

**SURENDRANATH COLLEGE**  
**DEPARTMENT OF PHILOSOPHY**  
**ACADEMIC PLAN**  
**FOR**  
**PART I HONS. (SESSION: 2016 – 2017)**

Subject	Paper	Topic	Sub Topic	Modular /Unit Number	No. of Classes	Section	Module/ Unit Name	Module/ Unit Plan	Learning Outcome
Indian Philosophy	I	Division of Indian Philosophical Schools	Astika & Nastika Schools	I	01	A	N.A.	To teach different categories of Indian Philosophy	The students should know on what basis different Indian Philosophical schools are formed
Indian Philosophy	I	Carvaka School	Carvaka Epistemology, Metaphysics & Ethics	I	06	B	N.A.	To teach Carvaka epistemology, metaphysics and ethics	The students should know about the philosophy of the Carvaka school
Indian Philosophy	I	Jainism	Concept of Sat, Dravya, Paryaya, Guna, Anekantavada, Syadvada, Saptabhanginyaya	I	07	C	N.A.	To teach Jaina theories such as Anekantavada, Syadvada	The students should know about the philosophy of Jaina school
Indian Philosophy	I	Buddhism	Four Noble Truths, Theory of Dependent Origination, Definition of Reality, Doctrine of Momentariness, Theory of No-Soul, Four Schools of Buddhism	I	08	D	N.A.	To teach Buddhist theories such as Momentariness, Pratityasamutpadavada, Naitatmavada etc.	The students should know about the Buddhist school of Philosophy
Indian Philosophy	I	Nyaya	Prama and Pramana, Pratyaksa, Sannikarsa, Classification of Pratyaksa; Nirvikalpaka, Savikalpaka, Laukika, Alaukika;	II	05	A	N.A.	To teach Nyaya definition of Pratyaksa, Classification of Pratyaksa	The students should know about the Nyaya theory of Perception

Indian Philosophy	I	Nyaya	Anumiti, Anumana, vyapti, paramarsa, classification of Anumana: purvavat, sesavat, samanyatodrs ta, kevalanvayi, kevala vyatireki, anvaaayavy atireki, svarthanumana, pararthanumana, Upamana, Sabda	II	10	B	N.A.	To teach Nyaya theory of inference and its classification	The students should learn the subject taught in the classroom
Indian Philosophy	I	Vaisesika	Seven Padarthas, dravya, guna, karma, samanya, visesa, samavaya, abhava	II	12	C	N.A.	To teach different Padarthas elaborately	The students should know the lessons properly
Indian Philosophy	I	Asatkaryavada	Asatkaryavada	II	03	D	N.A.	To teach the causal theory, viz. Asatkaryavada	The students should know about the topic properly
Indian Philosophy	I	Samkhya	Satkaryavada, Nature of Prakrti, its constituents and proofs for its existence, Nature of Purusa and proofs for its existence, Plurality of Purusas, Theory of Evolution	III	10	A	N.A.	To teach Samkhya theories such as Satkaryavada, Prakrti, Purusa, Evolution .	The students should know about the Samkhya school of Philosophy
Indian Philosophy	I	Yoga	Citta, Cittavrtti, Cittabhumi, Eight fold path of Yoga, God .	III	7	B	N.A.	To teach Yoga theories such as Citta, Cittavrtti, Cittabhumi, Eight fold path of Yoga, God .	The students should know about the Yoga school of Philosophy

Indian Philosophy	<b>I</b>	Mimamsa (Prabhakar and Bhatta)	Arthapatti and Anupalabdhi as sources of knowledge	III	03	C	N.A.	To teach Mimamsa theory of the sources of knowledge	The students should know about the Mimamsaka theory of Pramana
Indian Philosophy	<b>I</b>	Advaita Vedanta	Sankara's view of Brahman, Saguna and Nirguna Brahman, The grades of Satta: pratibhasika, vyavaharika and paramarthika, Jiva, Jagat and Maya	IV	12	A	N.A.	To teach Sankara's view regarding the nature of Brahman and the grades of Satta	The students should get the knowledge regarding the lessons taught
Indian Philosophy	<b>I</b>	Visistadvaita	Ramanuja's view of Brahman, Jiva, Jagat. Refutation of the doctrine of Maya	IV	08	B	N.A.	To teach Ramanuja's view of Brahman, Jiva, Jagat and Maya	The students should know the lessons taught
Psychology & Social – Political Philosophy	<b>II</b>	Methods of Psychology	Introspection, Extrospection, Experimental method-variables-dependent and independent, controls in experiment, limitation of experimental method	I	08	A	N.A.	To teach the method of Psychology such as Introspection, Extrospection, Experimental method etc.	The students should acquire knowledge about the different methods of Psychology
Psychology & Social – Political Philosophy	<b>II</b>	Sensation and Perception	Nature of Sensation, Nature of Perception, Relation between Sensation and Perception, Gestalt theory of Perception	I	08	B	N.A.	To teach the concept of Sensation, Perception, their relation, Gestalt theory of Perception etc.	The students should be informed of Sensation, Perception, their relation, and Gestalt theory of Perception

Psychology & Social – Political Philosophy	<b>II</b>	Learning	Theories of Learning- Trial and Error theory, Thorndike’s Law of Learning, Gestalt theory, Pavlov’s theory of conditioned response, B.F.Skinner’s theory of Operant Conditioning	I	08	C	N.A	To teach the theories of Learning according to different philosophers etc.	The students should acquire knowledge about the different theories of Learning
Psychology & Social – Political Philosophy	<b>II</b>	Mind –Body Relation	Double –aspect theory, Philosophical Behaviorism, Identity theory, The Person theory	II	08	A	N.A	To teach the theories of Mind-body relation according to different philosophers etc.	The students should know about the different theories of Mind-body relation
Psychology & Social – Political Philosophy	<b>II</b>	Consciousness	Levels of mind- Conscious, Sub-conscious, Unconscious, proofs for the existence of Unconscious, Freud’s theory of Dream	II	07	B	N.A	To teach the concept of Consciousness, their different levels and Freud’s theory of Dream	The students should acquire knowledge about the different levels of Consciousness
Psychology & Social – Political Philosophy	<b>II</b>	Intelligence	Measurement of Intelligence, I.Q., Test of Intelligence, Binet-Simon test, Terman-Merril and Wechsler test	II	07	C	N.A	To teach the notion of Intelligence and different theories of different philosophers on it	The students should acquire knowledge about the different theories of Intelligence
Psychology & Social – Political Philosophy	<b>II</b>	Nature & Scope of Social Philosophy and Political Philosophy	Relation between Social Philosophy and Political Philosophy	III	02	A	N.A.	To teach the notion of Social Philosophy and Political Philosophy	The students should be informed of the basic knowledge of Social Philosophy and Political Philosophy

Psychology & Social – Political Philosophy	<b>II</b>	Basic Concepts of Social Philosophy and Political Philosophy	Society, Community, Association, Institution, Different forms and role of Family	III	10	B	N.A.	To teach the basic concepts of Social Philosophy and Political Philosophy, such as, society, community, association, institution, family etc.	The students should acquire knowledge about society, community, association, institution, family etc.
Psychology & Social – Political Philosophy	<b>II</b>	Marxist Conception of Class	Definition of Class, Class consciousness	III	06	C	N.A.	To teach the concept of class, class attitude, class consciousness and Marx’s explanation on it	The students should acquire knowledge about the Marxist Conception of Class
Psychology & Social – Political Philosophy	<b>II</b>	Theories regarding the relation between individual and society	Individualistic theory, Organic theory, Idealistic theory	III	08	D	N.A.	To teach the theories regarding the relation between individual and society	The students should know about the Individualistic theory, Organic theory and Idealistic theory
Psychology & Social – Political Philosophy	<b>II</b>	Secularism	Nature of secularism, Secularism in India	IV	02	A	N.A.	To teach the notion of secularism	The students should know the secularist position of India
Psychology & Social – Political Philosophy	<b>II</b>	Social Change	Nature of Social Change, Relation to Social Progress, Marx-Engles on Social Change, Gandhi on Social Change	IV	08	B	N.A.	To teach the concept of social change and the views of Karl Marx and Gandhi on it	The students should acquire knowledge about the Marxian and Gandhian views of social change
Psychology & Social – Political Philosophy	<b>II</b>	Political Ideals	Nature and Forms of Democracy, Direct & Indirect Democracy, Liberal Democracy, Socialism: Utopian and Scientific, Anarchism	IV	10	C	N.A.	To teach the notion of different Political Ideals like Democracy, Socialism Anarchism etc.	The students should acquire knowledge about the Direct, Indirect and Liberal Democracy, Utopian and Scientific Socialism.

**SURENDRANATH COLLEGE**  
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**ACADEMIC PLAN**  
**FOR**  
**PART II HONS. (SESSION: 2016 – 2017)**

<b>Subject</b>	<b>Paper</b>	<b>Topic</b>	<b>Sub Topic</b>	<b>Modular /Unit Number</b>	<b>No. of Classes</b>	<b>Section</b>	<b>Module/ Unit Name</b>	<b>Module/ Unit Plan</b>	<b>Learning Outcome</b>
History of Western Philosophy	<b>III</b>	Plato	Theory of Knowledge, Theory of Forms	I	06	A	N.A.	To teach the concepts of opinion, knowledge, form, matter etc. following Plato	The students should acquire knowledge about the Theory of Knowledge, Theory of Forms
History of Western Philosophy	<b>III</b>	Aristotle	Critique of Plato's theory of Forms, Theory of Causation	I	06	B	N.A.	To teach the four types of causes according to Aristotle and Critique of Plato's theory of Forms	The students should acquire knowledge about the Theory of Causation. They should also know Aristotle's criticism of Plato's theory of Forms
History of Western Philosophy	<b>III</b>	Descartes	Cartesian method of Doubt, Cogito Ergo Sum, Criterion of Truth, Types of Ideas, Proofs for the existence of God, Proofs for the existence of external world	II	08	A	N.A.	To teach the philosophy of Descartes – Cogito Ergo Sum, Criterion of Truth, notion of God etc.	The students should know the Cartesian Method and its applications in the field of Western Philosophy
History of Western Philosophy	<b>III</b>	Spinoza	Doctrine of Substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing	II	08	B	N.A.	To teach the Doctrine of Substance, Attributes and Modes, Pantheism following Spinoza	The students should know Spinoza's Doctrine of Substance, Attributes and Modes, Existence of God, Pantheism, Three orders of knowing

History of Western Philosophy	III	Leibnitz	Monads, Truths of Reason, Truths of Facts, Innateness of Ideas, Law of Identity of indiscernibles, Law of Sufficient Reason, Law of Continuity, Doctrine of Pre-established Harmony	II	08	C	N.A.	To teach Monadology of Leibnitz, Doctrine of Pre-established Harmony and different laws.	The students should acquire knowledge about the notion of Monads, Truths of Reason, Truths of Facts, Innateness of Ideas, Law of Identity of indiscernibles, Law of Sufficient Reason, Law of Continuity, Doctrine of Pre-established Harmony
History of Western Philosophy	III	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	III	10	A	N.A.	To teach different ideas and degrees of knowledge	The students should acquire knowledge about the notion of different ideas and degrees of knowledge
History of Western Philosophy	III	Berkeley	Refutation of abstract ideas, Criticism of Locke's distinction between primary and secondary qualities, Immaterialism, esse-est-percipi, role of God	III	08	B	N.A.	To teach abstract ideas, Immaterialism, esse-est-percipi and role of God	The students should know abstract ideas, Immaterialism, esse-est-percipi and role of God
History of Western Philosophy	III	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	III	10	C	N.A.	To teach 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,	The students should acquire knowledge about the notion of Impression and ideas, association of ideas, distinction between judgements concerning relations of ideas and judgements concerning matters of fact, theory

								Scepticism	of causality, theory of self and personal identity, Scepticism
History of Western Philosophy	<b>III</b>	Kant	Apriori & Apsteriori Judgements, Analytic & Synthetic Judgements, Possibility of synthetic apriori judgements, General Problem of the Critique, Space & Time – Metaphysical and Transcendental expositions	IV	10	A	N.A.	To teach different types of Judgements following Kant, general problem of the Critique, metaphysical and transcendental expositions of space & time	The students should know Kant's notion of Apriori & Apsteriori Judgements, Analytic & Synthetic Judgements. They should also know Kantian concepts of Space & Time
Western Logic	<b>IV</b>	Logic and arguments	Deductive and Inductive Arguments, Truth and Validity, Categorical propositions and its classes, Translating categorical propositions into standard forms	I	05	A	N.A.	To teach different arguments, Truth and validity, different standard form categorical propositions	Hope they understand what is taught in the class
Western Logic	<b>IV</b>	Immediate Inferences	Different forms of Immediate Inferences, Traditional square of Opposition, Existential Import, Symbolism and Diagrams for categorical propositions	I	06	B	N.A.	To teach Conversion, Obversion, Contraposition; Traditional Square of opposition, Existential Import etc.	The students should know every detail of the lessons taught in the classroom
Western Logic	<b>IV</b>	Categorical Syllogism	Standard Form Categorical Syllogism, The Formal nature of Syllogistic Argument, Rules and Fallacies, General Rules; To test Syllogistic Arguments for validity	I	05	C	N.A.	To teach Categorical Syllogism, The Formal nature of syllogistic Argument, Rules and Fallacies, General Rules: To test Syllogistic Arguments	The students should know the lessons properly
Western Logic	<b>IV</b>	Boolean interpretation and Venn diagrams	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	I	09	D	N.A.	To teach Boolean Interpretation, Venn Diagram Technique for testing Syllogism etc.	The students should gain knowledge regarding the lessons taught



			Syllogism, Enthymeme, The Dilemma						
Western Logic	IV	Induction	Argument by Analogy, Appraising Analogical Arguments, Refutation by Logical Analogy	II	01	A	N.A.	To teach Analogical Arguments elaborately	The students should know the chapter properly
Western Logic	IV	Causal Connections	Cause and Effect, the meaning of "Cause"; Induction by Simple Enumeration; Mill's Methods of Agreement, Difference, Joint Method, Method of Residues, Method of Concomitant Variations; Criticism of Mill's Methods, Vindication of Mill's Methods	II	05	B	N.A.	To teach the notion of Cause and Effect; Mill's Experimental Methods; Criticism and Vindication of the methods	The students should know the methods and its application
Western Logic	IV	Science and Hypothesis	Science and Hypothesis: Explanations; Scientific and Unscientific, Evaluating Scientific Explanations; The pattern of Scientific Investigation; Crucial Experiments and Ad Hoc Hypotheses	II	02	C	N.A.	To teach Science and Hypothesis, different Explanations, Scientific Investigation, Crucial Experiments and Ad Hoc Hypotheses	The students should know the topic in detail
Western Logic	IV	Probability	Alternative Conception of Probability; The Probability Calculus; Joint Occurrences; Alternative Occurrences	II	05	D	N.A.	To teach Probability Calculus in detail	Should learn how to calculate the probability
Western Logic	IV	Symbolic Logic	The value of special symbols; Truth-Functions; Symbols for Negation, Conjunction, Disjunction, Conditional Statements and Material Implication; Argument Forms and Arguments, Statement Forms and Statements; Material Equivalence and Logical Equivalence	III	07	A	N.A.	To teach the value of different symbols: Negation, Conjunction, Disjunction, Conditional, Equivalence etc.	They should learn the value of symbols and its application
Western	IV	Different types	Tautology, Contradictory	III	05	B	N.A.	To teach different types	The students should

Logic		of Statement-Forms	and Contingent Statement-Forms; The Paradoxes of Material Implication; Three Laws of Thought					of Statement-Forms, The Paradoxes of Material Implication. Three Laws of Thought	know the forms and have the ability to apply it
Western Logic	<b>IV</b>	Testing Arguments and Statements	Testing Argument Form and Argument; Statement-Form and Statement for Validity by a) The method of Truth-Table, b) The Method of Resolution	III	07	C	N.A.	To teach the students two particular methods of testing the validity of Argument-Forms and Statement-Forms	The students should know and properly apply the testing methods of proving validity
Western Logic	<b>IV</b>	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 assigning truth-values	III	08	D	N.A.	To teach Formal Proof of Validity and Proof of invalidity by assigning truth-values	The students should learn to prove the validity of arguments by using nineteen rules; Proving invalidity by assigning truth-values
Western Logic	<b>IV</b>	Quantification Theory	Need for Quantification Theory; Translating Traditional subject-predicate proposition into the logical notation of propositional function and quantifiers	IV	04	A	N.A.	To teach Quantification Theory, Translating propositions using quantifiers	Should know the lessons properly
Western Logic	<b>IV</b>	Quantification Rules	Quantification rules for proving validity and invalidity	IV	06	B	N.A.	To teach quantification rules to prove validity and invalidity	Should know the rules to solve the problems

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**PART III HONS. (SESSION: 2016 – 2017)**

Subject	Paper	Topic	Sub Topic	Modular /Unit Number	No. of Classes	Section	Module/ Unit Name	Module/ Unit Plan	Learning Outcome
Indian Logic and Epistemology	V	Definition of Buddhi or jnana(cognition)	Definition of buddhi, its two kinds: Definition of smrti; Definition of anubhava, its division into veridical and non-veridical; Three kinds of non-veridical anubhava; Definitions clarified in Tarkasamgraha Dipika	I	08	A	N.A.	To teach definition of buddhi and its kinds: smrti and anubhava; classification of anubhava:yathartha and non-yathartha; definitions clarified in Tarkasamgraha Dipika	The students should know the matter of the topic completely
Indian Logic and Epistemology	V	Prama and Pramana, Karana,Anyathasiddhi,Karya and its kinds	Four-fold division of prama and pramana.Definition of Karana. The concept of anyathasiddhi and its varieties. The definition of karya, kinds of cause: samavayi, a-samavayi, and nimitta karana	II	12	A	N.A.	To teach every aspect of the topic: prama,pramana, karana, anyathasiddhi, karya etc.	The students should learn every aspect properly
Indian Logic and Epistemology	V	Pratyaksa and its division	Definition of pratyaksa and its two-fold division: nirvikalpaka and savikalpaka jnana. Evidence for the actuality of	II	05	B	N.A.	To teach the students definition and division of pratyaksa	The students should know the topic properly

			nirvikalpaka						
Indian Logic and Epistemology	V	Anumana	Definition of Anumana, anumiti and paramarsa, Analysis of Paksata, Definition of vyapti and vyaptigraha	III	08	A	N.A.	To teach the notion of Anumana Pramana	The students should acquire knowledge about Definition of Anumana, anumiti and paramarsa, Analysis of Paksata, Definition of vyapti and vyaptigraha
Indian Logic and Epistemology	V	Paksadharmata	Svarthanumiti and Pararthanumiti, Analysis of Pancavayavi Nyaya, Necessity of Paramarsa, Three kinds of linga or hetu, definition of paksa, sapaksa and vipaksa, marks of sadhetu	III	08	B	N.A.	To teach the conception of Paksadharmata, Svarthanumiti and Pararthanumiti, Pancavayavi Nyaya, paksa, sapaksa and vipaksa	The students should acquire knowledge about Paksadharmata, Svarthanumiti and Pararthanumiti, Analysis of Pancavayavi Nyaya, Necessity of Paramarsa, Three kinds of linga or hetu, definition of paksa, sapaksa and vipaksa, marks of sadhetu
Indian Logic and Epistemology	V	Hetvabhasa	Five kinds of hetvabhasa-savyabhicara, viruddha, asiddha, satpratipaksa, badhita	III	08	C	N.A.	To teach the five kinds of hetvabhasa	The students should know five kinds of hetvabhasa-savyabhicara, viruddha, asiddha, satpratipaksa, badhita
Indian Logic and Epistemology	V	Upamana & Sabda Pramana	Sakti, pada-padartha sambandha (Mimamsaka & Naiyayika Views)	IV	03	A	N.A.	To teach the notion of Upamana Pramana & Sabda Pramana	The students should know the concepts of Sakti, pada-padartha sambandha
Indian Logic and Epistemology	V	Saktigraha & Laksana	Gauni-vrtti, Vyanjana-vrtti	IV	03	B	N.A.	To teach the notions of Saktigraha & Laksana	The students should acquire knowledge about the analysis of Gauni-vrtti, Vyanjana-vrtti analysed as a kind of sakti or laksana
Indian Logic and	V	Laksana-bija tatparya,	Three conditions of sabda-bodha –	IV	03	C	N.A.	To teach the question of Laksana-bija	The students should acquire knowledge

Epistemology		Yoga- rudhi	akanksa, yogyata, sannidhi; Vaidika & Laukika Statements					tatparya; akanksa, yogyata, sannidhi; distinction between Vaidika & Laukika Statements	about the Laksana-bija tatparya, three conditions of sabda-bodha and the concept of Yoga- rudhi
Indian Logic and Epistemology	V	Arthapatti	Arthapatti – as a distinctive pramana : Controversy between Maimansakas & Naiyayikas	IV	02	D	N.A.	To teach the notion of Arthapatti Pramana	The students should know the controversy between Maimansakas & Naiyayikas regarding Arthapatti
Indian Logic and Epistemology	V	The theory of Pramanya	Svatahpramanyavada & Paratah – pramanyavada, Prabhakara theory of Akhyati	IV	03	E	N.A.	To teach Pramanyavada and the Prabhakara theory of Akhyati	The students should know the issue between Svatahpramanyavada & Paratah – pramanyavada,
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Meaning and Definition	Word-meaning, Definition	I	05	A	N.A	To teach the Word-meaning and Definition	The students should know the lessons taught
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Meaning and Definition	Vagueness	I	05	B	N.A	To teach Vagueness of words	The students should get the knowledge regarding the lessons taught
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Meaning and Definition	Sentence-meaning	I	06	C	N.A	To teach the Sentence-meaning	The students should get the knowledge regarding the lessons taught
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Knowledge	Concept, Truth	II	03	A	N.A	To teach the Concept and Truth	The students should know about the Concept and Truth
Philosophy of Language,	VI	Knowledge	Sources of knowledge	II	03	B	N.A	To teach the Sources of knowledge	The students should get the knowledge

Epistemology and Metaphysics (Western)									regarding sources of knowledge
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Knowledge	Some principal uses of the verb “To Know”, Conditions of Propositional knowledge, Strong and weak senses of “Know”	II	03	C	N.A	To teach the uses of the verb “To Know”, Conditions of Propositional knowledge, Strong and weak senses of “Know”	The students should get the knowledge regarding the lessons taught
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Necessary Truth	Analytical truth and logical possibility	II	03	A	N.A	To teach the Analytical truth and logical possibility	The students should acquire knowledge about analytical truth and logical possibility
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Necessary Truth	The apriori	II	03	B	N.A	To teach the apriori	The students should get the knowledge about apriori
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Necessary Truth	The Principles of Logic	II	03	C	N.A	To teach the Principles of Logic	The students should be informed of Principles of Logic
Philosophy of Language, Epistemology and Metaphysics (Western)	VI	Empirical Knowledge	Law, Theory and Explanation	III	03	A	N.A	To teach the Law, Theory and Explanation	The students should get the knowledge about Law, Theory and Explanation
Philosophy of Language, Epistemology and Metaphysics	VI	Empirical Knowledge	The Problem of Induction	III	03	B	N.A	To teach the Problem of Induction	The students should know about the problem of induction

(Western)									
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Empirical Knowledge	Testability and Meaning	III	03	C	N.A	To teach the Testability and Meaning	The students should acquire knowledge about the testability and meaning
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Cause, Determinism and Freedom	What is Cause?	III	03	A	N.A	To teach the definition of cause	The students should acquire knowledge about the definition of cause
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Cause, Determinism and Freedom	The Causal Principles	III	03	B	N.A	To teach the Causal Principles	The students should get the knowledge about the Causal Principles
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Cause, Determinism and Freedom	Determinism and Freedom	III	03	C	N.A	To teach the Determinism and Freedom	The students should acquire knowledge about Determinism and Freedom
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Our Knowledge of the Physical World	Realism, Idealism	IV	05	A	N.A	To teach the Realism and Idealism	The students should acquire knowledge about Realism and Idealism
Philosophy of Language, Epistemology and	<b>VI</b>	Our Knowledge of the Physical World	Phenomenalism	IV	05	B	N.A	To teach the Phenomenalism	The students should get the knowledge regarding Phenomenalism

Metaphysics (Western)									
Philosophy of Language, Epistemology and Metaphysics (Western)	<b>VI</b>	Some Metaphysical Problem	Substance and Universal	IV	06	C	N.A	To teach the Substance and Universal	The students should get the knowledge regarding the lessons taught
Ethics and Philosophy of Religion	<b>VII</b>	Introduction: Concern & Presupposition	Concept of Sthitaprajna, Kamayoga (Gita), Purusarthas	I	06	A	Indian Ethics	To teach the basic concepts of Indian Ethics like Sthitaprajna, Purusarthas and Kamayoga (Gita)	The students should know the concepts of Sthitaprajna, Kamayoga (Gita) and different types of Purusarthas
Ethics and Philosophy of Religion	<b>VII</b>	Meaning of Dharma	Samanya dharma, Visesa dharma & Sadharana dharma; Concept of Rna and Rta	I	06	B	Indian Ethics	To teach the meaning and different kinds of Dharma in Indian Ethics	The students should acquire knowledge about Samanya dharma, Visesa dharma, Sadharana dharma, Rna and Rta
Ethics and Philosophy of Religion	<b>VII</b>	Bauddha & Jaina Ethics	Pancasila, Brahmavihara bhavana, Anuvrata, Mahavrata, Ahimsa	I	06	C	Indian Ethics	To teach the Bauddha & Jaina Ethics	The students should acquire knowledge about Pancasila, Brahmavihara bhavana, Anuvrata, Mahavrata, Ahimsa etc.
Ethics and Philosophy of Religion	<b>VII</b>	Nature and Scope of Ethics	Moral & Non-moral Actions, Object of Moral Judgement – Motive & Intention	II	05	A	Western Ethics	To teach the notion of ethics and morality in Western Philosophy	The students should know the Moral & Non-moral Actions, Motive & Intention
Ethics and Philosophy of Religion	<b>VII</b>	Standards of Morality	Ethical & Psychological Hedonism, Act - utilitarianism & Rule – utilitarianism, Act Deontological & Rule Deontological theories	II	08	B	Western Ethics	To teach the Standards of Morality - Hedonism, Utilitarianism and Deontological theories	The students should know the Ethical & Psychological Hedonism, Act - utilitarianism & Rule – utilitarianism, Act Deontological & Rule Deontological theories
Ethics and	<b>VII</b>	Theories of	Preventive theory,	II	05	C	Western	To teach the theories	The students should



Philosophy of Religion		Punishment	Reformative theory & Retributive theory				Ethics	of Punishment	know the concepts of Preventive theory, Reformative theory & Retributive theory regarding punishment
Ethics and Philosophy of Religion	<b>VII</b>	Nature & Scope of Philosophy of Religion	Doctrine of Karma and Rebirth, Doctrine of Liberation (Hindu, Buddha & Jaina Views)	III	06	A	Philosophy of Religion (I)	To teach the basic concept of Philosophy of Religion	The students should know the Doctrine of Karma, Doctrine of Rebirth and Doctrine of Liberation
Ethics and Philosophy of Religion	<b>VII</b>	The Philosophical teachings of the Holy Quoran	God as the Ultimate Reality, His attributes, His relation to the world and man	III	05	B	Philosophy of Religion (I)	To teach the philosophical teachings of the Holy Quoran	The students should know the notion of God as the Ultimate Reality, His attributes, His relation to the world and man
Ethics and Philosophy of Religion	<b>VII</b>	Some basic tenets of Christianity	The Doctrine of Trinity, The theory of Redemption	III	05	C	Philosophy of Religion (I)	To teach the basic tenets of Christianity	The students should know the notion of the Doctrine of Trinity and the theory of Redemption
Ethics and Philosophy of Religion	<b>VII</b>	Arguments for the existence of God	Cosmological, Teleological, Ontological, Nyaya Arguments	IV	05	A	Philosophy of Religion (II)	To teach the arguments for the existence of God	The students should know the Cosmological, Teleological, Ontological, & Nyaya Arguments regarding the existence of God
Ethics and Philosophy of Religion	<b>VII</b>	Grounds for the Disbelief in God	Sociological theory (Durkheim), Freudian theory, Carvaka, Buddha & Jaina Views	IV	05	B	Philosophy of Religion (II)	To teach the grounds for the disbelief in God	The students should know the Sociological theory (Durkheim), Freudian theory, Carvaka, Buddha & Jaina Views regarding the disbelief in God
Ethics and Philosophy of Religion	<b>VII</b>	The Peculiarity of Religious Language	Doctrine of Analogy, Religious Language as Non-Cognitive (Randal's view), Language-Game theory (D.Z. Phillip)	IV	06	C	Philosophy of Religion (II)	To teach the peculiarity of Religious Language	The students should know the Doctrine of Analogy, Randal's view and D.Z. Phillip's view about Religious Language
Optional	<b>VIII</b>	Postulates of	Postulates of	I	04	A	N.A.	To teach the students	The students should

Paper: Ethics		Morality	Morality					the postulates of Morality	know the postulates of Morality
Ethics	<b>VIII</b>	Plato's moral theory	Plato's moral theory	I	04	B	N.A.	To teach the students Plato's moral theory	The students should know properly Plato's moral theory
Ethics	<b>VIII</b>	Virtue Ethics (Aristotle)	Virtue Ethics (Aristotle)	I	04	C	N.A.	To teach Virtue Ethics (Aristotle)	The students should be aware of the topic, namely, Virtue Ethics (Aristotle)
Ethics	<b>VIII</b>	Hume on Virtue	Hume on Virtue	I	04	D	N.A.	To teach the topic : Hume on Virtue	The students must know Hume's view on Virtue
Ethics	<b>VIII</b>	Nature and scope of applied ethics	Nature and scope of applied ethics	II	03	A	N.A.	To teach the Nature and scope of applied ethics	The students should gain proper knowledge of the nature and scope of applied ethics
Ethics	<b>VIII</b>	Killing: Suicide, Euthanasia, Animal Killing	Killing: Suicide, Euthanasia, Animal Killing	II	05	B	N.A.	To teach the students about different types of killing: suicide, euthanasia, animal killing	The students should know different types of killing
Ethics	<b>VIII</b>	Poverty, Affluence and Morality	Poverty, Affluence and Morality	II	04	C	N.A.	To teach the students Poverty, Affluence and Morality	The students should get enough Knowledge about what is taught in the class
Ethics	<b>VIII</b>	War and Violence: Terrorism	War and Violence: Terrorism	II	04	D	N.A.	To teach different forms of Terrorism, namely, War and Violence	The students should gain proper knowledge of Terrorism and its division
Ethics	<b>VIII</b>	Human Rights	Right: Nature and Value of Human Rights- Discrimination on the basis of race, caste and religion	III	06	A	N.A.	To teach Nature and value of Human Rights, Discrimination on the basis of race, caste and religion	The students should learn the subject properly
Ethics	<b>VIII</b>	Justice and Equality	Concept of Justice and Equality	III	05	B	N.A.	To teach the concept of Justice and Equality	The students should know the concept properly
Ethics	<b>VIII</b>	Feminist Ethics	Some basic concepts of Feminism: Sexism, Patriarchy and Androcentrism, Liber-	III	06	C	N.A.	To teach some basic concepts of Feminism: Sexism, Patriarchy etc. The Ethics of Care	The students should gain proper knowledge of what is taught in the classroom

			al and Radical Feminism, The Ethics of Care						
Ethics	<b>VIII</b>	Environmental Ethics	Concept of Anthropocentrism and non-anthropocentrism, Value beyond sentient beings, Reverence for life, Deep Ecology, Concept of Kinship Ethics	IV	06	A	N.A.	To teach Anthropocentrism and non-anthropocentrism, Reverence for life, Deep Ecology etc.	The students should know properly the lesson
Ethics	<b>VIII</b>	Echological Concern in Indian thoughts: Jaina and Bauddha views	Ecological Concern in Indian thoughts: Jaina and Bauddha views	IV	05	B	N.A.	To teach Ecological Concern in Indian thoughts	The students Should know the lesson properly
Ethics	<b>VIII</b>	Meta- ethics	Nature of meta-ethics, Emotivism as a meta-ethical theory, Prescriptivism	IV	05	C	N.A.	To teach the nature of meta-ethics	The students should know the lessons properly