
- 6) O'Conner, D.J (Ed): A Critical History of Western Philosophy, Free Press of Glenco, New York. 1964
- 7). ವಿ.ಎನ್.ಶೇಷಗಿರಿರಾವ್, ಪಾಶ್ಚಿಮಾತ್ಯ ತಾತ್ವಿಕ ಚಿಂತನೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, 1985

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weight in marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## Course Title: B3: Inductive Logic (Minor) Syllabus

### II Semester

Course Title: <b>B3: INDUCTIVE LOGIC</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: <b>42</b>	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

#### Course Objectives:

1. To motivate students to understand inductive logic to known arguments and propositions.
2. To understand the reasoning process well and to apply it upon arguments.
3. To be able to determine certain things with certainty and probability.

#### Course Outcomes (COs):

At the end of the course the student should be able to:

1. To be able to identify the scientific ground in Western Logic to differentiate it from other descriptive studies.
2. To be able to determine certain things with certainty and others with probability.
3. The student will be able to explain Mill's five canons.

**BA Semester II**  
**Title of the Course: B3: INDUCTIVE LOGIC**

Content of Course B3	Hrs
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1 :</b> Definitions, Nature, Aim & Characteristics of Inductive Logic	5
<b>Chapter No. 2 :</b> Reasoning - its nature and importance. The relation between Deductive and Inductive reasoning	6
<b>Chapter No. 3 :</b> Role of Inductive Logic in Scientific reasoning	3
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4:</b> Types of Induction: Improper Induction: a) Perfect b) Parity of Reasoning c) Colligation of facts	5
<b>Chapter No. 5:</b> Proper Induction a) Simple Enumeration b) Analogy c) Scientific Induction	5
<b>Chapter No. 6:</b> Inductive Reasoning in Scientific Method	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7 :</b> Problems of Induction	3
<b>Chapter No. 8:</b> Postulates of Induction. Grounds of Induction	6
<b>Chapter No. 9:</b> Formal grounds and Material grounds of Induction	5



## References

- 1) Copi, I. M and C Cohen: Introduction to Logic, Prentice Hall of India, New Delhi. 1996
- 2) Cohen. M.R. & E. Nagel: An Introduction to Logic and Scientific Method, AlliedPublishers, New Delhi. 1972
- 3) Barker, S.F: Elements of Logic, McGrawHill, New York. 1965
- 4) Stebbing, L.S: A Modern introduction to Logic, Methuen, London. 1968
- 5) Black and Max: Critical Thinking, Prentice Hall, New York. 1952
- 6) ಮಹದೇವಪ್ಪ ಎನ್,ಜಿ, ಪಾಟೀಲ ಎಸ್.ವಿ.ತರ್ಕಶಾಸ್ತ್ರ(ಅನುಗಮನ) ಪ್ರಾಸರಂಗ ಕ.ವಿ.ವಿ. ಧಾರವಾಡ 1971

## Pedagogy

Formative Assessment	
Assessment Occasion	Weight in marks
a) Semester End Examinations	60
b) Internal Assessment:-	40
i) Home assignments -1	10
ii) Seminar -1	10
iii) Internal test - 2	10 x 2 = 20
<b>Total</b>	<b>100</b>

**BA Honors**  
**Semester II**  
**Course Title: B4: INDIAN EPISTEMOLOGY**

Course Title: <b>B4: INDIAN EPISTEMOLOGY</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

**Course Objectives:**

1. To develop sources of knowledge in Indian Epistemology.
2. To introduce the nature and scope of Indian Epistemology.
3. To reach at the core of all physical objects.

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. The students should be able to understand the different schools of Indian philosophy regarding sources and methods of knowledge.
2. This course will help the students to understand the sources of knowledge.
3. It also helps the students to understand the theory of hermeneutical understanding of Indian Epistemology.

**BA Semester II**  
**Title of the Course: B4: INDIAN EPISTEMOLOGY**

<b>Content of Course B-4</b>	<b>Hrs</b>
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1</b> :Nature and Scope of Indian Epistemology	3
<b>Chapter No. 2</b> : Prama and Aprama: Definition and nature	5
<b>Chapter No. 3</b> : Validity of cognition: Svatahpramanyavada and Paratahpramanyavada, Theories of truths: Correspondence, Coherence and Pragmatic theories	6
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4</b> : Kinds of Pramanas according to the Nyaya: Perception, Inference, Analogy, Testimony, Postulation, and Non-apprehension	5
<b>Chapter No. 5</b> : Buddhist and Advaitic Epistemology	5
<b>Chapter No. 6</b> : Jaina Epistemology	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7</b> : KhyatiVadas (Theories of Error) : Satkhyati and Asatkhyati	5
<b>Chapter No. 8</b> : Anirvachaniyakhyati and Akhyati, Anyathakhyati and Viparitkhyati	5
<b>Chapter No. 9</b> : A Comparative Perspective; Indian and Western	4

## References

- 1) Atreya B.L: Elements of Indian Logic. Nalanda Publications, Dhannur Sir Fhiroza shah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: Elements of Indian Logic and Epistemology, ModernBook Agency, Calcutta. 1966
- 3) Keith A.S: Indian Logic and Atomism, Greed Wood Press, New York. 1968
- 4) Kuppuswamy Sastri: A Primer of Indian Logic, (2<sup>nd</sup>Ed). The Kuppuswamy Research Institute, Madras.1951
- 5) Barlingay, S.S: A Modern Introduction to Indian Logic, National Publishing House, New Delhi.1965
- 6) Chatterjee S. C: Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics. Rupa Publications, India. 2015

## Pedagogy

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weight in marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## BA Semester II

### Course Title: CRITICAL THINKING AND DECISIONMAKING (OEC-2)

Course Title: <b>CRITICAL THINKING AND DECISIONMAKING (OEC-2)</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60</b>
Model Syllabus Authors: Subject Committee in Philosophy	

#### Course Objectives:

1. Learn to identify and understand the problem, and interpret information effectively to the problem.
2. Learn to combine creative thinking and critical thinking to solve problems and develop alternatives to address criteria to predict implications and consequences.
3. Construct well-reasoned solutions/conclusions and support conclusions with fact in the process of decision making.

#### Course Outcomes (COs):

At the end of the course the student should be able to:

1. Analyze context and information to clearly understand and identify a problem.
2. Establish relevant criteria and standards for acceptable solutions by applying problem solving steps and tools.
3. Work through the critical thinking process to build, analyze and evaluate varying viewpoints and avoid common decision-making mistakes.

**BA Honors  
Semester II**

**Title of the Course: CRITICAL THINKING AND DECISION  
MAKING (OEC-2)**

Content of Course OEC-2	Hrs
<b>Unit – 1</b>	<b>14</b>
<b>Chapter No. 1</b> : Logical Thinking	4
<b>Chapter No. 2</b> :Critical Thinking and its components	3
<b>Chapter No. 3</b> :Critical Thinking : A Second order activity	7
<b>Unit – 2</b>	<b>14</b>
<b>Chapter No. 4</b> :Detecting problems / Errors	3
<b>Chapter No. 5</b> :Identification and Analysis of the problem, Organizing the data andIdentifying the errors	6
<b>Chapter No. 6</b> : Problems Analysis, Decision making and wrapping up for solution	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7</b> : Evaluating the Argument : Validity soundness and strength reflecting uponthe issue with sensitivity and fairness	4
<b>Chapter No. 8</b> : Identifying inconsistencies, understanding dilemma andlooking for appropriate solution within limitation	5
<b>Chapter No. 9</b> :Evaluating Decision options from multiple perspectives	5

**References**

1. Hurley, Patrick. J.: A Concise Introduction to Logic, Ward worth, Cengage Learning.2007
2. Kam Chuan Aik, & Stephen Edmonds: Critical Thinking: Selected Topics for Discussion and Analysis, Longman. 1977
3. Dewey, John: How we Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. D C Heath & Co, Boston. 1985
4. Noirich, Gerald M: Learning to Think Things Through: A Guide to Critical Thinking, Prentice Hall. 2002

## **Pedagogy**

<b>Formative Assessment</b>	
<b>Assessment Occasion</b>	<b>Weight in marks</b>
<b>a) Semester End Examinations</b>	<b>60</b>
<b>b) Internal Assessment:-</b>	<b>40</b>
i) Home assignments -1	<b>10</b>
ii) Seminar -1	<b>10</b>
iii) Internal test - 2	<b>10 x 2 = 20</b>
<b>Total</b>	<b>100</b>

## **Members**

1. **Dr.Dasharatha**
2. **Dr.M.Vijayamma**

**Dr, M. Daniel**  
**BOS Chairman**