

ACADEMIC CALENDER

UNIVERSITY OF CALCUTTA SYLLABI

FOR THREE-YEAR

HONOURS AND GENERAL DEGREE COURSES OF STUDIES

PHILOSOPHY

2019-2020

(CBCS and New Syllabus for Ist Year and 2nd year Honours and General)

HONOURSCOURSE

Ist Year

A. Core Courses [Fourteen courses; Each course: 6 credits (5 theoretical segment+ 1 for tutorial-related segment). Total: 84 credits

- Each course carries 80 marks and Minimum 80 classes.
- 65 marks for theoretical segment: 50 marks for subjective/descriptive questions + 15 marks for 1 mark questions.
- **Question Pattern for subjective/descriptive segment of 55 marks: 5 questions (within 100 words; one from each module) out of 8 (5 x5 = 20) + 2 questions (within 500 words; one from each module) out of 4(15 x 2 = 30).**
- 15 marks for tutorial-related segments may be decided by the concerned faculty of respective colleges.
- Core courses: 2 each in Semesters 1 and 2;

Tutorial examples: (any one from each mode): Any one of the following modes: upto 1000 words for one Term Paper/upto 500 words for each of the two Term Papers/ equivalent Book Review/equivalent Comprehension/equivalent Quotation or Excerpt Elaboration. Report Presentation/Poster Presentation/Field work--- based on syllabusrelated and/or current topics (May be done in groups) [The modes and themes and/or topics are be decided by the concerned faculty of respective colleges

Semester 1	Classes Allotted	ASSIGNED TEACHERS
Core course(H) 1 PHIA-A-CC-1: Indian Philosophy – I		
A. Introduction: Division of Indian Philosophical Schools:Āstika and Nāstika (4)	4	SB
B. Cārvāka School—Epistemology, Metaphysics, Ethics.(8)	8	
C. Jainism—Concept of Dravya, Sat, Guṇa, Paryāya Anekāntavāda, Syādvāda and Saptabhaṅginaya.(10)	10	SM
D. Buddhism— Four noble Truths, Theory of Dependent Origination (Pratītyasamutpāda), Definition of Reality (Arthakriyākāritva), Doctrine of Momentariness, (Kṣanabhangavāda), Theory of no-soul (Nairātmyavāda), Four Schools of Buddhism (Basic tenets).(12)	12	

E. Nyāya –Pramā and Pramāṇa, Pratyakṣa (Definition), Sannikarṣa, Classification of Pratyakṣa: Nirvikalpaka, Savikalpaka, Laukika, Alaukika; (12)	12	MB
F. Anumiti, Anumāna (Definition), vyāpti, parāmarśa, Classification of Anumāna: pūrvavat, śesavat, smānyatodṛṣṭa, kevalānvayī, kevalavyātirekī, anvayavyātirekī, svārthānumāna, parārthānumāna, Upamāna (definition), Śabda (definition),(12)	12	
G. Vaiśeṣika—Seven Padārthas, dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva, (14)	14	CM
H. Different types of causes: samavayi, asamavayi and nimitta. Asatkāryavāda.(12)	12	SD
Core Course (H) 2 PHIA-A-CC-2: History of Western Philosophy – I (84 Credits)		
A. Pre Socratic Philosophy: A brief outline (8)	8	SD
B. Plato: Theory of Knowledge, Theory of Forms.(10)	10	CM
C. Aristotle : Critique of Plato’s theory of Forms, Doctrine of four causes, Form and Matter (12)	12	
D. St. Thomas Aquinas: Faith and Reason, Essence and Existence.(8)	8	SD
E. Descartes: Cartesian method of doubt, cogito ergo sum, criterion of truth, types of ideas, Proofs for the existence of God, Mind- body dualism Proofs for the existence of the external world, (14)	14	MB
F. Spinoza: Doctrine of substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing.(14)	14	SM
G. Leibniz: Monads, Truths of reason, Truths of facts, Innate ideas, Some metaphysical principles : Law of Identity of indiscernibles, Law of sufficient reason, Law of continuity, Doctrine of Pre-established harmony.(18)	18	SB

Ist Year Honours

Semester 2 Jan-June		ASSIGNED TEACHERS
Core course (H) 3 PHIA-A-CC-3 Outlines of Indian Philosophy – II (84 Credits)		
A. Sāmkhya—Satkāryavāda, Nature of Prakṛti, its constituents and proofs for its existence.	8	MB
Nature of Puruṣa and proofs for its existence, Plurality of Puruṣas, theory of evolution. (20)	20	SM
B. Yoga—Citta, Cittavṛtti, Cittabhūmi. Eight fold path of Yoga, God. (14 classes)	14	SB
C. Mīmāṃsā (Prābhakara and Bhāṭṭa) :Anvitābhīdhānvāda and avihitānvayavāda, Arthāpatti and Anupalabधि as sources of knowledge (22 classes)	22	AB
D. Advaita Vedānta—Sankara’s view of Brahman, Saguṇa and Nirguṇa Brahman, Three grades of Sattā: prātibhāsika, vyavahārika and pāramārthika, Jīva, Jagat and Māyā.(24 classes)	24	CM
E. Viśistādvaita—Rāmānuja’s view of Brahman, Jīva, Jagat. Refutation of the doctrine of Māyā. (10 classes)	10	SD
Core Course (H) 4 PHIA-A-CC-4 History of Western Philosophy – II (84 Credits)		
A. Locke : Refutation of innate ideas, the origin and formation of ideas, simple and complex ideas, substance, modes and relations,	11	SB
nature of knowledge and its degrees, limits of knowledge, primary and secondary qualities, representative realism.(22)	11	SM
B. Berkeley: Refutation of abstract ideas. Criticism of Locke’s distinction between primary and secondary qualities, Immaterialism, esse-est-percipi, role of God.(18)	18	MB
C. Hume:Impression and ideas, association of ideas, distinction between judgements concerning relations of ideas and judgements concerning matters of fact, theory of causality, theory of self and personal identity, scepticism. (24)	24	AB

D. Kant :Conception of critical Philosophy, distinction between a priori and a posteriori judgements, distinction between analytic and synthetic judgements. Synthetic a priori judgements, General problem of the Critique, Copernican Revolution in Philosophy, Transcendental Aesthetic : Space & time—Metaphysical & Transcendental expositions of the ideas of space & time.(26)	26	CM SD
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Semester 3 JULY-DEC 2019		ASSIGNED TEACHERS
SEMESTER 3--Core Course – 5		
PHI-A-CC-5-Philosophy of Mind (6 Credits per week).		
a) Psychology: Definition, Nature and Scope. b) Methods of Psychology: Introspection, Extrospection, Experimental Methods—variables—dependent & independent, Controls in experiment, Limitations of experimental method. c) Sensation and perception: Nature of sensation, Nature of perception, Relation between sensation and perception, Gestalt theory of perception. Illusion and Hallucination.	3 13 27	SM
d) Learning: Theories of Learning—Trial and error theory, Thorndike’s laws of learning, Gestalt theory, Pavlov’s theory of conditioned response, B.F. Skinner’s theory of Operant Conditioning (reinforcement, extinction, punishment).	14	MB
e) Philosophical Theories of Mind: Interactionism, Double-aspect theory, Philosophical Behaviorism, Materialism- mind-brain identity theory, The Person theory (Strawson).	14	
f) Consciousness: Levels of mind—Conscious, Sub-conscious, Unconscious, Proofs for the existence of Unconscious, Freud’s theory of Dream. g) Intelligence : Measurement of intelligence, IQ, Measurement of IQ, BinetSimon test.	13 12 8	SB
h) Personality: Types, Factors and Traits of Personality		

SEMESTER 3--Core Course --6		ASSIGNED TEACHERS
-- PHI-A-CC-6-Social and Political Philosophy (6 Credits per week)		
a) Nature and Scope of i) Social Philosophy ii) Political Philosophy iii)Relation between Social and Political Philosophy.	15	SM
b) Primary concepts: Society, community, association, institution, family: nature, different forms of family, role of family in the society.	10	
c) Social Class and Caste: Principles of class and caste, Marxist conception of class, Varṇāśrama dharma.	15	

d) Theories regarding the relation between individual and society: i) Individualistic theory ii) Organic theory iii) Idealistic theory e) Secularism—its nature, Secularism in India.	8 4	CM
f) Social Change: Nature, Relation to social progress, Marx-Engles on social change, Gandhi on social change. g) Political Ideals: Nature of Democracy and its different forms, Direct and Indirect democracy, Liberal democracy, Democracy as a political ideal, Socialism: Utopian and Scientific, Anarchism.	14 28	SD

SEMESTER 3--Core Course -- 7		ASSIGNED TEACHERS
PHI-A-CC-7-Philosophy of Religion (6 Credits per week)		
a) Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views). e) Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments.	8 10	MB
b) The Philosophical teachings of the Holy Quran: God the ultimate Reality, His attributes, His relation to the world and man. c) Some basic tenets of Christianity: The doctrine of Trinity, The theory of Redemption f) Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina views .	8 8 10	SB
d) Religious Pluralism, Inter-religious dialogue and Possibility of Universal Religion	6	CM
g) The Peculiarity of Religious Language: The doctrine of analogy, Religious statements as Symbolic, Religious language as Non-Cognitive (Randal's view), the language game theory (D.Z. Phillip).	12	SD

Semester 3 ----SKILL ENHANCEMENT COURSE

Semester 3 -- SKILL ENHANCEMENT COURSE		ASSIGNED TEACHERS
PHI-A-SEC- A (any one from the following options) b)Man and Environment (2 Credits per week)		
a) Classical Indian Attitude to Environment i) The Upanisadic world-view, ii) Tagore's understanding of nature, iii) The post-Upanisadic view of nature	10	SB
b)Respect for Nature i) The attitude of respect, ii) Bio-centric outlook to nature, iii) Ethical standards and rules that follow from the attitude of respect to nature, iv) The idea of inherent worth of nature.	12	MB

c) Intrinsic Value of nature i) Moore's talk of 'intrinsic properties', ii) Chilsom's idea of intrinsic value, iii) Attfield on the intrinsic value of nature, iv) Callicott's idea of intrinsic value of nature, v) Rolston III on intrinsic value of nature, vi) intrinsic value and objective value	15	CM
d) Deep Ecology and its Third World Critique i) Arne Naess on Deep Ecology, ii) Ramchandra Guha's critique of Deep Ecology	6	SD
e) Eco-feminism i) Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.	8	SM

2ND Year Honours

Semester 4 Jan-June		ASSIGNED TEACHERS
SEMESTER 4--Core Course – 8 PHI-A-CC-8- Western Logic –I (6 Credits per week)		
a) Logic and Arguments, Deductive and Inductive Arguments, Argument forms and arguments, Statement forms and statement, Truth and Validity.	10	SB
f) Causal Connections: Cause and Effect, the meaning of "Cause"; Induction by Simple Enumeration; Mill's Method of Experimental Inquiry; Mill's Method of Agreement, Method of Difference, Joint Method of Agreement and Difference, Method of Residues, Method of Concomitant Variations; Criticism of Mills Methods, Vindication of Mill's Methods.	6	
e) Induction: Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy.	5	MB
g) Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses.	12	
Categorical propositions and classes: quality, quantity and distribution of terms, Translating categorical propositions into standard form.	15	SM
c) Categorical Syllogism: Standard Form categorical Syllogism; The Formal nature of Syllogistic Argument, Rules and Fallacies, General Rules; To test Syllogistic Arguments for validity (by applying general rules for syllogism); To solve problems and prove theorems concerning syllogism.		
d) Boolean Interpretation of categorical propositions; Review of the Traditional Laws of Logic concerning immediate inference and syllogism; Venn Diagram Technique for Testing Syllogisms, Hypothetical and Disjunctive Syllogisms, Enthymeme, The Dilemma.	17	
h) Probability: Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences	15	
b) Immediate inferences: Conversion, Obversion and Contraposition, Traditional	15	SD

square of opposition and Immediate Inferences based thereon; Existential Import, symbolism and Diagrams for categorical propositions.		
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SEMESTER 4--Core Course --9		ASSIGNED TEACHERS
PHI-A-CC-9-Western Logic – II (6 Credits per week)		
a) Symbolic Logic: The value of special symbols; Truth-Functions; Symbols for Negation, Conjunction, Disjunction, Conditional Statements and Material Implication; Material Equivalence and Logical Equivalence; Dagger and stroke functions; inter-definability of truth functors. b) Tautologous, Contradictory and Contingent Statement-Forms; the Paradoxes of Material Implication; The Three Laws of Thought.	15 4	AB
c) Determining the logical character of statement form and statements by i) The Method of Truth-table. ii) The Method of Resolution [dot notation excluded] d) Testing Argument Form and Argument for validity by i) The Method of Truth-table. ii) The Method of Resolution (Fellswoop & Full Sweep)[dot notation excluded].	4 8	SD
e) The Method of Deduction: Formal Proof of Validity: Difference between Implicational Rules and the Rules of Replacement; Construction of Formal Proof of Validity by using nineteen rules; Proof of invalidity by assignment of truth-values. f) Quantification Theory: Need for Quantification Theory, Singular Propositions;Quantification; Translating Traditional subject predicate proposition into the logical notation of propositional function and quantifiers.. g) Quantification Rules and Proving Validity; Proving Invalidity for arguments involving quantifiers.	20 15 8	CM

SEMESTER 4--Core Course -- 10		ASSIGNED TEACHERS
PHI-A-CC-10-Epistemology and Metaphysics (Western) (6 Credits per week)		
a) Concepts, Truth b) Sources of Knowledge c) Some Principal uses of the verb “To know”, Conditions of Propositional Knowledge, Strongand weak senses of “know” d) Analytic truth and logical possibility	8 16	AB
e) The apriori f) The Problem of Induction	8	SD
g) Cause and Causal Principles h) Realism, Idealism	10	SB
i) Phenomenalism j) Substance and Universal	10	MB

Semester 4-- SKILL ENHANCEMENT COURSE

Semester 4 -- SKILL ENHANCEMENT COURSE	ASSIGNED TEACHERS
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PHI-A-SEC- B(any one from the following options)		
b) Philosophy of Human Rights (2 Credits per week)		
1. A Definition and Nature of Human Rights	8	SM
2. The Idea of Human Rights: Its Origins and Historical Developments during Ancient period, Modern period and Contemporary period	12	CM
3. The Idea of Natural Law and Natural Rights: Thomas Hobbes and John Locke.	10	MB
4. The Natural Rights Tradition: Some Reactions from Jeremy Bentham, Edmund Burke and Thomas Paine	13	SD
5. Natural Right, Fundamental Right and Human Right	10	SB
6. Preamble, Fundamental Rights and Duties (Indian Constitution)		
7. Contemporary Perspectives: Joel Feinberg—Basic Rights	8	AB

3rd Year Hons --Part-III

TOPICS		ASSIGNED TEACHERS
<p align="center">PAPER-V (INDIAN LOGIC AND EPISTEMOLOGY) 100 marks Recommended Text: Tarkasaūgraha with Dīpikā by Annambhatta. (Buddhikhanda- from the definition of cognition to the division of memory into two kinds)</p> <p align="center">Half-I (50 marks)</p> <p>Unit-I A. Definition of buddhi or jñāna (cognition), its two kinds; Definition of smṛti; Two kinds of smṛti (memory); Definition of anubhava, its division into veridical(yathārtha) and non-veridical(ayathārtha);Three kinds of non-veridical anubhava; Definitions clarified in Tarkasaūgraha Dīpikā. B. Four-fold division of pramā and pramāḍa. Definition of “Kāraḍa” (special causal condition) and “kāraḍa” (general causal condition). The concept of anyathāsiddhi (irrelevance) and its varieties. The definition of kārya (effect). Kinds of cause: smavāyi, a-samavāyi and nimiñña kāraḍa (definitions and analysis).</p> <p>Unit-II A. Definition of pratyakūa and its two-fold division : nirvikalpaka and savikalpaka jñāna. Evidence for the actuality of nirvikalpaka. B. Sannikarūa and its six varieties. Problem of transmission of sound; the claim of “anupalabdhi” as a distinctive pramāḍa examined.</p> <p align="center">Half-II (50 marks)</p> <p>Unit-III A. Definiton of anumāna, anumiti and parāmarśa. Analysis of paksatā. Definition of vyāpti; Vyāptigraha. B. Definition of pakūadharmatā—svārthānumiti and parārthānumiti; Analysis of pañcāvayavi Nyāya. Necessity of parāmarśa. Three kinds of linga or hetu: kevalānvayi, kevalayatirekī and anvayavyatirekī. Definiton of pakūa, Sa-pakūa and vipaksa with illustrations. Marks of sadhetu. C. Hetvābhāsa-two types of definition. Five kinds of hetvābhāsa: (1) “Savyabhicāra and its three kinds-defined and illustrated; (2) “Viruddha” defined and illustrated; (3) “Satpratipakūa” defined and illustrated; (4) Three kinds of “Asiddha” enumerated; (a) 16 āśrayāsiddhi (b) svarūpāsiddhi and (c) vyāpyatvāsiddhi. Vyāpyatvāsiddhi defined as“sopādhika hetu”. Upādhi and its four kinds (definition and illustration) (5) “Bādhita”</p>	<p align="center">20</p> <p align="center">15</p> <p align="center">20</p>	<p>MB</p>

<p>(definition and illustration).</p> <p>Unit-IV</p> <p>A. “Upamāna pramāṇa” :Definition and analysis. “Śabda pramāṇa” : Definition and analysis. “Śakti” (the direct signifying power), the pada- padārtha-sambandha considered as Īśvara-samketa, Controversy between the Mīmāṅsakas and the Naiyāyikas regarding the nature of Śakti as universal or particular, B. “Śaktigraha” (ascertainment of the meaning-relation), laksana, varieties of laksana, Analysis of “Gauḍī ṛtti” (the secondary signifying power of a term), “Vyāñjanā-ṛtti” (the suggestive power of a term) analysed as a kind of śakti or lakṣaṇā, C. The question of lakṣaṇā-bīja tātparya, The concept of “yoga-rūhi”. The three conditions of “śabda-bodha”—ākāṅkū, yogyatā and sannidhi. Two kinds of statements distinguished— Vaidika and Laukika. D. “Arthāpatti” as a distinctive pramāṇa: Controversy between the Mīmāṅsakas and the Naiyāyikas. E. The theory of prāmāṇya:the issue between svataḥ-prāmāṇyavada and parataḥ-prāmāṇyavada regarding utpatti and jñapti;the Prābhākara theory of akhyāti.</p>	15	
<p style="text-align: center;">PAPER--VI (PHILOSOPHY OF LANGUAGE, EPISTEMOLOGY AND METAPHYSICS [WESTERN]) 100 marks Recommended Text: An Introduction to Philosophical Analysis—John Hospers Half-I (50 marks)</p> <p>Unit-I Meaning and Definition:</p> <p>A. Word-meaning, Definitions, B. Vagueness, C. Sentence-meaning.</p> <p>Unit-II</p> <p>Knowledge A. Concepts, Truth, B. Sources of Knowledge, C. Some Principal uses of the verb “To know”, Conditions of Propositional Knowledge, Strong and weak senses of “know”. Necessary Truth A. Analytic truth and logical possibility, B. The apriori, C. The Principles of Logic.</p> <p style="text-align: center;">Half-II (50 marks)</p> <p>Unit-III</p> <p>Empirical Knowledge: A. Law, Theory and Explanation, B. The Problem of Induction, C. Testability and Meaning. Cause, Determinism and Freedom: A. What is Cause? B. The Causal Principles, C. Determinism and Freedom.</p> <p>Unit-IV</p> <p>Our Knowledge of the Physical World: A. Realism, Idealism, B. Phenomenalism Some Metaphysical Problems C. Substance and Universal</p>	25	SM
	27	

<p style="text-align: center;">PAPER—VII (ETHICS AND PHILOSOPHY OF RELIGION) 100 marks Half-I (50 marks) ETHICS</p> <p style="text-align: center;">Unit-I-- Indian Ethics</p> <p>Indian Ethics A. Introduction:Concerns and Presuppositions Concept of Sthitaprañjna Karmayoga: (Gīta) Puruùārthas and their inter-relations. B. Meaning of Dharma, Concept of èõa and èta. Classification of Dharma: Sāmānya dharma, viéseuadharna, sādharmaadharna, C. Pancašīla, Brahmavihārabhāvanā (Bauddha) Anuvrata, Mahāvrata, Ahimsā. (Jaina)</p> <p style="text-align: center;">Unit-II- Western Ethics</p> <p>Western Ethics A. Nature and Scope of Ethics Moral and Non-moral actions, Object of Moral Judgement—Motive and Intention B. Standards of Morality: Hedonism—Ethical, Psychological. Utilitarianism: Act—utilitarianism, Rule-utilitarianism. Deontological Theories: Act-Deontological Theories, Rule-Deontological Theories—Kant’s Theory. C. Theories of punishment.</p>	28	
<p style="text-align: center;">Half-II (50 marks) Philosophy of Religion</p> <p style="text-align: center;">Unit-III</p> <p>A. Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views). B. The Philosophical teachings of the Holy Quoran: God the ultimate Reality, His attributes, His relation to the world and man. C. Some basic tenets of Christianity: The doctrine of Trinity, The theory of Redemption</p> <p style="text-align: center;">Unit-IV</p> <p>A. Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments B. Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina views C. The Peculiarity of Religious Language: The doctrine of analogy, Religious statements as Symbolic, Religious language as Non-Cognitive (Randal’s view), the language game theory (D.Z. Phillip).</p>	30	SB
<p style="text-align: center;">Paper—VIII (OPTIONAL PAPER)</p> <p style="text-align: center;">An Enquiry Concerning Human Understanding: David Hume</p>		CM

Unit-I Chapter 1—3	Half-I (50 marks)	27	SD
Unit-II Chapter 4—6			
Unit-III Chapter 7—9	Half-II (50 marks)	25	
Unit-IV Chapter 10—12			

GENERAL COURSE

**Ist Year General Course
CBCS**

Semester 1: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2 nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]		ASSIGNED TEACHERS
Core Course- CC(G)-1/GE(H)/GE-1-Indian Epistemology and Metaphysics (60 CREDITS) A. Cārvāka Epistemology: Perception as the only source of knowledge; Refutation of Inference and Testimony as source of knowledge. (8)	8	SB
B. Nyāya Epistemology: The nature of perception; laukikasannikarṣa; Determinate (savikalpaka) and Indeterminate (nirvikalpaka): anumāna; sādhyā, pakṣa, hetu, vyāpti, parāmarśa and vyāptigraha. svārthānumiti and parārthānumiti, pañcāvayavīnyāya. (20)	20	MB SD
C. Vaiśeṣika Metaphysics: Categories – dravya, guna, karma, sāmānya, viśeṣa, samavāya and abhāva. (20)	20	CM
D. Advaita Metaphysics: Brahman, māyā, The relation between jīva and Brahman. (12)	12	SM
Semester 2: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2 nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]		
Core Course- CC(G)-1/GE(H)/GE-1- Western Epistemology and Metaphysics (60 CREDITS) A. Different senses of ‘Know’. Conditions of Propositional Knowledge, Origin of Concepts. Concept Rationalism-Views of Descartes and Leibniz, Concept Empiricism –Views of Locke, Berkeley and Hume. (14 CLASSES)	14	SM
B. Theories of the origin of Knowledge: Rationalism, Empiricism, Kant’s Critical Theory.(12 CLASSES)	12	MB
C. Realism: Naive Realism, Locke’s Representative, Realism, Subjective Idealism (Berkeley). (12CLASSES)	12	CM
D. Causality: Entailment Theory, Regularity Theory. (8CLASSES)	8	SD
E. Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.(14 CLASSES)	14	SB

**2nd Year General Course
CBCS**

Semester 3: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure		ASSIGNED TEACHERS
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General Course Students (Philosophy as 1st or 2 nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]		
Core Course- PHI-G-CC-3 /GE(H)/GE-2- Western Logic (6 Credits per week)		
A. Introductory topics: Sentence, proposition, argument, truth and validity. B. Aristotelian classification of categorical propositions, distribution of terms. Existential Import, Boolean interpretation of categorical propositions. Immediate inference. Immediate inference based on the square of opposition, conversion, obversion and contraposition	6 14	CM
C. Categorical syllogism: Figure, mood, rules for validity, Venn Diagram method of testing validity, fallacies F. Mill's methods of experimental inquiry.	10 16	SD
D. Symbolic Logic: Use of symbols, Truth-functions: Negation, Conjunction, disjunction, implication, equivalence. E. Tautology, Contradiction, Contingent statement forms. Construction of truth-table, using truth-tables for testing the validity of arguments and statement forms.	15 14	SM

Skill Enhancement Elective course

PHI-G-SEC-A(Any one from the following options either in Semester 3 or in Semester 5)

Semester 3/5-- SKILL ENHANCEMENT COURSE

Semester 3/5-- SKILL ENHANCEMENT COURSE		ASSIGNED TEACHERS
PHI-G-SEC-A(Any one from the following options either in Semester 3 or in Semester 5) B. Business Ethics		
1. Why Study Business Ethics? i) Ethical Issues in business ii) Ethical principles in business	10	MB
2. Environment and Business Ethics i) Business ethics and environmental values ii) Ethics of conserving depletable resources	10	SM
3. Ethics in Management i) Management by Value Programmes: a qualitative appraisal ii) Ethical vision of Management : A Vedantic outline	22	SB

Semester4: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2 nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]		
Core Course- CC 4(G)-1/GE(H)/GE-1- Philosophy of Mind		
A. Sensation: What is sensation? Attributes of sensation. Perception: What is perception? Relation between sensation and perception, Gestalt theory of perception, illusion and hallucination.	16	MB
C. Memory: Factors of memory, Laws of association, Forgetfulness. Learning: The trialand Error theory, Pavlov’s Conditioned Responsetheory, Gestalt theory.	18	
B. Consciousness: Conscious, Subconscious,Unconscious,Evidence for the existence of the Unconscious, Freud’s theory of dream D. Intelligence: Measurement of Intelligence, I.Q.,Testof Intelligence, Binnet-Simon test.	20 22	SB

Semester 4 ----SKILL ENHANCEMENT COURSE
PHI-G-SEC-B (Any one from the following options either in Semester 4 or in Semester 6)

Semester 4/6 -- SKILL ENHANCEMENT COURSE		ASSIGNED TEACHERS
PHI-G-SEC-B (Any one from the following options either in Semester 4 or in Semester 6) A)Man and Environment (2 Credits per week)		
a) Classical Indian Attitude to Environment i) The Upanisadic world-view, ii) Tagore’s understanding of nature, iii) The post-Upanisadic view of nature	14	SB
b)Respect for Nature i) The attitude of respect, ii) Bio-centric outlook to nature, iii) Ethical standards and rules that follow from the attitude of respect to nature, iv) The idea of inherent worth of nature.	12	MB
c)Intrinsic Value of nature i)Moore’s talk of ‘intrinsic properties’, ii) Chilsom’s idea of intrinsic value, iii) Attfield on the intrinsic value of nature, iv) Callicott’s idea of intrinsic value of nature, v) Rolston III on intrinsic value of nature, vi) intrinsic value and objective value	14	CM
d)Deep Ecology and its Third World Critique i)Arne Naess on Deep Ecology, ii) Ramchandra Guha’s critique of Deep Ecology	12	SD
e)Eco-feminism i)Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.	14	SM

PART-III
PAPER—IV
(SOCIAL-POLITICAL PHILOSOPHY AND CONTEMPORARY INDIAN THOUGHT)
100 marks

TOPICS		ASSIGNED TEACHERS
Half-I (50 marks) (Social-Political Philosophy Unit-I A. Primary Concepts: Society, Community, Association, Institution. B. Social Groups: Its Different Forms. Family: Its Different Forms. C. Social class and Caste: Principles of Class and Caste; Marxist conception of class; Class Attitudes and Class consciousness.	13	CM
Unit-II A. Social Codes: Religious and Moral Codes; Custom and Law; Culture and Civilization. B. Political Ideals: Democracy: Its Different Forms. Socialism: Utopian and Scientific Socialism.	15	MB
Half-II (50 marks) (Contemporary Indian Thought: Swami Vivekananda, M.K.Gandhi and B.R.Ambedkar)		
Unit-III A. Swami Vivekananda: Nature of man, nature of religion. B. The ideal of a universal religion, Practical Vedānta.	23	
Unit-IV A. Gandhi: Nature of man, non-violence, satyāgraha, theory of trusteeship. B. Ambedkar: Critique of social evils, Dalit movement.	24	SD