

# **Lesson Plan**

**UNIVERSITY OF CALCUTTA SYLLABI  
FOR THREE-YEAR  
HONOURS AND GENERAL DEGREE COURSES OF STUDIES  
PHILOSOPHY**

**2021-22**

**CBCS and New Syllabus**

**For**

**Honours and General Courses**

**HONOURSCOURSE**  
**Ist Year**

Semester 1	Classes Allotted	ASSIGNED TEACHERS
<b>Core course(H) 1 PHIA-A-CC-1: Indian Philosophy – I</b>		
A. Introduction: Division of Indian Philosophical Schools:Āstika and Nāstika (4 ) B. Cārvāka School—Epistemology, Metaphysics, Ethics.(8)	4 8	SB
C. Jainism—Concept of Dravya, Sat, Guṇa, ParyāyaAnekāntavāda, Syādvāda and Saptabhaṅginaya.(10) D. Buddhism— Four noble Truths, Theory of Dependent Origination (Pratītyasamutpādvāda), Definition of Reality (Arthakriyākāritva), Doctrine of Momentariness, (Kṣanabhaṅgavāda), Theory of no-soul (Nairātmyavāda), Four Schools of Buddhism (Basic tenets).(12)	10 12	SM SD
E. Nyāya –Pramā and Pramāṇa, Pratyakṣa (Definition), Sannikarṣa, Classification ofPratyakṣa: Nirvikalpaka, Savikalpaka, Laukika, Alaukika; (12) F. Anumiti, Anumāna (Definition), vyāpti, parāmarśa, Classification of Anumāna: pūrvavat, śesavat, smānyatodṛṣṭa, kevalānvayī, kevalavyātirekī, anvayavyātirekī, svārthānumāna, parārthānumāna, Upamāna (definition), Śabda (definition),(12)	12 12	MB CM
G. Vaiśeṣika—Seven Padārthas, dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva, (14) H. Different types of causes: samavayī, asamavayī and nimitta. Asatkāryavāda.(12)	14 12	AB
<b>Core Course (H) 2 PHIA-A-CC-2: History of Western Philosophy – I</b>		
A. Pre Socratic Philosophy: A brief outline ( 8) B. Plato: Theory of Knowledge, Theory of Forms.(10) C. Aristotle : Critique of Plato’s theory of Forms, Doctrine of four causes, Form and Matter (12)	8 10 12	AB
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 CM
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<b>Semester 2</b>	<b>Classes Allotted</b>	<b>ASSIGNED TEACHERS</b>
<b>Core course (H) 3 PHIA-A-CC-3 Outlines of Indian Philosophy – II</b>		
A. Sāmkhya—Sātkāryavāda, Nature of Prakṛti, its constituents and proofs for its existence. Nature of Puruṣa and proofs for its existence, Plurality of Puruṣas, theory of evolution. (20)	20	MB
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 Anupalabdhi as sources of knowledge (22 classes)	22	AB
D. Advaita Vedānta—Sankara’s view of Brahman, Saṅga and Nirṅa Brahman, Three grades of Sattā: prātibhāsika, vyavahārika and pāramārthika, Jīva, Jagat and Māyā.(24 classes)	24	SM
E. Viśistādvaita—Rāmānuja’s view of Brahman, Jīva, Jagat. Refutation of the doctrine of Māyā. (10 classes)	10	SD
<b>Core Course (H) 4 PHIA-A-CC-4 History of Western Philosophy – II</b>		
A. Locke : Refutation of innate ideas, the origin and formation of ideas, simple and complex ideas, substance, modes and relations, nature of knowledge and its degrees, limits of knowledge, primary and secondary qualities, representative realism.(22)	22	SB
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	SM
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		MB

personal identity, scepticism. ( 24)	24	
D. Kant :Conception of critical Philosophy, distinction between a priori and a posteriori judgements, distinction between analytic and synthetic judgements. Synthetic a priori judgements,		CM
General problem of the Critique, Copernican Revolution in Philosophy, Transcendental Aesthetic : Space & time— Metaphysical & Transcendental expositions of the ideas of space & time.(26)	26	AB

### 2<sup>ND</sup> Year Honours

Semester 3		ASSIGNED TEACHERS
<b>SEMESTER 3--Core Course – 5</b> <b>PHI-A-CC-5-Philosophy of Mind</b>		
a) Psychology: Definition, Nature and Scope.	3	<b>SM</b>
b) Methods of Psychology: Introspection, Extrospection, Experimental Methods—variables—dependent & independent, Controls in experiment, Limitations of experimental method.	13	
c) Sensation and perception: Nature of sensation, Nature of perception, Relation between sensation and perception, Gestalt theory of perception. Illusion and Hallucination.	27	
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	<b>SB</b>
e) Philosophical Theories of Mind: Interactionism, Double-aspect theory, Philosophical Behaviorism, Materialism- mind-brain identity theory, The Person theory (Strawson).	14	<b>AB</b>
f) Consciousness: Levels of mind—Conscious, Sub-conscious, Unconscious, Proofs for the existence of Unconscious, Freud’s theory of Dream.	13	<b>SB</b>
g) Intelligence : Measurement of intelligence, IQ, Measurement of IQ, BinetSimon test.	12	
h) Personality: Types, Factors and Traits of Personality	8	

<b>SEMESTER 3--Core Course --6</b>		<b>ASSIGNED TEACHERS</b>
<b>--PHI-A-CC-6-Social and Political Philosophy</b>		
a) Nature and Scope of i) Social Philosophy ii) Political Philosophy iii)Relation between Social and Political Philosophy.	15	<b>SM</b>
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	<b>AB</b>
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	<b>MB</b>

<b>SEMESTER 3--Core Course -- 7</b>		<b>ASSIGNED TEACHERS</b>
<b>PHI-A-CC-7-Philosophy of Religion</b>		
a) Nature and scope of Philosophy of Religion. Doctrine of karma and rebirth, doctrine of liberation, (Hindu, Bauddha and Jaina views).	8	<b>CM</b>
e) Arguments for the existence of God: Cosmological, Teleological and Ontological arguments, Nyāya arguments.	10	<b>SD</b>
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	8 8	<b>SB</b>
f) Grounds for Disbelief in God: Sociological theory (Durkheim), Freudian theory, Cārvāka, Bauddha and Jaina views .	10	
d) Religious Pluralism, Inter-religious dialogue and Possibility of Universal Religion 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).	6 12	<b>AB</b>

**Semester 3 ----SKILL ENHANCEMENT COURSE**

<b>Semester 3 -- SKILL ENHANCEMENT COURSE</b>		ASSIGNED TEACHERS
<b>PHIA-SEC- A (any one from the following options)</b> <b>b)Man and Environment (2 Credits per week)</b>		
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	<b>SB</b>
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	<b>MB</b>
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	<b>CM</b>
d)Deep Ecology and its Third World Critique i)Arne Naess on Deep Ecology, ii) RamchandraGuha’s critique of Deep Ecology	6	<b>MB</b>
e)Eco-feminism i) Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.	8	<b>SM</b>

**2<sup>ND</sup> Year Honours**

<b>Semester 4</b>		ASSIGNED TEACHERS
<b>SEMESTER 4--Core Course – 8</b>		
<b>PHI-A-CC-8- Western Logic –I (6 Credits per week)</b>		
a) Logic and Arguments, Deductive and Inductive Arguments, Argument forms and arguments, Statement forms and statement, Truth and Validity. Categorical propositions and classes: quality, quantity and distribution of terms, Translating categorical propositions into standard form.	10	<b>AB</b>
b) Immediate inferences: Conversion, Obversion and Contraposition, Traditional square of opposition and Immediate Inferences based thereon; Existential Import, symbolism and	15	

Diagrams for categorical propositions. 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.	15	
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. e) Induction: Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy. g) Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses.	17  5 6	<b>AB</b>
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.	12	<b>SM</b>
h) Probability: Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences	15	<b>SM</b>

<b>SEMESTER 4--Core Course --9</b>		<b>ASSIGNED TEACHERS</b>
<b>PHI-A-CC-9-Western Logic – II</b>		
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. c) Determining the logical character of statement form and statements by i) The Method of Truth-table. ii) The Method of	15  4 4	<b>AB</b>

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]..	8	
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..	20 15	<b>CM</b>
g) Quantification Rules and Proving Validity; Proving Invalidity for arguments involving quantifiers.	8	<b>CM</b>

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

**Semester 4-- SKILL ENHANCEMENT COURSE**

<b>Semester 4 -- SKILL ENHANCEMENT COURSE</b>		<b>ASSIGNED TEACHERS</b>
<b>b) Philosophy of Human Rights</b>		
1. A Definition and Nature of Human Rights 2. The Idea of Human Rights: Its Origins and Historical Developments during Ancient period, Modern period and Contemporary period	8 12	<b>SM</b>
3. The Idea of Natural Law and Natural Rights: Thomas Hobbes and John Locke.	10	<b>MB</b>
4. The Natural Rights Tradition: Some Reactions from Jeremy Bentham, Edmund Burke and Thomas Paine	13	<b>AB</b>



5. Natural Right, Fundamental Right and Human Right	10	<b>SB</b>
6. Preamble, Fundamental Rights and Duties (Indian Constitution)		
7. Contemporary Perspectives: Joel Feinberg—Basic Rights	08	<b>SD</b>

### 3rd Year

<b>Semester 5</b>		ASSIGNED TEACHERS
<b>Core Course (H) 11 PHIA-A-CC-11 Nyaya Logic and Epistemology –I</b>		
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 nonveridical anubhava; Definitions clarified in Tarkasaṃgraha Dīpikā. (20)	20	AB
B. Four-fold division of pramā and pramāṇa. Definition of “Kāraṇa” (special causal condition) and “kāraṇa” (general causal condition). The concept of anyathāsiddhi (irrelevance) and its varieties. The definition of kārya (effect). Kinds of cause: smavāyi, a-samavāyi and nimittakāraṇa (definitions and analysis). (40)	40	
C. Definition of pratyakṣa and its two-fold division : nirvikalpaka and savikalpakajñāna. Evidence for the actuality of nirvikalpaka. (15)	15	MB
D. Sannikarsa and its six varieties. Problem of transmission of sound; the claim of “anupalabdhi” as a distinctive pramāṇa examined. (15)	15	CM
<b>Core Course (H) 12 PHIA-A-CC-12 Ethics (Indian)</b>		
A. Introduction: Concerns and Presuppositions, Concept of Sthitaprañña, Karmayoga: (Gīta) Puruṣārthas and their inter-relations. (20)	20	SM
B. Meaning of Dharma, Concept of ṛṇa and ṛta. Classification of Dharma: sādharmaṇadharmā and Asadharmādharmā, Varnasrama Dharma (20)	20	
C. Vidhi and Niṣedha (12)	12	
D. Buddhist Ethics: Pancaśīla, Brahmavihārabhāvanā (Bauddha) Anubrata, Mahābrata, Ahimsā. (10)	10	SB
E. Jaina Ethics: anubrata, mahābrata (8)	8	
F. Mimāṃsā Ethics: nityanaimittika karma and kāmya karma, the imperative in kāmya karmas and in kāmya karmas involving hiṃsā. (20)	20	SD

**DISCIPLINE SPECIFIC ELECTIVE COURSE**

<b>Semester 5 JULY-DEC 2020 DISCIPLINE SPECIFIC ELECTIVE COURSE</b>		<b>ASSIGNED TEACHERS</b>
<b>DSE (H) DSE-A-(1) + DSE-B-(1)</b> Discipline-specific Elective Courses Each course: 6 credits 5 for theoretical segment + 1 for tutorial-related segment		
<b>DSE-A-(1): 1.3 Philosophy of Language (Indian)</b>		
A. Definition and classification of pada (15)	15	MB
B. Introduction of concepts of āsatti, yogyatā, tātparya, ākāṁṣā (15)	15	
C. Different types of lakṣaṇā (6)		AB
<b>DSE-B-(1): Classical Texts--1.1 An Enquiry Concerning Human Understanding - D. Hume</b>		
A. Chapter 1—3 (15)	15	SB
B. Chapter 4—6 (15)	15	
C. Chapter 7- 9 (15)	15	SM
D. Chapter 10--- 12. (15)	15	

<b>Semester 6</b>		<b>ASSIGNED TEACHERS</b>
<b>Core Course (H) 13 PHIA-A-CC-13 Nyaya Logic and Epistemology –II</b>		
A. Definiton of anumāna, anumiti and parāmarśa. Analysis of pakṣatā. Definition of vyāpti, Vyāptigraha. (12)	12	MB
B. Definition of pakṣadharmatā—svārthānumiti and parārthānumiti; Analysis of pañcāvayavīNyāya. Necessity of parāmarśa. Three kinds of linga or hetu: kevalānvayī, kevalavyūṭirekī and anvayavyūṭirekī. Definiton of pakṣa, Sapakṣa and vipakṣa with illustrations. Marks of sadhetu. (20)	20	
C. Hetvābhāsa-two types of definition. Five kinds of hetvābhāsa: (1) “Savyābhicāra and its three kinds-defined and illustrated; (2) “Viruddha” defined and illustrated: (3) “Satpratipakṣa” defined and illustrated; (4) Three kinds of “Asiddha” enumerated; (a) āśrayāsiddha (b) svarūpāsiddha and (c) vyāpyatvāsiddha. Vyāpyatvāsiddha defined as“sopādhikahetu”. Upādhi and its four kinds (definition and illustration) (5) “Bādhita” (definition and illustration). ( 22)	1 2 3 4 5 22	CM

D. “Upamānapramāṇa” : Definition and analysis. “Śabdapramāṇa” : Definition and analysis. “Śakti” (the direct signifying power), the padapadārtha- sambandha considered as Īśvara-saṅketa, Controversy between the Mīmāṃsakas and the Naiyāyikas regarding the nature of Śakti as universal or particular. ( 10)	10	AB
E. “Śaktigraha” (ascertainment of the meaning-relation), lakṣaṇa, varieties of lakṣaṇa, Analysis of “Gaṇī-vṛtti” (the secondary signifying power of a term), “Vyājanā-vṛtti” (the suggestive power of a term) analysed as a kind of śakti or lakṣaṇā. (8)	8	
F. The definition of lakṣaṇā, The concept of “yoga-rūḍhi”. The conditions of “śabda-bodha”, ākāṅkṣā, yogyatā and sannidhi. Two kinds of statements distinguished— Vaidika and Laukika. (8)	8	
G. “Arthāpatti” as a distinctive pramāṇa: Controversy between the Mīmāṃsakas and the Naiyāyikas. ( 4)	4	
H. The theory of prāmāṇya: the issue between svataḥ-prāmāṇyavāda and parataḥ-prāmāṇyavāda regarding utpatti and jñapti; The Prābhākara theory of akhyāti. (6)	6	
<b>Core Course (H) 14 PHIA-A-CC-14 Ethics (Western)</b>		
A. Nature and Scope of Ethics, Classification of Ethics: a: Prescriptive, b: Meta Ethics, c:Applied Ethics.(12 Classes)	12	SD
B. Moral and Non-moral actions, Object of Moral Judgement— Motive and Intention (10 Classes)	10	SM
C. Moral Theories: Plato and Aristotle (10 Classes)	10	
D. Standards of Morality: Hedonism—Ethical, Psychological. Utilitarianism: Act— utilitarianism, Ruleutilitarianism.	12	SB
Deontological Theories: Act-Deontological Theories, Rule-Deontological Theories—Kant’s Theory. (20 Classes)	20	SD

### DISCIPLINE SPECIFIC ELECTIVE COURSE

<b>Semester 6 DISCIPLINE SPECIFIC ELECTIVE COURSE</b> <b>DSE (H) DSE-A-(2) DSE B (2)</b>		ASSIGNED TEACHERS
<b>DSE-A-(2): 1.2 Ethics (Applied ethics)</b>		
A. Nature and scope of applied ethics. (4)	4	SB
B. Killing: Suicide, Euthanasia, Animal killing. (10)	10	
C. Poverty, Affluence and Morality. (10)	10	CM
D. War and Violence: Terrorism. (6)	6	
E.Right: Nature and Value of Human Rights—Discrimination on the basis of race, caste and religion. (10)	10	AB
F. The Ethics of Care. (4)	4	
G. Value beyond sentient beings, Reverence for life, Deep Ecology, Concepts of Kinship Ethics. (8)	8	SM
H. Ecological Concern in Indian thoughts: Jaina and Bauddha views. (8)	8	
<b>DSE-B-(2): Contemporary Indian Philosophy-- 1.1 Swami Vivekananda (60 Credits)</b>		
A. Real nature of man. (15)	15	SD
B. Nature of Religion. (15)	15	
C. Ideal of Universal Religion.(14)	14	MB
D. Concept of Practical Vedanta.(16)	16	SB

### GENERAL COURSE

#### CBCS

#### 1st Year General Course

#### CBCS

#### Semester 1

<b>Semester 1:</b> [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2 <sup>nd</sup> subject (CC-G-) and Students for Philosophy as third subject in Pure General (GE-1)]		ASSIGNED TEACHERS
<b>Core Course- CC(G)-1/GE(H)/GE-1-Indian Epistemology and Metaphysics</b> A. Cārvāka Epistemology: Perception as the only source of knowledge; Refutation of Inference and Testimony as source of knowledge. (8)	8	MB

B. Nyāya Epistemology: The nature of perception; laukikasannikarṣa; Determinate (savikalpaka) and Indeterminate (nirvikalpaka):	12	<b>CM</b>
anumāna; sādhya, pakṣa, hetu, vyāpti, parāmarśa and vyāptigraha. svārthānumitiandparārthānumiti, pañcāvayavīnyāya. (20 )	8	<b>SD</b>
C. Vaiśeṣika Metaphysics: Categories – dravya, guna, karma, sāmānya, viśeṣa, samavāya and abhāva. (20)	20	
D. Advaita Metaphysics: Brahman, māyā, The relation between jīva and Brahman. (12)	12	<b>AB</b>
<b>Semester 2:</b> [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd 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 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	<b>SD</b>
B. Theories of the origin of Knowledge: Rationalism, Empiricism, Kant’s Critical Theory.(12 CLASSES)	12	<b>MB</b>
C. Realism: Naive Realism, Locke’s Representative, Realism, Subjective Idealism (Berkeley). (12CLASSES) D. Causality: Entailment Theory, Regularity Theory. (8CLASSES)	12	<b>CM</b>
E. Mind- Body Problem: Interactionism, Parallelism and the Identity Theory.(14 CLASSES)	14	<b>AB</b>

**2nd Year General Course  
CBCS**

**Semester 3**

<b>Semester 3:</b> [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]		ASSIGNED TEACHERS
<b>Core Course- PHI-G-CC-3 /GE(H)/GE-2-Western Logic</b>		

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 F. Mill's methods of experimental inquiry.	6 14 10	<b>AB</b>
C. Categorical syllogism: Figure, mood, rules for validity, Venn Diagram method of testing validity, fallacies. (16 CLASSES) D. Symbolic Logic: Use of symbols, Truth-functions: Negation, Conjunction, disjunction, implication, equivalence. (15 CLASS) E. Tautology, Contradiction, Contingent statement forms. Construction of truth-table, using truth-tables for testing the validity of arguments and statement forms. (14 CLASSES)	16 15 14	<b>CM</b>

#### Semester 4

<b>Semester 4:</b> [Syllabus for Students from other Hons [GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd 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	<b>AB</b>
C. Memory: Factors of memory, Laws of association, Forgetfulness. Learning: The trial and Error theory, Pavlov's Conditioned Response theory, Gestalt theory.	18	<b>MB</b>
B. Consciousness: Conscious, Subconscious, Unconscious, Evidence for the existence of the Unconscious, Freud's theory of dream	20	<b>SD</b>
D. Intelligence: Measurement of Intelligence, I.Q., Test of Intelligence, Binnet-Simon test.	12	<b>CM</b>

**Skill Enhancement Elective course**  
**PHIG-SEC-A(Any one from the following options either in Semester 3 or in Semester 5)**  
**Semester 3/5-- SKILL ENHANCEMENT COURSE**

<b>Semester 3/5-- SKILL ENHANCEMENT COURSE</b>		<b>ASSIGNED TEACHERS</b>
<b>PHI-G-SEC-A(Any one from the following options either in Semester 3 or in Semester 5)</b> <b>B.</b> <b>Business Ethics</b>		
1. Why Study Business Ethics? i) Ethical Issues in business ii) Ethical principles in business 2. Environment and Business Ethics i) Business ethics and environmental values	20	<b>CM</b>
2. Environment and Business Ethics ii) Ethics of conserving depletable resources 3. Ethics in Management i) Management by Value Programmes: a qualitative appraisal ii) Ethical vision of Management : A Vedantic outline	22	<b>SD</b>

**Skill Enhancement Elective course**  
**PHIG-SEC-B (Any one from the following options either in Semester 4 or in Semester 6)**

<b>Semester 4/6 -- SKILL ENHANCEMENT COURSE</b>		<b>ASSIGNED TEACHERS</b>
<b>PHI-G-SEC-B (Any one from the following options either in Semester 4 or in Semester 6)</b> <b>A) Man and Environment (2 Credits per week)</b>		
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	<b>SD</b>
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	
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	<b>CM</b>
d) Deep Ecology and its Third World Critique i) Arne Naess on Deep Ecology, ii) Ramchandra Guha's critique of Deep Ecology	12	<b>MB</b>

e)Eco-feminism i)Understanding nature and the feminine, ii) Dualisms in Western tradition, iii) Masculinity, humanity and nature.	14	<b>AB</b>
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**3rd Year General Course  
CBCS  
Semester 5**

**DISCIPLINE SPECIFIC ELECTIVE COURSE DSE (G)**

<b>Semester 5:</b> [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2 <sup>nd</sup> subject (CC-G-)]		<b>ASSIGNED TEACHERS</b>
<b>DSE-A ----Ethics: Indian and Western(60CREDITS)</b> A. Four Purusarthās – dharma, artha, kāma and mokṣa and their interrelation. Karma (Sakāma&Niṣkāma), CārvākaEthics. (12CLASSES)	12	<b>CM</b>
B. Buddhist Ethics: The Four Noble Truths and theEight-FoldPath. (10CLASSES)	10	<b>MB</b>
C. Moral and Non-Moral Actions, Object of Moral Judgement.(10CLASSES) E. Theories of Punishment. (14CLASSES)	10 14	<b>AB</b>
D. Teleological Ethics: Utilitarianism (Bentham and Mill). Deontological Ethics: Kant’s Moral Theory.(14CLASSES)	14	<b>SD</b>

**3rd Year General Course  
CBCS  
Semester 6**

**DISCIPLINE SPECIFIC ELECTIVE COURSE DSE (G)**

<b>Semester 6:</b> [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2 <sup>nd</sup> subject (CC-G-)]		<b>ASSIGNED TEACHERS</b>
<b>DSE-B---- Applied Ethics and Philosophy of Religion.</b>		
A. Concepts of Applied Ethics. (2CLASSES) B. Killing: Suicide, Euthanasia. (5CLASSES)	2 5	<b>MB</b>
C. Famine, Affluence and Morality. (6CLASSES) D. Environmental Ethics: Value Beyond Sentient Beings, Reverence for life, Deep Ecology. (10CLASSES)	6 10	<b>CM</b>



<p>E. Nature &amp; Concerns of Philosophy of Religion.  Argument for the existence of God:  Cosmological argument, Ontological argument and  Teleological argument. (14CLASSES)  F. Problem of Evil and Suffering. (7CLASSES)</p>	<p>14  14  7</p>	<p><b>AB</b></p>
<p>G. Grounds for disbelief in God: Sociological theory of  Durkheim, Freudian Theory, Cārvāka View.  (16CLASSES)</p>	<p>16</p>	<p><b>SD</b></p>