

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN

For

B. A. 1ST SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC- 1**
COURSE TITLE: OUTLINES OF INDIAN PHILOSOPHY – 1

Module – 1

General Features of Indian Philosophy

CONTENT

It is impossible for man to live without philosophy. We all know broadly speaking Indian Philosophy is spiritual and western philosophy is intellectual. Indian Philosophy emphasized the need of practical realization of truth. The word ‘Darshana’ means vision and also the ‘instrument of vision’. It stands for direct, immediate and intuitive vision of reality and also includes the mean which lead to this realization.

Lecture Serial	Topic of Discussion	Remarks
1.	Meaning of the word ‘Darsana’	
2.	Meaning of Indian Philosophy	
3.	Method of Indian Philosophy	
4.	Different school of Indian Philosophy – Astika Philosophy	
5.	Nastika System	
6.	A brief sketch of the different schools of Indian Philosophy	
7.	Development of Indian Philosophy	
8.	Common characteristics of Indian Philosophy	
9.	Theory and Practice of Indian Philosophy	
10.	Spiritual Disquiet or pessimistic outlook	
11.	Belief in the Law of Karma and Rebirth	
12.	Ignorance is the root cause of bondage and suffering	
13.	Constant meditation on truth	

14.	Self-control	
15.	Liberation is the highest end of life	
16.	Spiritualism in Indian Philosophy	
17.		Group discussion

Module – 2

Carvaka

CONTENT

Carvaka is the name of the founder of this school. A person who is ‘sweet though’(Charuvak) is called charvaka darshana is also called ‘Lokayata Dharsan’. Basis rules of this philosophy;

- Earth, water, fire and air are the element
- Bodies, sense and objects are the result of the different combinations of elements
- The soul is nothing but the conscious body
- Enjoyment is the only end of human life
- Death alone is liberation

Lecture Serial	Topic of Discussion	Remarks
18.	Introduction	
19.	Charvaka Epistemology	
20.	Perception is the only source of knowledge	
21.	Inference is not a source of valid knowledge	
22.	Refutation of ‘sabda’ as a source of valid knowledge	
23.	Refutation of the authority of Vedas	
24.	Carvaka Metaphysics	
25.	Theory of causation (Sabha vabada & Ydricchavada)	
26.	Charvaka theory of self	
27.	Refutation of gods exitance	
28.	Rejection of the doctrine of Karma and rebirth.	

Module -3

Jainism

CONTENT

The word Jainism is derived from ‘Jina’ which means ‘conqueror’ – one who has conquered his passion and desire. Jainas do not believe in God. They adore the Tirthankaras or the founders of the faith of these, the first was Rsabha deva and last was Mahavira, the great

spiritual hero. These are the liberated souls who were once in bondage, but become through their own efforts, free and perfect, omniscient, omnipotent and all blissful. The Jainas believe that every spirit (jiva) that is in bondage now can follow the example set by the Jainas and attain, like them perfect knowledge power and joy.

Lecture Serial	Topic of Discussion	Remarks
29.	Introduction	
30.	Jaina Epistemology	
31.	Anekantavada or Jaina theory of Reality	
32.	Criticism of JainaAnekantavada	
33.	JainaSyadvada or the theory that every Judgement is relative	
34.	Criticism of Syadvada and Saptabhanginaya	
35.	Jaina Meta Physics	
36.	Substance	
37.	Anastikay substance	
38.	Astikay substance	
39.	Soul	
40.	Criticism of soul	
41.	JainaAtomism	
42.	Criticism of Atomism	
43.	Bondage of the Soul	
44.	Liberation of the soul and the way attaining it	
45.		Group discussion
46.		Test

Module – 4 **Buddhism**

CONTENT

The life of Siddhartha or Gautama Buddha the light of Asia and the founder of Buddhism is fairly well known. He proposed the four noble truths and eight-fold path have a meaning for us even today.

Lecture Serial	Topic of Discussion	Remarks
47.	Introduction & the life of Buddha	
48.	General Characteristic Buddhist thought	
49.	The Four noble truths : There is suffering (Dukkha)	
50.	There is a cause of suffering (The chain of twelve links)	
51.	There is a cessation of suffering	
52.	There is the way leading to this cessation of suffering. This is the noble eightfold path.	
53.	Right views or samyagdrsti & Right resolve (Samyaksankalpa)	
54.	Right speech (samyagvak) & right conduct (samyakkarmanta)	
55.	Right livelihood (samyagajiva) & Right effort (samyagvyama)	
56.	Right mindfulness (samyaksmrti) & Right concentration (samyaksamadhi)	
57.	Pratityasamutpada	
58.	Ksanabhangavada	
59.	Nairatmyavada	
60.	Different schools of Buddhist Philosophy	
61.	The Madhyamika school of Sunyavada	
62.	The Yogacara school of subjective Idealism	
63.	The Sautrantika school of Representationism	
64.	The Vaibhasika School	

Module – 5

Nyaya – Vaisheshika

CONTENT

The sage Gautama is the founder of Nyaya school. Nyaya means Argumentation. Nyaya is a system of atomistic, pluralism and logical realism. It is allied to the Vaisheshika system which is regarded as 'Samanatantra' or similar philosophy. Vaisheshika develops metaphysics and ontology and Nyaya develops logic and epistemology both agree in viewing the earthly life as fully of suffering, as bondage of the soul and in regarding liberation which is absolute cessation of suffering as the supreme end of life. Vaisheshika takes up the exposition of reality and Nyaya takes up the exposition of right knowledge of reality.

Lecture Serial	Topic of Discussion	Remarks
65.	Introduction & Padarthas in Nyaya System	
66.	Source of valid knowledge	
67.	Perception	
68.	Classification of perception 1. Ordinary perception 2. Extraordinary perception	
69.	Ordinary perception 1. Indeterminate 2. Determinate 3. Recognition	
70.	Evidence in favour of indeterminate perception	
71.	Inference	
72.	Concept of Paksha, Sadhya Hetu	
73.	Grounds of inference	
74.	Paramarsa	
75.	Nature of Vyapti	
76.	Vyaptigrahaa or method of establishing Vyapti	
77.	Hatyabhasa (Fallacy)	
78.	Comparison (Upamana)	
79.	Verbal	
80.	Khyativada (theory of Introduction of Error)	
81.	Vaisesika automisim	
82.	Objection against Vaishesika automisim	
83.	Vaishesika saptapadārtha	Class – I
84.	Vaishesika saptapadārtha	Class – II
85.		Test

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LESSON PLAN
For
B. A. 1ST SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC-2**
COURSE TITLE: OUTLINES OF WESTERN PHILOSOPHY-I

Module-I The Pre-Socratic Period, Plato and Aristotle		
CONTENTS		
1. The Pre-Socratic Period: (a) Ionian School, (b) Parmenides, (c) Heraclitus and (d) Zeno (Paradoxes) 2. Plato: (a) Theory of Knowledge, (b) Theory of Ideas 3. Aristotle: (a) Refutation of Plato's Theory of Ideas, (b) Theory of Substance, (c) Form and Matter, (d) Theory of Causation.		
Module Objectives:		
1. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions. 2. Knowledge of ancient western philosophers and their theories. 3. Development of ideas and philosophical systems of the ancient world.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	Introduction: What is Philosophy, Nature & Scope of Philosophy.	
Lecture-2.	Introduction to Greek Philosophy, Origin and Source of Greek Philosophy, Main period of Greek Philosophy.	
Lecture-3.	Pre-Sophistic Period: Philosophy of Thales, Philosophical Importance of Thales' Views. Philosophy of Anaximenes, Xenophanes.	
Lecture-4.	Philosophy of Pythagoras.	
Lecture-5.	Philosophy of Parmenides,	
Lecture-6.	Philosophy of Heraclitus.	
Lecture-7.	Philosophy of Zeno.	
Lecture-8.		Solutions of previous year questions.
		Tutorial assignment – 1

Lecture- 9.		Remedial Class
Lecture-10.		Discussion on given problems.
Lecture- 11.		Class Test - I
Lecture- 12.	Philosophy of Plato: Introduction, Theory of Knowledge.	
Lecture-13.	Plato: Theory of Ideas	
Lecture-14.	Aristotle: Introduction, Refutation of Plato's Theory of Ideas.	
Lecture-15.	Aristotle: Theory of Substance.	
Lecture-16.	Aristotle: Form and Matter.	
Lecture-17.	Aristotle: Theory of Causation.	
Lecture-18.		Remedial class
Lecture-19.		Discussion on simple problems.
Lecture-20.		Solutions of previous year questions.
		Tutorial assignment – 2
Lecture-21	Introduction to Greek Philosophy, Origin and Source of Greek Philosophy, Main period of Greek Philosophy.	Revision
Lecture-22	Pre-Sophistic Period: Philosophy of Thales, Philosophical Importance of Thales' Views. Philosophy of Anaximenes, Xenophanes.	Revision
Lecture-23	Philosophy of Pythagoras.	Revision
Lecture-24	Philosophy of Parmenides,	Revision
Lecture-25	Philosophy of Heraclitus.	Revision
Lecture-26	Philosophy of Zeno.	Revision
Lecture-27		Discussion
Lecture-28		Discussion
Lecture-29	Philosophy of Plato: Introduction, Theory of Knowledge.	Revision
Lecture-30	Plato: Theory of Ideas	Revision
Lecture-31	Aristotle: Introduction, Refutation of Plato's Theory of Ideas.	Revision
Lecture-32	Aristotle: Theory of Substance.	Revision
Lecture-33	Aristotle: Form and Matter.	Revision
Lecture-34	Aristotle: Theory of Causation.	Revision
Lecture-35		Revision
Lecture-36		Seminar: each Students will give talk on previously discussed topic.
Lecture-37		Seminar: each Students will give talk on previously discussed topic.

Lecture-38		Group Discussion
Lecture-39		Group Discussion
Lecture-40		Group Discussion
Lecture-41		Revision

Lecture-42		Revision
Lecture-43		Revision
Lecture-44		Revision
Lecture-45		Class Test -II

Module-II Modern Western Philosophy (Part-I)		
CONTENTS Descartes: (a) Method of Doubt, (b) Cogito Ergo Sum, (c) Criterion of Truth, (d) Classification of Ideas, (e) Interactionism, (f) Substance. Spinoza: (a) The Doctrine of Substance, Attributes and Modes, (b) Parallelism, (c) Degrees of Knowledge, (d) Determinism and Freedom. Leibniz: (a) Monadology and Pre-established Harmony (b) Truths of Reason and Truths of Fact, (c) Theory of Knowledge.		
Module Objectives: <ul style="list-style-type: none"> Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills. Students can acquire Knowledge of modern methods of philosophical inquiry. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning. Students must be able to recognize, express, and analyze arguments in philosophical texts. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-41.	Descartes: Introduction, Method of Doubt.	
Lecture-42.	Descartes: Cogito Ergo Sum.	
Lecture-43.	Descartes: Criterion of Truth	
Lecture-44.	Descartes: Classification of Ideas.	
Lecture-45.	Descartes: Interactionism	
Lecture-46.	Descartes: Theory of Substance.	
Lecture-47.		Remedial Class
Lecture-48.		Class Test - III
Lecture-49.	Spinoza: The Doctrine of Substance, Attribute sand Modes	
Lecture-50.	Spinoza: Parallelism	
Lecture-51.	Spinoza: Degrees of Knowledge	
Lecture-52.	Spinoza: Determinism and Freedom	
Lecture-53.		Remedial Class
Lecture-54.	Leibniz: Monadology and Pre-established	

	Harmony	
Lecture-55.	Leibniz: Truths of Reason and Truths of Fact	
Lecture-56	Leibniz: Theory of Knowledge	
Lecture-57.		Revision
Lecture-58.	Descartes: Introduction, Method of Doubt.	Revision
Lecture-59.	Descartes: Cogito Ergo Sum.	Revision
Lecture-60.	Descartes: Criterion of Truth	Revision
Lecture-61.	Descartes: Classification of Ideas.	Revision
Lecture-62.	Descartes: Interactionism	Revision
Lecture-63.	Descartes: Theory of Substance.	Revision
Lecture-64.		Tutorial assignment – 3
Lecture-65.		Revision
Lecture-66.	Spinoza: The Doctrine of Substance, Attribute sand Modes	Revision
Lecture-67.	Spinoza: Parallelism	Revision
Lecture-68.	Spinoza: Degrees of Knowledge	Revision
Lecture-69.	Spinoza: Determinism and Freedom	Revision
Lecture-70.		Revision
Lecture- 71	Leibniz: Monadology and Pre-established Harmony	Revision
Lecture-72		Solutions of previous year questions
Lecture-73		Tutorial assignment – 4
Lecture-74	Leibniz: Truths of Reason and Truths of Fact	Revision
Lecture-75	Leibniz: Theory of Knowledge	Revision
Lecture-76		Revision
Lecture-77		Revision
Lecture-78		Revision
Lecture-79		Revision
Lecture-80		Seminar: each Students will give talk on a particular topic on their own.
Lecture-81		Seminar: each Students will give talk on a particular topic on their own.
Lecture-82		Discussion on problems
Lecture-83		Group Discussion
Lecture-84		Group Discussion
Lecture-85		Revision
Lecture-86		Revision
Lecture-87		Revision
Lecture-88		Revision

Lecture-89		Revision
Lecture-90		Class Test – IV

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LESSON PLAN

For

B. A. 2nd SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC- 3**
COURSE TITLE: OUTLINES OF INDIAN PHILOSOPHY – II

Module – 1
Sankhya Darshan

CONTENTS

Sankhya is undoubtedly one of the oldest systems of Indian Philosophy. We find references to the Sankhya-Yoga doctrines in some of the Upanishads. E.g. in the Chhandogya, Prashna. Tradition regards Kapil as the founder of this system.

The system is predominately Right knowledge is the knowledge of the separation of the purusa from Prakriti.

Lecture Serial	Topic of Discussion on	Remarks
1.	Introduction	
2.	Theory of causation as at Karyavada, Satkaryavada.	
3.	Sankhya gives five arguments in supports of Sankaryavada	
4.	Parcavimsati tattva and tattavaparirama	
5.	Sankhya Prakriti	
6.	Prakriti as root cause of world	
7.	Sankhya gives proofs for the existence of prakriti, firstly discussion and proofs of existence	
8.	Secondly discuss rest and proof of existence.	
9.	Explanations of three Gunas: Sattva, Rajas and Tamas.	
10.	Sankhya theory of the Purusa	
11.	They gives the five proofs for the existence of Purusa	
12.	Bahupurusavada : Three arguments for proving plurality of Purasa.	

13.		Revision of Sankaryavada
14.		Revision of Prakriti
15.		Revision of Purusa
16.		Group Discussion
17.		Tutorial
18.		Test

Module – 2 (Yoga)

CONTENTS

Patanjali is the traditional founder of Yoga system. The word ‘Yoga’ literally means ‘Union’. i.e. Spiritual union of the individual soul with the Universal soul. Yoga is intimately allied to Sankhya. Sankhya means knowledge and Yoga means Spiritual action

Lecture Serial	Topic of Discussion on	Remarks
19.	Introduction	
20.	Chitta	
21.	Chittabhumi	
22.	Chittavritti	
23.	Chittavrittinirodh	
24.	1 st two types of Astanga Yoga. Yama & Niyama	
25.	2 nd three types of Astanga Yoga. Asana, Pranayam, Pratyahar	
26.	Last three types of Astanga Yoga – Dharna, Shyana, Samadhi	
27.	Details of Samadhi	
28.	Isvara	
29.		Revision of Chitta, Chittabhumi
30.		Revision of Chittavriti
31.		Revision of Astanga Yoga as a means of Chittavritinirodho

32.		Revision of Iswara
33.		Group Discussion

Module – 3
Purva Mimamsa

CONTENTS

The word 'Mimamsa' literally means 'revered thought' and was originally applied to the interpretation of the Vedic rules which commanded highest reverence. Mimamsa and Vedanta are also treated allied system. Both try to interest the Veda.

Lecture Serial	Topic of Discussion on	Remarks
34.	Introduction	
35.	Arthapatti Pramana	
36.	Anupalabdhi Pramana	
37.	Why Mimamsaka thinks Arthapatti and Anupalabdhi as a separate pramana	
38.	Validity of knowledge (Pramanyavada)	
39.	There are four theories of the validity and invalidity of knowledge	
40.	Mimamsaka theory of intrinsic validity	
41.	Mimamsaka theory of extrinsic invalidity	
42.		Revision -1
43.		Revision- 2
44.		Revision – 3
45.		Tutorial
46.		Group discussion
47.		Test

Module – 4
Advaita Vedanta

CONTENTS

Accordingly to Shankara, is Aoman or Brahman which is Pure Consciousness (Jyana-svarupa) or Consciousness of the Pure self (Svarupa Jyana) which is devoid of all attributes (Nirduna) and all

categories of the intellect (Nirvishera)

‘Vedanta’ literally means ‘the end of Vedas’. Primarily the word stood for the Upanishads though afterwards its denotation widened.

Accordingly to Shankara Brahman is only existent thing. But Brahman the ground on which the world appears through Maya. When right knowledge drawn and the essential unity of the Jiva with the Paramatman is realized, Maya or Avidya Vanishes.

Lecture Serial	Topic of Discussion on	Remarks
48.	Introduction	
49.	Main notion of Advaita Vedanta	
50.	Vivartavada	
51.	Maya(Definition)	
52.	Characteristics of Maya	
53.	Definition of Brahman	
54.	Characteristics of Brahman	
55.	Concept of Jiva	
56.	Concept of Jagat	
57.	Ralation between Brahman, Jiva and Jagat	
58.	Comparative discussion between Brahman, jiva and Jagat	
59.		Revision 1
60.		Revision 2
61.		Revision 3
62.		Tutorial
63.		Group Discussion
64.		Test

Module – 5
Visisthadvaita Vedanta

CONTENTS

Ramanuja, who lived long after Sankara had the opportunity of criticizing severally the view of Shankara as well as of his followers in the course of his commentary on the Brahmasutra. Ramanujacharya attempts a harmonious combination of Absolutism with personal theism. We shall mention here Ramanuja’s chief objection against the Advaita theory of Maya or Ajnana.

Lecture Serial	Topic of Discussion on	Remarks
65.	Introduction	
66.	Ramanuja's concept of Visistadvaitada	
67.	Distinction between Advaitavada and Visistadvaitada	
68.	Nature of Isvara	
69.	Nature of Jiva	
70.	Nature of Jagat	
71.	Comparative discussion of Isvara, Jiva and Jagat	
72.	Criticism of Sankara's doctrine of Maya. 1 st three criticism discussion	
73.	Last four criticism discuss	
74.		Group discussion
75.		Test

Module – 6
Khyativada - Theory of Error

CONTENTS

Error means illusion as a false perception or miss perception of one object. In this chapter we discuss Kumarila Bhatta's khativada, Aditya theory of Khativada and difference between them.

Lecture Serial	Topic of Discussion on	Remarks
76.	Introduction	
77.	What is Khyativada?	
78.	Kumarila Bhatta's view as Viparaitakhyati	
79.	Advaita theory of Anyathakhyati	
80.	Difference between viparatakhyati and Anyathakhyati	
81.		Revision -1
82.		Revision -2
83.		Tutorial
84.		Group discussion
85.		Test

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SUBJECT: PHILOSOPHY **COURSE CODE: CC- 4**
COURSE TITLE: Outlines of Western Philosophy

Module-I John Locke		
CONTENTS		
This unit provides of Locke refutation of innate ideas and principles, theory of ideas, theory of substance, distinction between primary and secondary qualities, theory of knowledge		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear idea about refutation of innate ideas and principles, theory of ideas, theory of substance, distinction between primary and secondary qualities, and theory of knowledge. 2. Understand the meaning of Locke theory of substance, knowledge, ideas, and primary and secondary qualities. 3. Explain the concept of substance, knowledge, ideas, and primary and secondary qualities. 4. Illustrate the various of substance, knowledge, ideas, and primary and secondary qualities. 5. Importance of Locke theory of knowledge. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction of Locke	
Lecture-2	The problem Locke	
Lecture-3	Refutation of Locke innate ideas	
Lecture-4	The concept of ideas	
Lecture-5	Distinction between primary and secondary qualities	
Lecture-6	The concept of simple and complex ideas	
Lecture-7	What is knowledge	
Lecture-8	Degree of knowledge	

Lecture-9	Three different types of knowledge	
Lecture-10	Brief distinction of different types of knowledge	
Lecture-11	The concept of substance	
Lecture-12	Theory of abstract general ideas	
Lecture-13	What is representative realism	
Lecture-14	Defects of Locke philosophy	
Lecture-15		Revision of Innate Ideas
Lecture-16		Revision of Knowledge
Lecture-17		Revision of Substance
Lecture-18		Revision of Primary and Secondary Qualities
Lecture-19		Group Discussion

<p style="text-align: center;">Module-II George Berkeley</p>		
<p style="text-align: center;">CONTENTS</p> <p>This unit provides of Berkeley rejection Lockean notion of substance, rejection of abstract ideas, rejection of primary and secondary qualities and Esse Est Percipi.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear idea about Berkeley rejection Lockean notion of substance, rejection of abstract ideas, rejection of primary and secondary qualities and Esse Est Percipi. 2. Understand the meaning of Berkeley rejection of Lockean notion of substance, rejection of abstract idea rejection of primary and secondary qualities. 3. Explain the concept of Berkeley rejection Lockean notion of substance, rejection of abstract ideas, rejection of primary and secondary qualities and Esse Est Percipi. 4. Illustrate the several of Berkeley rejection Lockean notion of substance, rejection of abstract ideas, rejection of primary and secondary qualities and Esse Est Percipi. 5. The importance of Esse Est Percipi, rejection of abstract ideas, rejection of primary and secondary qualities. 		
Lecture Serial	Topics of Discussion	Remarks

Lecture-20	Introduction	
Lecture-21	Berkeley's problem	
Lecture-22	View of substance	
Lecture-23	Rejection of Lockean notion of substance	
Lecture-24	What is abstract ideas	
Lecture-25	The concept of Esse Est Percipi	
Lecture-26	Rejection of distinction between primary and secondary qualities	
Lecture-27	What is subjective idealism	
Lecture-28	Is Berkeley's ideas subjective or objective	
Lecture-29	Objection raised against Berkeley's ideas	
Lecture-30	Criticism of Berkeley's philosophy	
Lecture-31		Revision of Substance
Lecture-32		Revision of Esse Est Percipi
Lecture-33		Revision of Rejection Primary and Secondary Qualities
Lecture-34		Group Discussion

<p style="text-align: center;">Module-III David Hume</p>	
<p style="text-align: center;">CONTENTS</p> <p>This unit provides of Hume view of origin of knowledge impression and ideas, laws of association, relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism.</p>	
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear idea about Hume view of origin of knowledge impression and ideas, laws of association, relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism. 2. Understand the meaning of origin of knowledge impression and ideas, laws of association, 	

relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism.

3. Explain the concept of Hume view of origin of knowledge impression and ideas, laws of association, relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism.
4. Illustrate the several of Hume view origin of knowledge impression and ideas, laws of association, relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism.
5. The importance of Hume view of origin of knowledge impression and ideas, laws of association, relations of ideas and matters of fact, notion of causality, problem of personal identity and the theory of skepticism.

Lecture Serial	Topics of Discussion	Remarks
Lecture-35	Introduction	
Lecture-36	Hume's problem	
Lecture-37	Hume's aims and methods	
Lecture-38	Origin of knowledge	
Lecture-39	The view of impression and ideas	
Lecture-40	Law of association	
Lecture-41	Three types of association and describes them	
Lecture-42	Theory of ideas	
Lecture-43	Relation of ideas and matter of fact	
Lecture-44	What is causation	
Lecture-45	The notion of causation	
Lecture-46	Problem of personal identity	
Lecture-47	Validity of knowledge	
Lecture-48	What is scepticism	
Lecture-49	The view of Hume's sceptism	
Lecture-50		Revision of Impression and Idea
Lecture-51		Revision of Law of Association

Lecture-52		Revision of Causation
Lecture-53		Group Discussion

Module-IV Immanuel Kant		
CONTENTS This unit provides of Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's Copernican revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time.		
Module Objectives:		
<ol style="list-style-type: none"> 1. From this portion students can get a clear idea about Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's Copernican revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time. 2. Understand the meaning of Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's Copernican revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time. 3. Explain the concept of Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's Copernican revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time. 4. Illustrate the several of Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's Copernican revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time. 5. The importance of Kant's view of idea of the critical philosophy, possibility of metaphysics, Kant's copernical revolution in philosophy, role of sensibility and understanding in the origin of knowledge, possibility of synthetic a-priori judgments and space and time. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-54	Introduction	
Lecture-55	What does critical philosophy mean	
Lecture-56	History of critical philosophy	
Lecture-57	Importance of critical philosophy	
Lecture-58	What are the main ideas of critical philosophy	

Lecture-59	What are question of metaphysics	
Lecture-60	The meaning of possibility of metaphysics	
Lecture-61	Why did kant reject metaphysics	
Lecture-62	What is Copernican Revolution	
Lecture-63	What is kant's Copernican turn	
Lecture-64	In what way kant's view of Copernican Revolution	
Lecture-65	The importance of Copernican revolution	
Lecture-66	The meaning of role of sensibility	
Lecture-67	The meaning of origin of knowledge	
Lecture-68	The importance of role of sensibility	
Lecture-69	The importance of origin of knowledge	
Lecture-70	Distinction between role of sensibility and origin of knowledge	
Lecture-71	What is judgment	
Lecture-72	The meaning of synthetic a priori judgment	
Lecture-73	What are synthetic a priori judgment	
Lecture-74	Distinction between analytic and synthetic judgment	
Lecture-75	What is space and time	
Lecture-76	Kant's view of space and time	
Lecture-77	Importance of space and time	
Lecture-78		Revision of kant's Critical Theory
Lecture-79		Revision of Copernican Revolution Theory

Lecture-80		Revision of Synthetic a priori judgment
Lecture-81		Revision of space and time
Lecture-82		Group Discussion
<p style="text-align: center;">Module-VI Georg Wilhelm Friedrich Hegel</p>		
<p style="text-align: center;">CONTENTS</p> <p>This unit provides of Hegel view of dialectical method and the theory of absolute</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear idea about Hegel view of dialectical method and the theory of absolute. 2. Understand the meaning of Hegel view of dialectical method and the theory of absolute. 3. Explain the Hegel concept of dialectical method and the theory of absolute. 4. Illustrate the several Hegel view dialectical method and the theory of absolute. 5. The importance of Hegel view of dialectical method and the theory of absolute. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-83	Introduction	
Lecture-84	The meaning of dialectical method	
Lecture-85	How do you use the Hegelian dialectic	
Lecture-86	Three levels of Hegel's dialectical method	
Lecture-87	Importance of Hegel's dialectical method	
Lecture-88	What is meant absolute idealism	
Lecture-89	The concept of Hegel's absolute idealism	
Lecture-90	Does Hegel believe in absolute truth	
Lecture-91		Revision of Dialectical Method
Lecture-92		Revision of Absolute Idealism
Lecture-93		Group Discussion

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LESSON PLAN
For
B. A. 3rd SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC- 5**
COURSE TITLE: Indian Ethics

Module-I Purusartha : (Carvaka , Buddha and Astika views)		
<p style="text-align: center;">Contents</p> <p>This unit provides of purusartha. And it's describes different aspects like Carvaka, Buddha and Astika views. Purusartha is referred as the goal the purpose or the end or the aim human life.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. This unit defined as the objectives of human being. In other words, it represents a comprehensive approach towards the satisfaction of a physical, emotional and spitual well being. 2. From this portion students can get a clear knowledge about the structure of purusartha. 3. Importance of purusartha of Carvaka, Buddha and Astika views. 4. Examine and illustrate the Carvaka, Buddha and Astika view of purusartha. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction	
Lecture-2	What is Purusartha.	
Lecture-3	Importance of Purusartha	
Lecture-4	Four different types of Purusartha	
Lecture-5	Which is the most important Purusartha in Indian philosophy	
Lecture-6	How many elements are considered in Charvaka philosophy	
Lecture-7	View of Purusartha about Buddha ethics	
Lecture-8	How many purusartha are considered in Buddha philosophy	
Lecture-9	Important of Buddha view of Purusartha	

Lecture-10	What does the word astika mean	
Lecture-11	How many Purusartha are considered in astika philosophy	
Lecture-12	What does Charvaka philosophy about Purusartha	
Lecture-13		Revision of Purusartha
Lecture-14		Revision of Charvaka, Buddha & Astika view of Purusartha
Lecture-15		Group Discussion

Module-II Vedic Concepts of rta, satya, yajna, rna, vidhi, and nisedha		
CONTENTS This unit provides of Vedic Concepts of rta, satya, yajna, rna, vidhi, and nisedha. Rta had originated from Vedas. It is the controlling and sustaining power of nature. Rna means debts, duty or prays. The concept of yajna is regarded is the highest good in vedic ethics.		
Module Objectives: <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure of Vedic concepts of rta, satya, yajna, rna, vidhi, and nisedha. 2. Importance of Vedic Concepts of rta, satya, yajna, rna, vidhi, and nisedha. 3. Examine and illustrate the Vedic Concepts of rta, satya, yajna, rna, vidhi, and nisedha. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-16	Introduction of Vedic concept	
Lecture-17	What is rta	
Lecture-18	Importance of rta	
Lecture-19	Three different types of rta	
Lecture-20	What is satya	
Lecture-21	Important of satya	
Lecture-22	How do you practice satya in everyday life	
Lecture-23	The meaning of yajna	

Lecture-24	Five different types of yajna	
Lecture-25	The meaning of rna	
Lecture-26	Importance of rna	
Lecture-27	Three different types of rna	
Lecture-28	The meaning of vidhi and nisedha	
Lecture-29	Importance of vidhi and nisedha	
Lecture-30		Group Discussion

Module-III Ethics in Srimadbhagavad Gita : niskamakarma and sthitaprajna		
CONTENTS This unit provides of Srimadbhagavad Gita view of niskamakarma and sthitaprajna. Niskamakarma is a central theme in the Bhagvada Gita. When acting out of niskamakarma an individual is acting any expectation that good will be referred to him or her. In the Bhagvada Gita, sthitaprajna refers to a man of steady wisdom. According to Gita a sthitaprajna is aware of oneness of reality.		
Module Objectives: <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure Srimadbhagavad Gita view of niskamakarma and sthitaprajna. 2. Importance of Srimadbhagavad Gita view of niskamakarma and sthitaprajna. 3. Examine and illustrate the Srimadbhagavad Gita view of niskamakarma and sthitaprajna. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-31	Introduction	
Lecture-32	What is niskamakarma	
Lecture-33	Importance of niskamakarma	
Lecture-34	How does the Bhagavada Gita explain niskamakarma	
Lecture-35	What is not right about niskamakarma	
Lecture-36	The meaning of sakamakarma	
Lecture-37	Difference between sakamakarma and niskamakarma	
Lecture-38	What is sthitaprajna	

Lecture-39	What does sthitaprajna in Bhagavada Gita	
Lecture-40	Importance of Bhagavada Gita	
Lecture-41		Revision of Niskamakarka
Lecture-42		Revision of Sthitaprajna
Lecture-43		Group Discussion

Module-IV Buddha Ethics : pancasila, and brahmaviharabhavana		
CONTENTS This unit provides the Buddha ethics of pancasila, and brahmaviharabhavana. The word panchsheel is derived from Lord Buddha taught us to abstain from falsehood, not to speak the untruth, abstain from theft, not to steal, abstain from killing and not to indulge in violence. The brahmaviharabhavanas are a series of form Buddhist virtue and the meditation practice made to cultivate them. They are also known as the four infinite minds.		
Module Objectives: <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure Buddha ethics of pancasila, and brahmaviharabhavana. 2. The importance of Buddha ethics of pancasila, and brahmaviharabhavana. 3. Examine and illustrate Buddha ethics of pancasila, and brahmaviharabhavana. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-44	Introduction	
Lecture-45	The meaning of pancasila	
Lecture-46	What are the five fundamental concept of pancasila	
Lecture-47	Importance of pancasila	
Lecture-48	Introduction of brahmaviharabhavana	
Lecture-49	What is brahmaviharabhavana	
Lecture-50	Four types of brahmaviharabhavana	
Lecture-51	Importance of brahmaviharabhavana	

Lecture-52		Revision of Pancasila
Lecture-53		Revision of Brahmaviharabhavana
Lecture-54		Group Discussion

<p style="text-align: center;">Module-V Jaina Ethics : pancamahavrata, triratna, anuvrata, and mahavrata</p>		
<p style="text-align: center;">CONTENTS</p> <p>This unit provides of Jaina Ethics of pancamahavrata, triratna, anuvrata, and mahavrata. Pancha meaning five, maha meaning big, bhuta meaning elements. So pancamahavrata is the five big elements of the universe that we can see and feel. These elements are the structural entity of the universe. The aim of jain is to achieve liberation of the soul. This is done by following the jaina ethical code, living rightly by following right faith, right knowledge and right conduct.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure Jaina ethics of pancamahavrata, triratna, anuvrata, and mahavrata. 2. The importance of Jaina ethics of pancamahavrata, triratna, anuvrata, and mahavrata. 3. Examine and illustrate Jaina Ethics of pancamahavrata, triratna, anuvrata, and mahavrata 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-55	Introduction	
Lecture-56	The meaning of the word pancamahavrata	
Lecture-57	Five different types of pancamahavrata	
Lecture-58	Importance of pancamahavrata	
Lecture-59	Why pancamahavrata important in our daily life	
Lecture-60	What is triratna	
Lecture-61	Three different types of triratna	
Lecture-62	Importance of triratna	
Lecture-63	What is anuvrata in jainism	
Lecture-64	Different types of anuvrata	
Lecture-65	Importance of anuvrata	

Lecture-66	What is mahavrata	
Lecture-67	Five different types of mahavrata	
Lecture-68		Group Discussion
<p style="text-align: center;">Module-VI Yoga Ethics: himsa, ahimsa, yama and niyama</p>		
<p style="text-align: center;">CONTENTS</p> <p>This unit provides yoga ethics of himsa, ahimsa, yama and niyama . Ahimsa is one of yoga's ethical principles. Explore its origins and how it might be interpreted and practiced in our everyday life. The purpose of yoga is essentially ethical and practicing ethics can be understood as yoga. Yoga ethics is commonly taken as the 'yamas' and 'niyamas'.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure yoga ethics of himsa, ahimsa, yama and niyama. 2. The importance of yoga ethics of himsa, ahimsa, yama and niyama. 3. Examine and illustrate yoga ethics of himsa, ahimsa, yama and niyama. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-69	Introduction	
Lecture-70	What is himsa	
Lecture-71	What does himsa mean in yoga	
Lecture-72	Importance of himsa	
Lecture-73	Introduction of ahimsa	
Lecture-74	The meaning of ahimsa in yoga ethics	
Lecture-75	How can we practice and promote ahimsa in our daily life	
Lecture-76	How does ahimsa work	
Lecture-77	The meaning of yama	
Lecture-78	Importance of yama	
Lecture-79	Five different types of yama	
Lecture-80	Why yama important in our day to day life	

Lecture-81	Introduction of niyama	
Lecture-82	Importance of niyama	
Lecture-82	Five different types of niyama	
Lecture-84	What does niyama mean in yoga	
Lecture- 85		Revision of Himsa
Lecture-86		Revision Ahimsa
Lecture-87		Revision of Yama
Lecture-88		Revision of Niyama
Lecture-89		Group Discussion

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LESSON PLAN

For

B. A. 3rd SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC- 6**
COURSE TITLE: Western Ethics

Module – 1		
This unit provides the outline characteristic of ethics and its nature. To introduce some key terms of study of ethics.		
Module objective		
1. From this portion students can acquire knowledge of what is ethics. 2. The nature of ethics 3. Different types of ethics 4. Importance of ethics 5. To introduce some key ethical ideas 6. Define nature of morality		
Lecture Serial	Topic of Discussion on	Remarks
Lecture – 1	Introduction	
Lecture – 2	What is ethics	
Lecture – 3	Nature of ethics	
Lecture – 4	Scope of ethics	
Lecture – 5	Three different scopes of ethics	
Lecture -6	Meta-ethics , Normative- ethics , Applies- ethics	
Lecture – 7	Objective of ethics	
Lecture – 8	Importance of ethics	
Lecture – 9	Nature of morality	
Lecture – 10	What is morality	
Lecture – 11	Relation between morality and ethics	
Lecture – 12		Revision Nature of ethics
Lecture – 13		Revision Nature morality
Lecture – 14		Revision Scope of ethics
Lecture – 15		Group Discussion

Module – 2. Contents:-

This unit provides of moral and non- moral action and its meaning, need, functions. Also this unit provides the relation between moral and non- moral action and Object of moral judgment, importance of moral judgment and the theory of motive and intention.

Module Objectives

1. From this portion students can acquire knowledge of moral and non-moral action; also student can get knowledge of object of moral judgments.
2. The importance of moral judgment, moral and non- moral action motive and intention.
3. Moral action involve the rules people have about the kinds of action they believe are morally right and wrong as well as the values the place on the kinds of objects. They believe morally good and morally bad. Non-moral action refers to rules that are unrelated to moral or, ethical consideration.

Lecture Serial	Topics of Discussion	Remarks
Lecture – 16	Introduction of moral and non-moral action.	
Lecture – 17	Introduction of moral judgment.	
Lecture – 18	What is moral action	
Lecture – 19	Relation between moral and non-moral action.	
Lecture – 20	Analysis of voluntary action and its different stage.	
Lecture – 21	What is moral judgment	
Lecture – 22	What is motive and intention	
Lecture – 23	Nature of moral judgment	
Lecture – 24	Object of moral judgment.	
Lecture – 25	What is motive and intention. Relation between motive and intention.	
Lecture – 26	Is motive of voluntary action	
Lecture – 27	Subject of moral judgment.	
Lecture -28	Relation of moral and non-moral action	
Lecture – 29		Revision of relation between moral and non-moral action.
Lecture – 30		Revision of moral judgment.
Lecture – 31		Revision of motive and intention.
Lecture – 32		Group Discussion

Module:3**Contents:-**

Postulate of morality: Moral development focuses on the emergence, change, and understanding of morality from infancy through adulthood. Postulate of moral judgment. Importance of moral judgment. The development of morality: Moral development. Free will.

Module Objectives

1. From this portion students can acquire knowledge moral judgment.
2. Unique characteristic of moral judgment.
3. The development of morality
4. Postulate of moral judgment
5. Nature of moral judgment

Lecture Serial	Topics of Discussion	Remarks
Lecture – 33	Introduction of moral postulates of morality.	
Lecture – 34	Characteristics develop of moral character.	
Lecture – 35	Important of moral judgment.	
Lecture – 36	Postulate of moral judgment.	
Lecture – 37	Nature of moral judgment.	
Lecture – 38	What is free will?	
Lecture – 39	Secondary postulates of morality.	
Lecture – 40	Introduction of moral development.	
Lecture – 41	The development of morality.	
Lecture – 42		Revision of moral judgement
Lecture – 43		Revision postulate of morality
Lecture – 44		Group Discussion

Module – 4**Contents**

Normative ethics: Hedonism, Act Utilitarianism, and Rule Utilitarianism, Act Deontology, and Rule Deontology, Kant's moral theory, Eudemonism.

Module Objectives

1. From this portion students can acquire knowledge of Consequentialism.
2. Unique characteristic of hedonism
3. Different types of hedonism
4. Theory of utilitarianism
5. Act and rule utilitarianism
6. Bentham and Mill utilitarianism

Lecture Serial	Topics of Discussion	Remarks
Lecture – 45	Introduction	
Lecture – 46	What is Hedonism	
Lecture – 47	Different types of hedonism	
Lecture – 48	Explain psychological and ethical hedonism	
Lecture – 49	Explain gross and gross egoistic hedonism	
Lecture – 50	What is Utilitarianism	
Lecture – 51	Brief account of Utilitarianism	
Lecture – 52	What is Act Utilitarianism and what is Rule Utilitarianism	
Lecture – 53	Importance of Utilitarianism	
Lecture – 54	Distinction between Act Utilitarianism and Rule Utilitarianism	
Lecture – 55	Bentham's seven dimension of pleasure	
Lecture – 56	Bentham's view of gross Utilitarianism	
Lecture – 57	Mill view of refined Utilitarianism	
Lecture – 58	Distinction between Bentham and Mill Utilitarianism	
Lecture – 59	The meaning of deontology	
Lecture – 60	Two different types of deontology	
Lecture – 61	Distinguish between Act deontology and Rule deontology	
Lecture – 62	The importance of deontology	
Lecture – 63	What is moral theory	
Lecture – 64	Kant's moral theory	
Lecture – 65	Importance of Kant's moral theory	
Lecture – 66	The meaning of Divine Command Theory	
Lecture – 67	The importance of Divine Command Theory	
Lecture – 68	What is Eudaemonism	
Lecture – 69	Aristotle view of Eudaemonism	
Lecture – 70	Distinguish between perfectionism and Eudemonism	
Lecture – 71	The importance of Eudaemonism	

Lecture – 72		Revision Hedonism
Lecture – 73		Revision of Act and Rule Utilitarianism
Lecture -74		Revision of Act and Rule deontology
Lecture – 75		Revision of Kant's moral theory
Lecture – 76		Revision of Distinguish between perfectionism and Eudemonism
Lecture – 77		Revision of Eudaemonism
Lecture – 78		Group Discussion

Module – 6

Contents

This unit provides of theories of punishment. The punishment is retributive, deterrent and reformatory theory of punishment. Also this unit belongs to the theory of suicide, euthanasia, gender equality, basic concerns of environment and affluence and morality. Suicide is the act of intentionally causing one's own death. Effective suicide prevention efforts include limiting access to methods of suicide, such as firearms, drugs and poisons.

Module Objectives

1. From this portion students can acquire knowledge theories of punishment and the theory of suicide, euthanasia, gender equality, basic concerns of environment and affluence and morality.
2. The importance of theories of punishment. The punishment is retributive, deterrent and reformatory theory of punishment.
3. The importance of theory of suicide, euthanasia, gender equality, basic concerns of environment and affluence and morality.
4. Examine and describes theory of suicide, euthanasia, gender equality, basic concerns of environment and affluence and morality.
5. Examine and describes the theory of punishment.

Lecture Serial	Topics of Discussion	Remarks
Lecture – 79	Introduction of punishment	
Lecture – 80	Three different types punishment	
Lecture – 81	Explain and examine Deterrent , Retributive and Reformatory theory of punishment	
Lecture – 82	Justification of punishment	
Lecture – 83	What is Suicide	
Lecture – 84		
Lecture – 85	What is Euthanasia	
Lecture – 86	Explain different types of euthanasia	

Lecture – 87	The meaning of Gender Equality	
Lecture – 88	Objective and meaning of Environment	
Lecture – 89	The importance of environment	
Lecture – 90	The meaning of Affluence and Morality	
Lecture -91		Revision of Punishment
Lecture – 92		Revision of Suicide
Lecture – 93		Revision of Euthanasia
Lecture – 94		Revision of Environment
Lecture – 95		Group Discussion

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LESSON PLAN

For
B. A. 3rd SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC- 7**
COURSE TITLE: Indian Logic

Module – 1
Buddhi or Knowledge

CONTENT

Annambhatta : Tarkasamgraha with Dipika

India logic based on mainly Nyaya System. Tarkasamgraha is one of the most important book of Indian Logic. It is a preliminary book also. Our syllabus started from theory of Buddhi or Gyantatta.

Lecture Serial	Discussion of Topic	Remark
1.	Introduction	
2.	Buddhi or knowledge	
3.	Memory	
4.	(Veridical anubhava) – Prama	
5.	Non-veridical anubhava – Aprama	
6.	Classification of Prama as well as Pramanas	
7.	Instrumental cause (karan)	
8.	Cause (Definition of Cause)	
9.	Different types of Annatha Siddhi	
10.	Definition of effect	
11.	Different types of cause	
12.	Inherent cause	
13.	Non-inherent cause	
14.	Efficient cause	

15.		Revision – 1
16.		Revision – 2
17.		Revision – 3
18.		Tutorial
19.		Group Discussion
20.		Test

Module – 2
Pratakshya (Perception)

CONTENT

Nyayaiaaks are admitted four types of pramana or valid knowledge. Valid knowledge is the knowledge that represents the real character of its object. The most important pramana is pratakshya. Praktakshya is the direct source of knowledge.

Perceptual cognition

Lecture Serial	Discussion of Topic	Remark
21.	Introduction	
22.	Instrument of perceptual cognition	
23.	Definition of perceptual cognition	
24..	Indeterminate perceptual cognition	
25.	Determinate perceptual cognition	
26.	Evidence in favour of indeterminate perception	
27.	Different kind of sense object contact(ordinary contact)	
28.	Extra ordinary perception	
29.	SamanyaLakhanaSanmikarsha	
30.	JyanaLakhanaSanmikarsha	
31.	YogajoSanmikarsha	
32.		Revision – 1
33.		Revision – 2
34.		Tutorial

35.		Group discussion
36.		Test

Module – 3 Inference

CONTENT

Inference is mediate knowledge. We all know perception apprehends present and near object, while inference apprehends past, future and remote object as well as present and near object also.

Lecture Serial	Discussion of Topic	Remark
37.	Introduction	
38.	Difference between inferential knowledge and inference as instrument	
39.	Definition of inference	
40.	Concept of Paksha, Sadhya, Hetu	
41.	Ground of inference	
42.	Pakshata	
43.	Paramarsha	
44.	Nature and definition of Vyapti	
45.	Kinds of Vyapti	
46.	Vyaptigraha or Method of establishing Vyapti	
47.	First type Classification of inference: Sarthanuman and Parathanuman	
48.	Second type of classification of inference :Purvavat, Sesavat and Samanyatodrsta	
49.	Third types of classification of inference :Kevalanvayi, Kevalavyatireki and Anvyavyatireki inference	
50.	Fallacy (Hetavasa)	
51.	SadharanSabyahicara	
52.	AsadharanSabyahicara	
53.	Anupasanghari :Hetavasa	

54.	ViruddhaHetavasa	
55.	Satpratipakhya	
56.	AsidhyaHetavasa :AshrayashidhaHetavasa	
57.	SwarupasidhaHetavasa	
58.	VyapatasidhaHetavasa	
59.	BadhitaHetavasa	
60.	Upadhi	
61.	KevalSadhyavyapakUpadhi	
62.	Paksha DharmabachinnaSadhyabyapakUpadhi	
63.	SadhanabachinaSadhyabyapakupadhi	
64.	UdasindharmabachinnaSadhyapyapakUpa dhi	
65.		Tutorial – 1
66.		Group Discussion
67.		Test

Module – 4

Comparison (Upamana)

CONTENT

Comparison is the means of knowing and unknown object through its resemblance with another well-known object.

Lecture Serial	Discussion of Topic	Remark
68.	Introduction	
69.	Definition of Comparison	
70.	Condition of comparison	
71.	1) SadrishaGyana	
72.	2) AtideshaBakyasmaran	

73.	Why comparison select as separate pramana	
74.	Comparison is similar with analogical argument of western logic	
75.		Revision
76.		Revision
77.		Revision
78.		Tutorial
79.		Group Discussion
80.		Test

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LESSON PLAN

For
B. A. 3rd SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: SEC- 1**
COURSE TITLE: Philosophy in Practice

Module-I Philosophy in Practice		
CONTENTS		
<ol style="list-style-type: none">1. Common and Differentiating Characteristics of Philosophy and darśana2. Nature of Inquiry in Philosophy and darśana3. Outlines of the types of Inquiry in Philosophy and darśana: (a) Epistemic Inquiry in Philosophy and darśana, (b) Metaphysical Inquiry in Philosophy and darśana,4. A few Model World-views and corresponding paths leading to Perfection:(a) Plato's view, (b) Kant's view, (c) Sāṃkhya view and (d) Advaita Vedānta View5. Methods of Philosophical Discourse (kathā):(a) vāda, (b) jalpa, (c) vitaṇḍā, (d) chhala, (e) jātiand (f) nigrasthāna		
Module Objectives:		
<ol style="list-style-type: none">4. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions.5. Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills.6. Students can acquire Knowledge of modern methods of philosophical inquiry.They must be able to recognize, express, and analyze arguments in philosophical texts.7. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others.8. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	What is Philosophy-Indian and Western view.	

Lecture-2.	Characteristics of Indian Philosophy	
Lecture-3.	Characteristics of Indian Philosophy	
Lecture-4.	Characteristics of Western Philosophy	
Lecture-5.	Characteristics of Western Philosophy	
Lecture-6.	Common and Differentiating Characteristics of Philosophy and darśana	
Lecture-7.	Common and Differentiating Characteristics of Philosophy and darśana	
Lecture-8.	Nature of Inquiry in Philosophy	
Lecture- 9.	Nature of Inquiry in Philosophy	
Lecture-10.	Nature of Inquiry in darśana	
Lecture- 11.	Nature of Inquiry in darśana	
Lecture- 12.		Tutorial assignment – 1
Lecture-13.		Discussion on given problems.
Lecture-14.		Discussion on given problems.
Lecture-15.		Discussion on given problems.
Lecture-16.	Characteristics of Indian Philosophy	Revision
Lecture-17.	Characteristics of Indian Philosophy	Revision
Lecture-18.	Characteristics of Western Philosophy	Revision
Lecture-19.	Characteristics of Western Philosophy	Revision
Lecture-20.	Common and Differentiating Characteristics of Philosophy and darśana	Revision
Lecture-21	Common and Differentiating Characteristics of Philosophy and darśana	Revision
Lecture-22	Nature of Inquiry in Philosophy	Revision
Lecture-23	Nature of Inquiry in Philosophy	Revision
Lecture-24	Nature of Inquiry in darśana	Revision
Lecture-25	Nature of Inquiry in darśana	Revision
Lecture-26		Solutions of previous year questions.
Lecture-27		Class Test -I
Lecture-28	Types of Inquiry in Philosophy:(a) Epistemic Inquiry in Philosophy.	
Lecture-29	Types of Inquiry in Philosophy:(a) Epistemic Inquiry in Philosophy.	
Lecture-30	Types of Inquiry in Philosophy:(a) Epistemic Inquiry in Philosophy.	
Lecture-31	Types of Inquiry in Philosophy:(a) Epistemic Inquiry in Philosophy.	

Lecture-32	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Solutions of previous year questions.
Lecture-33	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	
Lecture-34	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	
Lecture-35	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	
Lecture-36	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	
Lecture-37	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	
Lecture-38	Types of Inquiry in Philosophy:(b) Metaphysical Inquiry in Philosophy	
Lecture-39	Types of Inquiry in Philosophy:(b) Metaphysical Inquiry in Philosophy	
Lecture-40	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	
Lecture-41.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	
Lecture-42.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Tutorial assignment – 2
Lecture-43.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	
Lecture-44.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	
Lecture-45.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	
Lecture-46.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Solutions of previous year questions.
Lecture-47.		Seminar:each Students will give talk on previously discussed topic.
Lecture-48.		Seminar:each Students will give talk on previously

		discussed topic.
Lecture-49.		Class Test -II
Lecture-50.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-51.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-52.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-53.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-54.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-55.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-56	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-57.	Types of Inquiry in Philosophy:(a)Epistemic Inquiry in Philosophy.	Revision
Lecture-58.		Solutions of previous year questions
Lecture-59.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-60.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-61.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-62.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-63.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Tutorial assignment – 3
Lecture-64.	Types of Inquiry in Philosophy: (b) Metaphysical	Revision

	Inquiry in Philosophy	
Lecture-65.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-66.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-67.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Revision
Lecture-68.	Types of Inquiry in Philosophy: (b) Metaphysical Inquiry in Philosophy	Solutions of previous year questions.
Lecture-69.		Class Test – III
Lecture-70.	Paths leading to Perfection:::(a) Plato's view,	
Lecture- 71	Paths leading to Perfection:(b) Kant's view,	
Lecture-72	Paths leading to Perfection:(c) Sāṃkhya view	
Lecture-73	Paths leading to Perfection: (d) Advaita Vedānta View	
Lecture-74	Methods of Philosophical Discourse (kathā):(a) vāda,	
Lecture-75	Methods of Philosophical Discourse (kathā):(b) jalpa	
Lecture-76	Methods of Philosophical Discourse (kathā):(c) vitandā	
Lecture-77	Methods of Philosophical Discourse (kathā):(d) chhala	
Lecture-78	Methods of Philosophical Discourse (kathā): (e) jātīand	
Lecture-79	Methods of Philosophical Discourse (kathā): (f) nigrahasthāna	
Lecture-80		Solutions of previous year questions
Lecture-81		Tutorial assignment – 4
Lecture-82	Paths leading to Perfection: :(a) Plato's view,(b) Kant's view	Revision
Lecture-83	Paths leading to Perfection: (c) Sāṃkhya view(d) Advaita Vedānta View	Revision
Lecture-84	Methods of Philosophical Discourse (kathā):(a) vāda,	Revision
Lecture-85	Methods of Philosophical Discourse (kathā): (b)	Revision

	jalpa	
Lecture-86	Methods of Philosophical Discourse (kathā): (c) vitaṇḍā	Revision
Lecture-87	Methods of Philosophical Discourse (kathā): (d) chhala	Revision
Lecture-88	Methods of Philosophical Discourse (kathā): (e) jātiand	Revision
Lecture-89	Methods of Philosophical Discourse (kathā): (f) nigrahasthāna	Revision
Lecture-90		Class Test – IV

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN
For
B. A. 4th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 8**
COURSE TITLE: Western Logic-I

Module-I Propositional Logic, 1st Order Predicate Logic (Up to singly general proposition) CONTENTS
<ol style="list-style-type: none">1. What is Logic.2. (a) Propositions and Arguments (b) Recognizing Arguments (c) Arguments and Explanations (d) Deductive and Inductive Arguments (e) Validity and Truth.3. Categorical Propositions: (a) The Theory of Deduction (b) Classes and Categorical Propositions (c) The Four Kinds of Categorical Propositions (d) Quality, Quantity, and Distribution (e) The Traditional Square of Opposition (f) Further Immediate Inferences (g) Existential Import and the Interpretation of Categorical Propositions (h) Symbolism and Diagrams for Categorical Propositions.4. Categorical Syllogisms: (a) Standard-Form Categorical Syllogisms (b) The Formal Nature of Syllogistic Argument (c) Venn Diagram Technique for Testing Syllogisms (d) Syllogistic Rules and Syllogistic Fallacies (e) Exposition of the Fifteen Valid Forms of the Categorical Syllogism (f) Deduction of the Fifteen Valid Forms of the Categorical Syllogism.5. Symbolic Logic: (a) Modern Logic and Its Symbolic Language (b) The Symbols for Conjunction, Negation, and Disjunction (c) Conditional Statements and Material Implication (d) Argument Forms and Refutation by Logical Analogy (e) The Precise Meaning of “Invalid” and “Valid” (f) Testing Argument Validity Using Truth Tables (g) Some Common Argument Forms (h) Statement Forms and Material Equivalence (i) Logical Equivalence (j) The Three “Laws of Thought”6. Methods of Deduction: (a) Formal Proof of Validity (b) The Elementary Valid Argument Forms (c) Formal Proofs of Validity Exhibited (d) Constructing Formal Proofs of Validity (e) Constructing More Extended Formal Proofs (f) Expanding the Rules of Inference: Replacement Rules (g) The System of Natural Deduction (h) Constructing Formal Proofs Using the Nineteen Rules of Inference (i) Proof of Invalidity (j) Inconsistency (k) Indirect Proof of Validity (l) Shorter Truth-Table Technique7. Quantification Theory: (a) The Need for Quantification (b) Singular Propositions (c) Universal and Existential Quantifiers (d) Traditional Subject–Predicate Propositions (e) Proving Validity (f) Proving Invalidity (g) Asyllogistic Inference.

Module Objectives:

9. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions.
10. Knowledge of modern symbolic logic and different logical theories.
11. Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills.
12. Students can acquire Knowledge of modern methods of philosophical inquiry. They must be able to recognize, express, and analyze arguments in philosophical texts.
13. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others.
14. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning.

Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	Introduction: What is Logic.	
Lecture-2.	(a) Propositions and Arguments (b) Recognizing Arguments (c) Arguments and Explanations.	
Lecture-3.	(d) Deductive and Inductive Arguments (e) Validity and Truth.	
Lecture-4.	Categorical Propositions: (a) The Theory of Deduction (b) Classes and Categorical Propositions.	
Lecture-5.	Categorical Propositions: (c) The Four Kinds of Categorical Propositions (d) Quality, Quantity.	
Lecture-6.	Categorical Propositions: Distribution	
Lecture-7.	Categorical Propositions: (e) The Traditional Square of Opposition	
Lecture-8.	Categorical Propositions: (e) The Traditional Square of Opposition	
Lecture- 9.	Categorical Propositions: (f) Immediate Inferences	
Lecture-10.	Categorical Propositions: (g) Existential Import and the Interpretation of Categorical Propositions	
Lecture- 11.	Categorical Propositions: Symbolism and Diagrams for Categorical Propositions.	
Lecture- 12.	Categorical Syllogisms: (a) Standard-Form	

	Categorical Syllogisms (b) The Formal Nature of Syllogistic Argument.	
Lecture-13.	Categorical Syllogisms:(c) Venn Diagram Technique for Testing Syllogisms.	
Lecture-14.	Categorical Syllogisms:(c) Venn Diagram Technique for Testing Syllogisms.	
Lecture-15.	Categorical Syllogisms: (c) Venn Diagram Technique for Testing Syllogisms.	
Lecture-16.	Categorical Syllogisms: (d) Syllogistic Rules and Syllogistic Fallacies.	
Lecture-17.		Tutorial assignment – 1
Lecture-18.	Categorical Syllogisms: (d) Syllogistic Rules and Syllogistic Fallacies.	
Lecture-19.	Categorical Syllogisms: (d) Syllogistic Rules and Syllogistic Fallacies.	
Lecture-20.	Categorical Syllogisms: (d) Syllogistic Rules and Syllogistic Fallacies.	Discussion on given problems.
Lecture-21	Categorical Syllogisms: (e) Exposition of the Fifteen Valid Forms of the Categorical Syllogism.	
Lecture-22		Solutions of previous year questions.
Lecture-23	Categorical Syllogisms: (f) Deduction of the Fifteen Valid Forms of the Categorical Syllogism.	
Lecture-24	Categorical Syllogisms: (f) Deduction of the Fifteen Valid Forms of the Categorical Syllogism.	
Lecture-25		Class Test -I
Lecture-26	Symbolic Logic: (a) Modern Logic and Its Symbolic Language.	
Lecture-27	Symbolic Logic: (b) The Symbols for Conjunction, Negation, and Disjunction.	
Lecture-28	Symbolic Logic: (c) Conditional Statements and Material Implication.	
Lecture-29	Symbolic Logic: (c) Conditional Statements and Material Implication.	
Lecture-30	Symbolic Logic: (d) Argument Forms and Refutation by Logical Analogy (e) The Precise Meaning of “Invalid” and “Valid”	
Lecture-31	Symbolic Logic: (f) Testing Argument Validity Using Truth Tables.	
Lecture-32	Symbolic Logic: (f) Testing Argument Validity Using Truth Tables.	
Lecture-33	Symbolic Logic: (f) Testing Argument Validity Using Truth Tables.	Revision
Lecture-34	Symbolic Logic: (g) Some Common Argument Forms (h) Statement Forms and Material Equivalence.	
Lecture-35	Symbolic Logic: (h) Statement Forms and	

	Material Equivalence.	
Lecture-36	Symbolic Logic: (i) Logical Equivalence (j) The Three “Laws of Thought”	Discussion on simple problems.
Lecture-37	Symbolic Logic:	Tutorial assignment – 2
Lecture-38	Symbolic Logic:	Revision
Lecture-39	Symbolic Logic:	Revision
Lecture-40	Symbolic Logic:	Revision
Lecture-41.	Symbolic Logic:	Seminar: each Students will give talk on previously discussed topic.
Lecture-42.	Symbolic Logic:	Revision
Lecture-43.	Symbolic Logic:	Discussion on given problems.
Lecture-44.	Symbolic Logic:	Solutions of previous year questions.
Lecture-45.	Symbolic Logic:	Revision
Lecture-46.	Symbolic Logic:	Class Test -II
Lecture-47.	Methods of Deduction: (a) Formal Proof of Validity.	
Lecture-48.	Methods of Deduction: (b) The Elementary Valid Argument Forms.	
Lecture-49.	Methods of Deduction: (c) Formal Proofs of Validity Exhibited (d) Constructing Formal Proofs of Validity.	
Lecture-50.	Methods of Deduction: (d) Constructing Formal Proofs of Validity.	
Lecture-51.	Methods of Deduction: (d) Constructing Formal Proofs of Validity.	
Lecture-52.	Methods of Deduction: (d) Constructing Formal Proofs of Validity.	Revision
Lecture-53.	Methods of Deduction: (e) Constructing More Extended Formal Proofs.	
Lecture-54.	Methods of Deduction: (f) Expanding the Rules of Inference: Replacement Rules	
Lecture-55.	Methods of Deduction: (f) Expanding the Rules of Inference: Replacement Rules	
Lecture-56	Methods of Deduction: (f) Expanding the Rules of Inference: Replacement Rules	
Lecture-57.	Methods of Deduction: (f) Expanding the Rules of Inference: Replacement Rules.	Revision
Lecture-58.	Methods of Deduction: (g) The System of Natural Deduction (h) Constructing Formal Proofs Using the Nineteen Rules of Inference.	

Lecture-59.	Methods of Deduction: (h) Constructing Formal Proofs Using the Nineteen Rules of Inference.	
Lecture-60.	Methods of Deduction: (h) Constructing Formal Proofs Using the Nineteen Rules of Inference.	
Lecture-61.	Methods of Deduction: (h) Constructing Formal Proofs Using the Nineteen Rules of Inference.	Revision
Lecture-62.		Tutorial assignment – 3
Lecture-63.	Methods of Deduction: (i) Proof of Invalidity	
Lecture-64.	Methods of Deduction: (i) Proof of Invalidity	
Lecture-65.	Methods of Deduction: (i) Proof of Invalidity	Revision
Lecture-66.	Methods of Deduction: Proof of Validity & Invalidity	Solutions of previous year questions.
Lecture-67.	Methods of Deduction: (j) Inconsistency	
Lecture-68.	Methods of Deduction: (k) Indirect Proof of Validity.	
Lecture-69.	Methods of Deduction: (l) Shorter Truth-Table Technique	
Lecture-70.		Class Test - III
Lecture- 71	Quantification Theory: (a) The Need for Quantification (b) Singular Propositions	
Lecture-72	Quantification Theory: (b) Singular Propositions	
Lecture-73	Quantification Theory: (b) Singular Propositions.	Revision
Lecture-74	Quantification Theory: Symbolization: (c) Universal and Existential Quantifiers	
Lecture-75	Quantification Theory: Symbolization: (c) Universal and Existential Quantifiers.	
Lecture-76	Quantification Theory: Symbolization: (c) Universal and Existential Quantifiers.	Revision
Lecture-77	Quantification Theory: (d) Traditional Subject–Predicate Propositions.	
Lecture-78	Quantification Theory: (e) Proving Validity	
Lecture-79	Quantification Theory: (e) Proving Validity	
Lecture-80	Quantification Theory: (e) Proving Validity	

Lecture-81	Quantification Theory: (e) Proving Validity	Revision
Lecture-82	Quantification Theory: (e) Proving Validity	Revision
Lecture-83	Quantification Theory: (e) Proving Validity	Solutions of previous year questions
Lecture-84	Quantification Theory: (f) Proving Invalidity	
Lecture-85	Quantification Theory: (f) Proving Invalidity	
Lecture-86	Quantification Theory: (f) Proving Invalidity	Solutions of previous year questions
Lecture-87		Tutorial assignment – 4
Lecture-88		Seminar and Paper presentation by each Students on a particular topic.
Lecture-89		Seminar and Paper presentation by each Students on a particular topic.
Lecture-90	Quantification Theory:	Class Test – IV

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN
For
B. A. 4th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 9**
COURSE TITLE: Psychology

Module – 1

Nature of Psychology

CONTENT

Psychology is the scientific study of the mind and behavior. Psychology is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports, health, clinical, social behavior and cognitive processes.

Lecture Serial	Topic of Discussion	Remarks
1.	Introduction	
2.	What is Psychology	
3.	Standpoint of Psychology	
4.	Nature of Psychology as a science	
5.	Scope or subject of matter of Psychology	
6.	Utility of Psychology in individual life	
7.	Utility of Psychology in social life	
8.		Revision
9.		Group Discussion
10.		Test

Module – 2

Research method in Psychology

CONTENT

There are several different research methods used in psychology. Broadly speaking, there are two distinct types: quantitative and qualitative. Quantitative research methodology involves the use of numerical data to make descriptions, predict outcomes, and test potential relationships between variables

- Case Study
- Experiment
- Observational Study
- Survey
- Content Analysis

Lecture Serial	Topic of Discussion	Remarks
11.	Introduction	
12.	Presuppositions in Psychology	
13.	Method of Psychology	
14.	Place of Introspection in Psychology	
15.	Merits of Introspection	
16.	Defects of Introspection and their remedy	
17.	Observation or Extrospection or objective method	
18.	Limitation of objective method	
19.	Experimental Method	
20.	Merits of experimental method	
21.	Demerits of Experimental method	

Module – 3

Central Nervous System

CONTENT

The central nervous system (CNS) controls most functions of the body and mind. It consists of two parts: the brain and the spinal cord. The brain is the center of our thoughts, the interpreter of our external environment, and the origin of control over body movement.

Lecture Serial	Topic of Discussion	Remarks
22.	Introduction of Nervous system	
23.	Neurons and its different parts	
24.	Structure and function of Axon and Dendrons	
25.	Synapse and Function of synaptic junction	
26.	Function and classification of Neurons	
27.	Nature and laws of Nervous impulse	
28.	Division of Nervous system	
29.	Central Nervous system	
30.	Back-bone or vertebral column	
31.	Spinal cord and functions of spinal cord	
32.	Brain : 1) Hind Brain, 2) Mid Brain, 3) Cerebellum	
33.	Hind Brain : 1) Medulla oblongata and its function, 2) Pons, 3) Cerebellum	
34.	Mid Brain	
35.	Cerebrum	
36.	Theory of Localization of Brain – Function or of mass action	

Module – 4

Perception

CONTENT

Perception (from the Latin perceptio, meaning gathering or receiving) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.

All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye; smell is mediated by odor molecules; and hearing involves pressure waves.

Lecture Serial	Topic of Discussion	Remarks
37.	Introduction	
38.	What is perception. Nature of Perception	
39.	Perception of colour	
40.	Perception of depth	
41.	Perception of pattern recognition	
42.	Gestalt theory of Perception	
43.	Perception of distance	
44.	Perception organization	

Module – 5

Attention

CONTENT

Attention is the ability to actively processed specific information in the environment. Psychologist and Philosopher William James wrote that attention “is the taking possession by mind, in clear and vivid form. Think of attention as a high lighter, as you read through a section of text book, the portion is high light to because focus of your interest in that area.

Lecture Serial	Topic of Discussion	Remarks
45.	Introduction	

46.	Definition and nature of attention	
47.	Characteristics of attention	
48.	Span or range of attention	
49.	Duration and function of attention	
50.	Attention and interest	
51.	Type of attention	
52.	Condition of attention	
53.	Objective condition	
54.	Subject Condition	

Module - 6

Learning

CONTENT

Psychologist often define learning as a relatively permanent change in behaviour as a result of experience. Behaviourist Watson said that all behaviours are a result of the learning process.

Lecture Serial	Description	Remarks
55.	What is learning	
56.	Conditioned response theory of learning	
57.	Criticism and discussion about conditional theory.	
58.	Trial and error theory of learning	
59.	Laws of learning a) such as law of effect	
60.	b) Law of exercise	
61.	c) Law of readiness	
62.	Gestal theory of learning or Insight theory	
63.	Criticism of Gestal theory	

Module – 7

Memory

CONTENT

Memory is the mean by which we draw on our experiences in order to use this information in the present. Memory is essential to all our lives. Without a memory of the past, we can't operate the present or think about future.

Lecture Serial	Topic of Discussion	Remarks
64.	Introduction	
65.	What is memory	
66.	Factors of memory	
67.	Conditions of memory	
68.	Marks of Good memory	
69.	Marks of Bad memory	
70.	Can memory be Improved?	
71.	Three law of Association	
72.	Inter relation among the law of association	
73.	Forgetfulness	
74.	Cause of forgetfulness	

Module – 8

Consciousness

CONTENT

Consciousness refers to your individual awareness of your unique thoughts, memories feelings, sensations and environments. If you can describe something you are experiencing in words then it is the part of your consciousness.

Lecture Serial	Topic of Discussion	Remarks
75.	Introduction	

76.	Nature of consciousness	
77.	Characteristic of consciousness	
78.	Classification of the levels of mind according to Freud	
79.	Freus's theory of dream	

Module – 9

Intelligence

CONTENT

Intelligence is the ability to think, to learn from experience, to solve problems and to adopt to new situation Psychologist believe that there is a construct, known as general intelligence, the accounts for the overall differences in intelligence among people.

Lecture Serial	Topic of Discussion	Remarks
80.	Introduction	
81.	What is Intelligence	
82.	Insight and intelligence	
83.	Measurement of intelligence	
84.	Historical background of intelligence test	
85.	Difference between mental age and chronological age.	
86.	Determination of I.Q.	
87.	Determination of Adults I.Q.	
88.	Mental age and I.Q.	
89.	Standardization of intelligence test	
90.		Test

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN

For

B. A. 4th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 10**
COURSE TITLE: Philosophy of Religion

Module-I Nature and Scope of Philosophy of Religion		
Contents This unit provides of nature and scope of philosophy of religion. Also this unit provides the concept of religion, dharma, dharmma, philosophy of religion, comparative religion and theology.		
Module Objectives: <ol style="list-style-type: none">1. From this portion student can get a clear knowledge about nature and scope of philosophy of religion. Also student can get the knowledge of dharma, dharmma, comparative religion and theology.2. The importance of nature and scope of Philosophy of religion.3. The object of dharma, dharmma, comparative religion and theology4. To know the meaning and definition of dharma, dharmma, comparative religion and theology.5. To be aware of the characteristic of philosophy of religion		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction of religion	
Lecture-2	What is religion	
Lecture-3	Nature of religion	
Lecture-4	Scope of religion	
Lecture-5	The meaning of dharma and dharmma	
Lecture-6	Importance of religion	
Lecture-7	Distinction between dharma and	

	dharmma	
Lecture-8	Theory of comparative religion	
Lecture-9	The meaning of theology	
Lecture-10	The importance of theology	
Lecture-11	What is philosophy of religion	
Lecture-12	Dissection between philosophy of religion and theology	
Lecture-13		Revision of philosophy of Religion
Lecture-14		Revision of Theology
Lecture-15		Group Discussion

Module-II Origin and Development of Religion		
<p style="text-align: center;">CONTENTS</p> <p>Theories of the origin and development of religion are connected with an historical approach to religion, which means that religious are understood as historical phenomena, also with anthropological approach. This unit provides of the origin and development of religion.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure of origin and development of religion. 2. To know the meaning and definition of origin and development of religion. 3. To be aware of the characteristic of origin and development of religion. 4. The importance of origin and development of religion. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-16	Introduction	

Lecture-17	What is the origin of religion	
Lecture-18	Importance of origin of religion	
Lecture-19	The meaning of development of religion	
Lecture-20	The importance of development of religion	
Lecture-21	What is the role of religion in development	
Lecture-22	What is religion object	
Lecture-23	What is the specific theory at the origin in religion	
Lecture-24		Revision of Origin of Religion
Lecture-25		Revision of Development of Religion
Lecture-26		Group Discussion

<p style="text-align: center;">Module-III Fundamental Features of Major Religion</p>		
<p style="text-align: center;">CONTENTS</p> <p>Fundamental Features of Major Religion : Hinduism , Christianity , Islam , Buddhim : Basic Tenets, Prophets, incarnation, Bondage and Liberation</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure of fundamental features of major religion. The major religion is Hinduism, Christianity, Islam and Buddhim. 2. To know the meaning of universal religion. 3. To be aware of the characteristic of is Hinduism, Christianity, Islam and Buddhim view of religion. 4. The importance of is Hinduism, Christianity, Islam and Buddhim view of religion. 		
Lecture Serial	Topics of Discussion	Remarks

Lecture-27	Introduction	
Lecture-28	What is universal religion	
Lecture-29	Importance of universal religion	
Lecture-30	The view of Hinduism of religion	
Lecture-31	The importance of Hinduism of religion	
Lecture-32	The view of Christiannity of religion	
Lecture-33	The view of Islam of religion	
Lecture-34	The view of Buddhism of religion	
Lecture-35	Distinction between religion and universal religion	
Lecture-36	The view of liberation of Hinduism, Buddhism	
Lecture-37	The view of Bondage of Buddhism and Islam	
Lecture-38		Revision of Universal Religion
Lecture-39		Group Discussion

Module-IV
Arguments for the Existence of God (Indian and Western)

CONTENTS

This unit provides the arguments for the existence of God in view of Indian and Western. Also, this unit provides the arguments of samkhya-yoga, nyaya, cosmological, teleological, and ontological existence of God.

Module Objectives:

1. From this portion students can get a clear knowledge about the structure the arguments of samkhya-yoga, nyaya, cosmological, teleological, and ontological existence of God.
2. To know the meaning of the arguments for the existence of God in Indian and Western view.
3. To be aware of the characteristic of the arguments of samkhya-yoga, nyaya, cosmological, teleological, and ontological existence of God.

4. Importance of the arguments of samkhya-yoga, nyaya, cosmological, teleological, and ontological existence of God.

5.

Lecture Serial	Topics of Discussion	Remarks
Lecture-40	Introduction	
Lecture-41	The arguments for the existence of God in Indian and Western view.	
Lecture-42	Samkhya view of existence of God	
Lecture-43	Yoga arguments of existence of God	
Lecture-44	Importance of existence of God	
Lecture-45	Nyaya view of existence of God	
Lecture-46	What is Cosmological argument	
Lecture-47	Importance of Cosmological argument	
Lecture-48	The view of Teleological argument	
Lecture-49	Importance of Teleological argument	
Lecture-50	View of Ontological argument	
Lecture-51	Importance of Ontological argument	
Lecture-52		Revision of Samkhya, Nyaya Existence of God
Lecture-53		Revision of Ontological , Teleological Argument
Lecture-54		Revision of Cosmological Argument
Lecture-55		Group Discussion

Module-V
Arguments against the Existence of God

CONTENTS

This unit provides of the arguments against the existence of God. And this argument is Sociological, Freudian and Buddhist arguments.

Module Objectives:

1. From this portion students can get a clear knowledge about the structure the arguments against the existence of God. And this argument is Sociological, Freudian and Buddhist arguments.
2. To be aware of characteristic of Sociological, Freudian and Buddhist argument view.
3. To know the meaning of Sociological, Freudian and Buddhist view of against the existence of God.
4. The importance of Sociological, Freudian and Buddhist view of against the existence of God.

Lecture Serial	Topics of Discussion	Remarks
Lecture-56	Introduction	
Lecture-56	Sociological arguments against the existence of God	
Lecture-57	The importance of arguments against the existence of God	
Lecture-58	The object of arguments against the existence of God	
Lecture-59	Freudian arguments against the existence of God	
Lecture-60	The importance of Freudian arguments against the existence of God	
Lecture-61	The object of Freudian arguments against the existence of God	
Lecture-62	Buddhist arguments against the existence of God	
Lecture-63	The importance of Buddhist arguments against the existence of God	

Lecture-64	The object of Buddhist arguments against the existence of God	
Lecture-65		Revision of Sociological arguments against the existence of God
Lecture-66		Revision of Freudian arguments against the existence of God
Lecture-67		Revision of Buddhist arguments against the existence of God
Lecture-68		Group Discussion

Module-VI

Models of religious pluralism, mysticism and the problem of evil

CONTENTS

This unit provides of models of religious pluralism, mysticism and the problem of evil. Mysticism is popularly known as becoming one with God or the Absolute, but may refer to any kind of ecstasy or altered state of consciousness which is given a religious or spiritual meaning. God is supremely good, and then he has the desire to eliminate evil.

Module Objectives:

1. From this portion students can get a clear knowledge about the structure the models of religious pluralism, mysticism and the problem of evil.
2. To be aware of characteristic of models of religious pluralism, mysticism and the problem of evil.
3. To know the meaning of religious pluralism, mysticism and the problem of evil.
4. The importance of religious pluralism, mysticism and the problem of evil.

Lecture Serial	Topics of Discussion	Remarks
Lecture-69	Introduction mysticism	
Lecture-70	What is mysticism	
Lecture-71	Importance of mysticism	
Lecture-72	What is religious of pluralism	
Lecture-73	The importance of religious of pluralism	

Lecture-74	What is the problem of evil	
Lecture-75	Importance of problem of evil	
Lecture-76		Revision of Mysticism
Lecture-77		Revision of Religious of Pluralism
Lecture-78		Revision of Problem of Evil

Module-VII Monotheism, polytheism, henotheism, immanence of God and transcendence of God		
CONTENTS This unit provides the concept of Monotheism, polytheism, henotheism, immanence of God and transcendence of god. Monotheism, belief in the existence of one god, or in the oneness of God. Henotheism is the worship of a single, supreme god while not denying the existence or possible existence of other lower deities.		
Module Objectives: <ol style="list-style-type: none"> 1. From this portion students can get a clear knowledge about the structure monotheism, polytheism, and henotheism, immanence of God and transcendence of God. 2. To be aware of characteristic of monotheism, polytheism, and henotheism, immanence of God and transcendence of God. 3. To know the meaning of monotheism, polytheism, and henotheism, immanence of God and transcendence of God. 4. The importance of monotheism, polytheism, and henotheism, immanence of God and transcendence of God. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-79	Introduction	
Lecture-80	What is Monotheism, polytheism, henotheism	
Lecture-81	The importance of Monotheism, polytheism, henotheism	
Lecture-82	What is immanence of God and transcendence of god.	

Lecture-83	The importance of immanence of God and transcendence of God.	
Lecture-84	The object of transcendence of God.	
Lecture- 85	The object of immanence of God	
Lecture-86		Revision of Monotheism, Polytheism and Henotheism
Lecture-87		Revision of immanence of God and transcendence of God.
Lecture-88		Group Discussion

DEPARTMENT OF PHILOSOPHY
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LESSON PLAN

For
B. A. 4th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: SEC - 2**
COURSE TITLE: Philosophy of Human Rights

Module-I Definition and Nature of human Rights		
<p style="text-align: center;">CONTENTS</p> <p>Human rights are a special sort of inalienable moral entitlement they attach to all persons equally, by virtue of their humanity, irrespective of race, nationality or membership of any particular social group. This unit provides</p> <p style="text-align: right;">Definition and Nature of human Rights</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. This unit aims to offer basic knowledge human rights. 2. From this portion students can get a clear idea about nature and scope of human rights. To know the meaning and definition of human rights 3. To be aware of the characteristic of human rights 4. To learn about evolution and landmark in the development of human rights 5. To get acquainted with the classification of human rights 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction	
Lecture-2	What is human rights	
Lecture-3	The importance of human rights	
Lecture-4	The nature of human rights	
Lecture-5	Five basic of human rights and explain them	
Lecture-6	The scope of human rights	
Lecture-7	What is the nature of human rights in	

	our country	
Lecture-8		Revision of Human Rights
Lecture-9		Group Discussion

Module-II The idea of Human Rights		
CONTENTS This unit provides the idea of human rights. Human rights are included in origin and historical developments during ancient, modern period and contemporary period.		
Module Objectives: <ol style="list-style-type: none"> 1. This unit aims to offer basic knowledge origin and historical developments during ancient, modern period and contemporary period of human rights. 2. From this portion students can get a clear idea about origin and historical developments during ancient, modern period and contemporary period of human rights. 3. To be aware of the characteristic of origin and historical developments during ancient, modern period and contemporary period of human rights. 4. Examine of the idea of human rights. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-10	Introduction	
Lecture-11	The idea of human rights	
Lecture-12	Origin of human rights	
Lecture-13	Historical developments during ancient period of human rights	
Lecture-14	Historical developments during modern period of human rights	
Lecture-15	Historical developments during contemporary period of human rights	

Lecture-16	The importance of historical developments during ancient period of human rights	
Lecture-17	The importance of historical developments during modern period of human rights	
Lecture-18	The importance of historical developments during contemporary period of human rights	
Lecture-19		Revision of Idea of Human Rights
Lecture-20		Revision of the importance of Ancient Period, Modern Period and Contemporary Period
Lecture-21		Group Discussion

Module-III The Idea of Natural Law and Natural Rights		
CONTENTS This unit provides the basic concepts of the Idea of natural law and natural rights. Thomas Hobbes and Locke view of natural law.		
Module Objectives: <ol style="list-style-type: none"> 1. This unit aims to offer basic knowledge of idea of natural law and natural rights. Thomas Hobbes and Locke view of natural law. 2. From this portion students can get a clear idea about Thomas Hobbes and Locke view of natural law. 3. The importance of idea of natural law and natural rights. 4. The importance of Thomas Hobbes and Locke view of natural law. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-22	Introduction	

Lecture-23	The idea of natural law	
Lecture-24	The idea of natural rights	
Lecture-25	The importance natural law and natural rights	
Lecture-26	Thomas Hobs' view of natural law	
Lecture-27	Locke view of natural rights	
Lecture-28	Importance of Thomas Hobs' view of natural law	
Lecture-29	Importance of Locke view of natural rights	
Lecture-30		Revision of Natural Law and Natural Rights
Lecture-31		Revision of Thomas Hobs' view of Natural Law
Lecture-32		Revision of Locke view of Natural Rights
Lecture-33		Group Discussion

Module-IV
The Natural Rights Tradition

CONTENTS

This unit provides the basic concepts of the natural rights tradition. And some reflection from the view of Jeremy Bentham, Edmund Burke and Thomas Paine in natural rights tradition.

Module Objectives:

1. From this portion students can get a clear idea about the natural rights tradition. And some reflection from the view of Jeremy Bentham, Edmund Burke and Thomas Paine in natural rights tradition.
2. The importance of Jeremy Bentham, Edmund Burke and Thomas Paine view of natural rights tradition
3. To be aware of the characteristic of natural rights.

4. Importance of natural rights tradition.

Lecture Serial	Topics of Discussion	Remarks
Lecture-34	Introduction	
Lecture-35	The traditional of natural rights	
Lecture-36	The importance of natural rights	
Lecture-37	Jeremy Bentham view of natural rights	
Lecture-38	Edmund Burke view of natural rights	
Lecture-39	Thomas Paine view of natural rights	
Lecture-40	The importance of Jeremy Bentham view of natural rights	
Lecture-41	The importance of Edmund Burke view of natural rights	
Lecture-42	The importance of Thomas Paine view of natural rights	
Lecture-43	The importance of tradition of natural rights	
Lecture-44		Revision of the Traditional of Natural Rights
Lecture-45		Revision of Jeremy Bentham view of Natural Rights
Lecture-46		Revision of Edmund Burke view of Natural Rights
Lecture-47		Revision of Thomas Paine view of Natural Rights
Lecture-48		Group Discussion

Module-V Natural Rights, Fundamental Rights and Human Right		
CONTENTS This unit provides the basic concepts of natural rights, fundamental rights and the human rights.		
Module Object		
<ol style="list-style-type: none"> 1. From this portion students can get a clear idea about natural rights, fundamental rights and the human rights. 2. Understand the meaning of natural rights, fundamental rights and the human rights. 3. The importance of natural rights, fundamental rights and the human rights. 4. The relation between human rights and fundamental rights. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-49	Introduction	
Lecture-50	What is natural rights	
Lecture-51	The importance of natural rights	
Lecture-52	The meaning of fundamental rights	
Lecture-53	Importance of fundamental rights	
Lecture-54	The importance of human rights	
Lecture-55	Relation between human rights and fundamental rights	
Lecture-56		Revision of Fundamental Rights
Lecture-57		Revision of importance of Fundamental Rights
Lecture-58		Group Discussion

Module-VI Preamble, Fundamental Rights and Duties (Indian Constitution)
CONTENTS

This unit provides the basic concepts of preamble, fundamental rights and duties of Indian constitution.

Module Objectives:

1. From this portion student can get a clear idea about the concepts of preamble, fundamental rights and duties of Indian constitution
2. Understand the meaning of the concepts of preamble, fundamental rights and duties
3. The importance of the concepts of preamble, fundamental rights and duties of Indian constitution
4. The objective and relevance of preamble, fundamental rights and duties of Indian constitution.

Lecture Serial	Topics of Discussion	Remarks
Lecture-59	Introduction	
Lecture-60	What is preamble	
Lecture-61	Significance of preamble of Indian constitution	
Lecture-62	What is the role of preamble on the constitution	
Lecture-63	Preamble in Indian constitution	
Lecture-64	Integration of preamble of Indian constitution	
Lecture-65	What is fundamental rights in Indian constitution	
Lecture-66	What is the purpose of fundamental rights	
Lecture-67	How many fundamental rights in Indian constitution and explain them	
Lecture-68	The importance of fundamental rights	
Lecture-69	What is fundamental duties	
Lecture-70	What is the objective and relevance of fundamental rights	
Lecture-71	What are the limitations of fundamental	

	rights	
Lecture-72	What are the fundamental duties included in Indian constitution	
Lecture-73	Importance of fundamental duties	
Lecture-74		Revision of Preamble in Indian Constitution
Lecture-75		Revision of Fundamental Rights in Indian Constitution
Lecture-76		Revision of Fundamental Duties
Lecture-77		Revision of fundamental duties included in Indian Constitution
Lecture-78		Group Discussion

Module-VII
Contemporary Perspectives of Joel Feinberg

CONTENTS

This unit provides the basic concepts of basic rights of Joel Feinberg on contemporary perspectives.

Module Objectives:

1. From this portion students can get a clear idea about basic rights of Joel Feinberg on contemporary perspectives.
2. Understand the meaning of basic rights in contemporary perspectives.
3. The importance of basic rights in contemporary perspectives.
4. The view of Joel Feinberg on contemporary perspectives.

Lecture Serial	Topics of Discussion	Remarks
Lecture-79	Introduction	
Lecture-80	What is basic rights in contemporary perspectives	
Lecture-81	The importance basic rights in contemporary perspectives	
Lecture-82	Joel Feinberg view of contemporary	

	perspectives	
Lecture-83	Importance of Joel Feinberg view of contemporary perspectives	
Lecture-84	What is basic rights	
Lecture-85		Revision of Basic Rights of Contemporary Perspectives
Lecture-86		Revision of Joel Feinberg view of Contemporary Perspectives
Lecture-87		Group Discussion

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN
For
B. A. 5th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 11**
COURSE TITLE: Social and Political Philosophy

Module-I Nature and scope of Social Philosophy and Political Philosophy		
<p style="text-align: center;">CONTENTS</p> <p>Gisbert says ‘Social philosophy is ... the golden crown of the social science’. Fundamental of Sociology. In its axiological aspect social philosophy deals with the ultimate values of social life and the means of attaining them ‘says Gisbert. This unit provides the nature and scope of social philosophy and political philosophy.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 6. This unit aims to offer basic knowledge nature and scope social philosophy and political philosophy. 7. From this portion students can get a clear idea about social and political philosophy. 8. Distinction between social and political philosophy 9. Importance of social and political philosophy 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction	
Lecture-2	The meaning of social science, social philosophy and sociology	
Lecture-3	The scope of social philosophy	
Lecture-4	Nature of social philosophy	
Lecture-5	What is political philosophy	
Lecture-6	Distinction between social and political philosophy	
Lecture-7		Revision of scope of social philosophy

Lecture-8		Revision of nature of social philosophy
Lecture-9		Group Discussion
Module-II Basic Concepts		
CONTENTS		
<p>MacIver and Page says 'It is the web of social relationship. And it is always changing 'society. MacIver says 'one's life may be lived wholly within it'. This unit provides the basic concepts of society, social group, community, association, institution, customs, folkways and mores</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 5. This unit aims to offer basic knowledge of society, social group, community, association, institution, customs, folkways and mores. 6. From this portion students can get a clear idea about society, social group, community, association, institution, customs, folkways and mores. 7. Importance of society 8. Importance of community 9. Distinction between association and community 10. Distinction between custom and institution 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-10	Introduction	
Lecture-11	What is society	
Lecture-12	Importance of society	
Lecture-13	The meaning of community	
Lecture-14	Basis of community	
Lecture-15	Small and great communities	
Lecture-16	Changes in community life in modern age	
Lecture-17	Importance of community	
Lecture-18	The meaning of association	
Lecture-19	Distinction between association and	

	community	
Lecture-20	Is family an association or a community	
Lecture-21	Is the state an association or a community	
Lecture-22	The meaning of institution	
Lecture-23	Importance of institution	
Lecture-24	Distinction between association and institution	
Lecture-25	What is custom	
Lecture-26	Distinction between custom and institution	
Lecture-27	Varies types of social institution	
Lecture-28	The importance of institution	
Lecture-29	What is folkways	
Lecture-30	The importance of folkways	
Lecture-31	The meaning of mores	
Lecture-32	Relation between folkways and mores	
Lecture-33	What is social group	
Lecture-34	Division of social group	
Lecture-35	The characteristics of social group	
Lecture-36	Distinction between primary and secondary group	
Lecture-37	Distinction between in-group and out-group	

Lecture-38	The meaning of intermediate group	
Lecture-39		Revision of society
Lecture-40		Revision of social group
Lecture-41		Revision of community
Lecture-42		Revision of association
Lecture-43		Revision of institution
Lecture-44		Revision of folkways and mores
Lecture-45		Group Discussion

Module-III Social Class and Caste		
CONTENTS This unit provides the basic concepts of class attitude and class consciousness, Maxxian theory of class, B .R. ambedkar's criticism of caste system and dalit movement.		
Module Objectives: <ol style="list-style-type: none"> This unit aims to offer basic knowledge of class attitude and class consciousness, Maxxian theory of class, B .R. ambedkar's criticism of caste system and dalit movement. From this portion students can get a clear idea about class attitude and class consciousness, Maxxian theory of class, B .R. ambedkar's criticism of caste system and dalit movement. The importance of class attitude and class consciousness The importance of dalit movement The importance of Maxxian theory of class. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-46	Introduction	
Lecture-47	The meaning of class attitude and class consciousness	
Lecture-48	The nature of class attitude and class	

	consciousness	
Lecture-49	The importance of class attitude and class consciousness	
Lecture-50	Comparative study of class and caste	
Lecture-51	The characteristic of caste system	
Lecture-52	B .R. Ambedkar criticism of caste system	
Lecture-53	What is theory of class	
Lecture-54	Marxian theory of class	
Lecture-55	Criticism of Marxian theory	
Lecture-56	What is dalit movement	
Lecture-57	The importance of dalit movement	
Lecture-58		Revision of Marxian theory
Lecture-59		Revision of B .R. Ambedkar criticism of caste system
Lecture-60		Group Discussion

Module-IV Political Ideas
CONTENTS This unit provides the basic concepts of democracy – its different forms, socialism – utopian and science, secularism and its nature, secularism in India, nation nationalism and internationalism by R N .Tagore , radical humanism by Manabendranath Roy, swraj and sarvodaya by M. K. Gandgi.
Module Objectives: 5. From this portion students can get a clear idea about democracy – its different forms, socialism – utopian and science, secularism and its nature , secularism in India , nation, nationalism and internationalism by R N .Tagore , radical humanism by Manabendranath Roy, swraj and sarvodaya by M. K. Gandhi.

6. Understand the meaning of democrats. Secularism, swraj, and sarvodaya, nation ,radical humanism.
7. The importance of democrats. Secularism, swraj, and sarvodaya, nation, radical humanism.
8. Difference between liberal and socialist.

Lecture Serial	Topics of Discussion	Remarks
Lecture-61	Introduction of democratic ideas	
Lecture-62	What is democratic	
Lecture-63	Different types of democratic government	
Lecture-64	Merits and demerits of direct democracy	
Lecture-65	Dissection between direct and indirect democracy	
Lecture-66	What is liberal democracy	
Lecture-67	The importance and criticism of direct democracy	
Lecture-68	The meaning of socialist democracy	
Lecture-69	The importance of socialist democracy	
Lecture-70	Difference between liberal and socialist	
Lecture-71	What is socialism	
Lecture-72	The meaning of utopian socialism	
Lecture-73	Saint Simon, Charles Fourier and Robert Owen view of utopian socialism	
Lecture-74	What is secularism	
Lecture-75	The nature of secularism	
Lecture-76	Arguments in favour and their evaluation in secularism	

Lecture-77	Indian society and secularism	
Lecture-78	The importance of secularism	
Lecture-79	The meaning of nation , nationalism and internationalism	
Lecture-80	Rabindranath view of nation	
Lecture-81	Rabindranath view of nationalism	
Lecture-82	Rabindranath view of internationalism	
Lecture-83	The importance of nation , nationalism and internationalism	
Lecture-84	What is radical humanism	
Lecture-85	Manabendranath Roy view of radical humanism	
Lecture-86	The importance of radical humanism	
Lecture-87	What is swraj	
Lecture-88	M. K. Gandhi view of swraj	
Lecture-89	What is sarvodaya	
Lecture-90	M. K. Gandhi view of sarvodaya	
Lecture-91	The importance of swraj and sarvodaya	
Lecture-92		Revision of Democracy
Lecture-93		Revision of Liberal and Socialist Democracy
Lecture-94		Revision of Saint Simon, Charles Fourier and Robert Owen view of Utopian Socialism
Lecture-95		The Nature of Secularism

Lecture-96		Manabendranath Roy view of Radical Humanism
Lecture-97		M. K. Gandhi view of Sarvodaya
Lecture- 98		Group Discussion

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN

For

B. A. 5th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 12**
COURSE TITLE: Western Logic-II

Module-I 1. Induction 2. Philosophy of Logic and Language : Meaning, Definition and Truth		
CONTENTS		
8. What is Inductive Logic. 9. Analogical Reasoning: (a) Induction and Deduction Revisited (b) Argument by Analogy (c) Appraising Analogical Arguments (d) Refutation by Logical Analogy. 10. Causal Reasoning: (a) Cause and Effect (b) Causal Laws and the Uniformity of Nature (c) Induction by Simple Enumeration (d) Methods of Causal Analysis (e) Limitations of Inductive Techniques. 11. Science and Hypothesis: (a) Scientific Explanation (b) Scientific Inquiry: Hypothesis and Confirmation (c) Evaluating Scientific Explanations (d) Classification as Hypothesis. 12. Probability: (a) Alternative Conceptions of Probability (b) The Probability Calculus (c) Probability in Everyday Life.		
Module Objectives:		
15. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions. 16. Knowledge of Inductive logic and different theories of Logic. 17. Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills. 18. Students can acquire Knowledge of modern methods of philosophical inquiry. They must be able to recognize, express, and analyze arguments in philosophical texts. 19. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others. 20. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning.		

Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	Introduction: What is Inductive Logic.	
Lecture-2.	Analogical Reasoning: (a) Induction and Deduction Revisited	
Lecture-3.	Analogical Reasoning: (b) Argument by Analogy	
Lecture-4.	Analogical Reasoning: (b) Argument by Analogy	
Lecture-5.	Analogical Reasoning: (c) Appraising Analogical Arguments.	
Lecture-6.	Analogical Reasoning: (d) Refutation by Logical Analogy.	
Lecture-7.		Discussion on given problems.
Lecture-8.	Causal Reasoning: (a) Cause and Effect.	
Lecture- 9.	Causal Reasoning: (a) Cause and Effect	
Lecture-10.	Causal Reasoning: (b) Causal Laws and the Uniformity of Nature.	
Lecture- 11.	Causal Reasoning: (c) Induction by Simple Enumeration	
Lecture- 12.		Solutions of previous year questions.
Lecture-13.		Tutorial assignment – 1
Lecture-14.	Causal Reasoning: (d) Methods of Causal Analysis	
Lecture-15.	Causal Reasoning: (d) Methods of Causal Analysis	
Lecture-16.	Causal Reasoning: (d) Methods of Causal Analysis	
Lecture-17.	Causal Reasoning: (d) Methods of Causal Analysis	
Lecture-18.	Causal Reasoning: (d) Methods of Causal Analysis	
Lecture-19.	Causal Reasoning: (e) Limitations of Inductive Techniques.	
Lecture-20.	Logic Overview—Mill's Methods of Inductive Inference	
Lecture-21		Discussion on given problems.
Lecture-22		Class Test -I
Lecture-23	Analogical Reasoning: (a) Induction and Deduction Revisited	Revision
Lecture-24	Analogical Reasoning: (b) Argument by Analogy	Revision
Lecture-25	Analogical Reasoning: (b) Argument by Analogy	Revision
Lecture-26	Analogical Reasoning: (c) Appraising Analogical Arguments.	Revision
Lecture-27	Analogical Reasoning: (d) Refutation by Logical Analogy.	Revision
Lecture-28	Causal Reasoning: (a) Cause and Effect.	Revision

Lecture-29	Causal Reasoning:(a) Cause and Effect	Revision
Lecture-30	Causal Reasoning:(b) Causal Laws and the Uniformity of Nature.	Revision
Lecture-31	Causal Reasoning:(c) Induction by Simple Enumeration	Revision
Lecture-32		Solutions of previous year questions.
Lecture-33		Tutorial assignment – 2
Lecture-34	Causal Reasoning:(d) Methods of Causal Analysis	Revision
Lecture-35	Causal Reasoning: (d) Methods of Causal Analysis	Revision
Lecture-36	Causal Reasoning: (d) Methods of Causal Analysis	Revision
Lecture-37	Causal Reasoning: (d) Methods of Causal Analysis	Revision
Lecture-38	Causal Reasoning: (d) Methods of Causal Analysis	Revision
Lecture-39	Causal Reasoning: (e) Limitations of Inductive Techniques.	Revision
Lecture-40	Logic Overview—Mill’s Methods of Inductive Inference	Revision
Lecture-41.		Seminar:each Students will give talk on previously discussed topic.
Lecture-42.		Seminar:each Students will give talk on previously discussed topic.
Lecture-43.		Discussion on given problems.
Lecture-44.		Solutions of previous year questions.
Lecture-45.		Class Test -II
Lecture-46.	Science and Hypothesis: (a) Scientific Explanation	
Lecture-47.	Scientific Inquiry: Hypothesis and Confirmation	
Lecture-48.	Scientific Inquiry: Hypothesis and Confirmation	
Lecture-49.	Science and Hypothesis: Evaluating Scientific Explanations	
Lecture-50.	Science and Hypothesis: Evaluating Scientific Explanations	
Lecture-51.	Science and Hypothesis: Classification as Hypothesis	
Lecture-52.	Science and Hypothesis: Classification as Hypothesis	
Lecture-53.		Discussion on given problems.

Lecture-54.		Tutorial assignment – 3
Lecture-55.	Science and Hypothesis: (a) Scientific Explanation	Revision
Lecture-56	Scientific Inquiry: Hypothesis and Confirmation	Revision
Lecture-57.	Scientific Inquiry: Hypothesis and Confirmation	Revision
Lecture-58.	Science and Hypothesis: Evaluating Scientific Explanations	Revision
Lecture-59.	Science and Hypothesis: Evaluating Scientific Explanations	Revision
Lecture-60.	Science and Hypothesis: Classification as Hypothesis	Revision
Lecture-61.	Science and Hypothesis: Classification as Hypothesis	Revision
Lecture-62.		Solutions of previous year questions.
Lecture-63.		Class Test – III
Lecture-64.	Probability: The a priori conception of probability	
Lecture-65.	Probability: The relative frequency conception of probability	Revision
Lecture-66.	Probability: The Probability Calculus: (A) Probability of Joint Occurrences	
Lecture-67.	Probability: (B) Probability of Alternative Occurrences	
Lecture-68.	Probability: The Product Theorem	
Lecture-69.	Probability: The Addition Theorem	
Lecture-70.	Probability: Probability in Everyday Life	
Lecture- 71	Probability:	Discussion on given problems.
Lecture-72	Probability:	Discussion on given problems.
Lecture-73	Probability:	Tutorial assignment – 4
Lecture-74	Probability: The a priori conception of probability	Revision
Lecture-75	Probability: The relative frequency conception of probability	Revision
Lecture-76	Probability: The Probability Calculus: (A) Probability of Joint Occurrences	Revision

Lecture-77	Probability: (B) Probability of Alternative Occurrences	Revision
Lecture-78	Probability: The Product Theorem	Revision
Lecture-79	Probability: The Addition Theorem	Revision
Lecture-80	Probability: Probability in Everyday Life	Revision
Lecture-81	Probability: The Probability Calculus	Exercise
Lecture-82	Probability: The Probability Calculus	Exercise
Lecture-83	Probability: The Probability Calculus	Exercise
Lecture-84	Probability: The Probability Calculus	Exercise
Lecture-85	Probability: The Probability Calculus	Exercise
Lecture-86		Solutions of previous year questions
Lecture-87		Solutions of previous year questions
Lecture-88		Seminar and Paper presentation by each Students on a particular topic.
Lecture-89		Seminar and Paper presentation by each Students on a particular topic.
Lecture-90		Class Test – IV

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN
For
B. A. 5th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: DSE-1**
COURSE TITLE: Katha Upanishad

Module -1

First Valli

CONTENT

The Katha Upanishad (*Kaṭhupanishad*) is one of the *mukhya* (primary) Upanishads, embedded in the last short eight sections of the *Kaṭha* school of the Krishna Yajurveda. It is also known as *Kāṭhaka* Upanishad, and is listed as number 3 in the Muktika canon of 108 Upanishads.

The Katha Upanishad consists of two chapters (*Adhyāyas*), each divided into three sections (*Vallis*). The first *Adhyaya* is considered to be of older origin than the second. The Upanishad is the legendary story of a little boy, Nachiketa – the son of Sage Vajasravasa, who meets Yama (the Indian deity of death). Their conversation evolves to a discussion of the nature of man, knowledge, Atman (Soul, Self) and moksha (liberation).

Lecture Serial	Topic of Discussion	Remarks
1.	A brief discussion on upanishad	
2.	Sankaracharya's introduction on the kathopanishad	
3.	The invocation	
4.	Introducing the main characters and theme of the kathopanishad	
5.	Vajasravasa's Biswajit-sacrifice	
6.	Nachiketa's counter argument	
7.	Nachiketa proceeded to the abode of yama, the arbiter of man's final destiny	
8.	Yama allows three boons	
9.	The first boon and its meaning	

10.	The significance of the first boon	
11.	The second boon-fire-sacrifice	
12.	The description of the fire sacrifice	
13.	The special significance of fire sacrifice	
14.	Sankaracharya's commentary on first boon	
15.	Sankaracharya's commentary on second boon	
16.	Discussion with the students regarding the two boons	
17.	Nachiketa asked the third boon	
18.	Yama tested the fitness of the pupil	
19.	Nachiketa stuck to his point	
20.	Vama's offerings	
21.	Nachiketa refused the offer	
22.	Nachiketa's aspiration for self-knowledge	
23.		Tutorial
24.		Revision 1
25.		Revision 2
26.		Revision 3
27.		Group discussion
28.		Class Test

Module – 2

Second Valli

CONTENT

In final verses of the second Valli, the Katha Upanishad asserts that Atman-knowledge, or Self-realization, is not attained by instruction, not arguments nor reasoning from scriptures. It is

comprehended by oneself through meditation and introspection. It is not attained by those who do not abstain from misconduct, not those who are restless nor composed, not those whose mind is not calm and tranquil, but only those who live ethically, are composed, tranquil, internally peaceful, search within and examine their own nature.

Lecture Serial	Topic of Discussion	Remarks
29.	Yama granted the desire boon and the teaching the Upanishad begin	
30.	Difference between Vidyāand Avidyā.	
31.	Yama complement Nachiketa	
32.	Nachiketa's enquiry about the secret of atman	
33.	Enquiry about nature, origin and destiny of atman	
34.	Without the recommendation of Brambha bid no Brambhagyana is possible	
35.	Descriptive discussion of atman by Yama	
36.	Again Yama complement Nachiketa	
37.	Requirement of a spiritual seeker: knowledge of discrimination after detachment, sincerer longing for truth, tranquil of mind	
38.		Special lecture on Practical application of such qualities like detachment, sincerer longing for truth, tranquil of mind for a student
39.	Nachiketa asked for self-knowledge	
40.	Discussion on Śreya and Preya	
41.		Significance of sreya and preya in modern life
42.	Nachiketa asked Yama for Brambha vidya	
43.	Introducing the nature of symbol 'OM'	
44.	The inner meaning of following Śaṅkarbhāṣya	
45.	Comparative discussion on various religious	

	symbol	
46.		Students will submit a project on religious symbol
47.	Result of 'om-upasana'	
48.	Discussion on hiranyagarva	
49.	The concept of hiranyagarva in different scriptures	
50.	The three states: waking, dreaming, deep sleep	
51.	Discussion on creation theory following vedantadarsan	
52.	Discussion on knowledge and ignorance	
53.	freedom and immortality	
54.		Revision 1
55.		Revision 2
56.		Revision 3
57.		Tutorial
58.		Group Discussion 1
59.		Group Discussion 2
60.		Test

Module – 3 Third Valli

CONTENT

The third Valli of Katha Upanishad presents the parable of the chariot, to highlight how Atman, body, mind, senses and empirical reality relate to a human being.

Lecture Serial	Discussion of Topic	Remarks
61.	Discussion on <i>parāvidyā</i> and <i>aparāvidyā</i>	
62.	Description of Atmabodha	

63.	Vidya and avidya Svarupa and phala of vidya	
64.	Analogy of chariot	
65.	Detail discussion on this allegory following sankarbhasya	
66.	Advice regarding control of mind and senses	
67.		Significance of mind control for a student with special reference to Vivekananda
68.	Special Precaution for Self Knowledge	
69.	Nature of self	
70.	Atma dwells in the hearts of all	
71.	Significance of this aupaisadic concept	
72.	Discussion of immortality of thesis	
73.	Discussion about pure effect of this theory	
74.		Revision – 1
75.		Revision – 2
76.		Revision – 3
77.		Tutorial
78.		Group discussion – 1
79.		Group discussion – 2
80.		Test

DEPARTMENT OF PHILOSOPHY
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LESSON PLAN

For
B. A. 5th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: DSE-2**
COURSE TITLE:

Module-I Appearance and Reality, The Existence of Matter		
Contents The main difference between appearance and reality is that appearance is the way something looks, while the reality is the state of things as they actually exist or the true state of something. This unit provides of Russell view of appearance and reality and the view of the existence of matter.		
Module Objectives: 6. From this portion student can get a clear knowledge about the view of Russell on appearance and reality and the view of the existence of matter. 7. The importance of appearance and reality and the view of the existence of matter. 8. The object of appearance and reality and the view of the existence of matter. 9. To know the meaning and definition appearance and reality and the view of the existence of matter. 10. To be aware of the characteristic of appearance and reality and the view of the existence of matter.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1	Introduction	
Lecture-2	What is appearance according to Russell	
Lecture-3	The meaning of reality according to Russell	
Lecture-4	Importance of appearance according to Russell	
Lecture-5	Importance of reality according to Russell	

Lecture-6	What is the difference between appearance and reality according to Russell	
Lecture-7	Introduction of the existence of matter	
Lecture-8	What is the existence of matter	
Lecture-9	The object of existence of matter by Russell	
Lecture-10	The importance of existence of matter	
Lecture-11	Does Russell believe by an instinctive belief	
Lecture-12	What does Russell say about Descartes	
Lecture-13		Revision of Appearance and Reality
Lecture-14		Revision of The Existence of Matter
Lecture-15		Group Discussion

<p style="text-align: center;">Module-II The Nature of Matter and Idealism</p>		
<p style="text-align: center;">CONTENTS</p> <p>Idealism is the metaphysical view that associates reality to ideas in the mind rather than the material object. It lays emphasis on the mental or spiritual components of experience, and renounces the notion of material existence. This unit provides the Russell view of the nature of matter and the view of idealism.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> From this portion students can get a clear knowledge about the structure of the nature matter and the view of idealism. To know the meaning and definition of the nature matter and the view of idealism. To be aware of the characteristic of the nature matter and the view of idealism. The importance of the nature matter and the view of idealism. The object of the view of the nature matter and the view of idealism. 		

Lecture Serial	Topics of Discussion	Remarks
Lecture-16	Introduction	
Lecture-17	What is the matter according to Russell	
Lecture-18	Russell on nature on matter	
Lecture-19	The importance of nature of matter	
Lecture-20	Introduction of idealism	
Lecture-21	What is idealism according to Russell	
Lecture-22	Why is Russell not an idealist	
Lecture-23	What is Russell's challenge to Descartes view	
Lecture-24		Revision of Nature of Matter
Lecture-25		Revision of Russell view of Idealism
Lecture-26		Group Discussion

Module-III Knowledge by Acquaintance and Knowledge by Description	
CONTENTS According to Russell one can distinguish the two kinds of knowledge. In terms of their respective objects. Put crudely, one has knowledge by acquaintance of thing, and one has knowledge by description of proposition. This unit provides of the view of knowledge by acquaintance and knowledge by description by Russell.	
Module Objectives: <ol style="list-style-type: none"> From this portion students can get a clear knowledge about the view of knowledge by acquaintance and knowledge by description by Russell. To know the meaning of about the view of knowledge by acquaintance and knowledge by description 	

by Russell.

7. To be aware of the characteristic of about the view of knowledge by acquaintance and knowledge by description by Russell
8. The importance of about the view of knowledge by acquaintance and knowledge by description by Russell
9. The object of about the view of knowledge by acquaintance and knowledge by description by Russell

Lecture Serial	Topics of Discussion	Remarks
Lecture-27	Introduction	
Lecture-28	What is knowledge by acquaintance theory	
Lecture-29	Importance of knowledge by acquaintance	
Lecture-30	What does Russell mean when he says we are acquainted with our sense data	
Lecture-31	The different kinds things according to Russell we have acquaintance	
Lecture-32	What is knowledge by description theory	
Lecture-33	The importance of knowledge by description theory	
Lecture-34	The distinction between knowledge by acquaintance and knowledge by description theory	
Lecture-35	Criticism of between knowledge by acquaintance and knowledge by description theory	
Lecture-36		Revision of Knowledge by Acquaintance Theory
Lecture-37		Revision of Knowledge by Description Theory

Lecture-38		Revision of The distinction between Knowledge by Acquaintance and Knowledge by Description Theory
Lecture-39		Group Discussion

Module-IV On Induction, on Our Knowledge of General Principles and how a Priori Knowledge is Possible		
CONTENTS In all our knowledge of general principles, what actually happens is that first of all we have realize some particular application of the principle, and then we realize the particular is irrelevant, and that there is a generality which may equally truly be affirmed. This unit provides the on induction, on our knowledge of general principles and how priori knowledge is possible by Russell.		
Module Objectives: <ol style="list-style-type: none"> From this portion students can get a clear knowledge about the structure the on induction, on our knowledge of general principles and how priori knowledge is possible by Russell. To know the meaning of the on induction, on our knowledge of general principles and how priori knowledge is possible by Russell. To be aware of the characteristic of the on induction, on our knowledge of general principles and how priori knowledge is possible by Russell. Importance of the arguments of on induction, on our knowledge of general principles and how priori knowledge is possible by Russell. 		
Lecture Serial	Topics of Discussion	Remarks
Lecture-40	Introduction	
Lecture-41	The meaning of the word induction	
Lecture-42	Importance of induction	
Lecture-43	The object of induction	
Lecture-44	The principle of induction view of Russell	
Lecture-45	Introduction of knowledge of general principal	
Lecture-46	What is knowledge of general principal	

Lecture-47	Importance of knowledge of general principal	
Lecture-48	The view of Russell on knowledge of general principal	
Lecture-49	The object of knowledge of general principal	
Lecture-50	Introduction of a Priori Knowledge	
Lecture-51	Importance of a Priori Knowledge	
Lecture-52	How is possible a Priori Knowledge the view of Russell	
Lecture-53		Revision of Induction
Lecture-54		Revision of Knowledge of General Principal and a Priori Knowledge
Lecture-55		Group Discussion

<p style="text-align: center;">Module-V</p> <p style="text-align: center;">The world of universals, on our knowledge of universals and intuitive knowledge</p>		
<p style="text-align: center;">CONTENTS</p> <p>Knowledge that appears to be based on subjective judgment or gut felling rather than on specific learning. This unit provides of the world of universals, on our knowledge of universals and intuitive knowledge by Russell.</p>		
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> From this portion students can get a clear knowledge about the structure the world of universals, on our knowledge of universals and intuitive knowledge by Russell To be aware of characteristic of world of universals, on our knowledge of universals and intuitive knowledge by Russell. To know the meaning of world of universals, on our knowledge of universals and intuitive knowledge by Russell The importance of world of universals, on our knowledge of universals and intuitive knowledge by Russell 		
Lecture Serial	Topics of Discussion	Remarks

Lecture-56	Introduction	
Lecture-56	What is the world of universals	
Lecture-57	The importance of world of universals	
Lecture-58	The object of the world of universals	
Lecture-59	What are universal according to Russell	
Lecture-60	Introduction of the knowledge of universals	
Lecture-61	The object of knowledge of universals	
Lecture-62	Importance of knowledge of universals	
Lecture-63	Introduction of intuitive knowledge	
Lecture-64	What is intuitive knowledge	
Lecture-65	The importance of intuitive knowledge	
Lecture-66		Revision of The world of Universals
Lecture-67		Revision of knowledge of Universals
Lecture-68		Revision of Intuitive Knowledge

Module-VI

Truth and falsehood and knowledge, error and probable opinion

CONTENTS

Judging or believing is a certain complex unity of which a mind is a constituent; if the remaining constituents, taken in the belief, form a complex unity, then the belief is true; if not it is false. This unit provides of truth and falsehood and knowledge, error and probable opinion by Russell.

Module Objectives:

- From this portion students can get a clear knowledge about the structure the truth and falsehood and knowledge, error and probable opinion by Russell.
- To be aware of characteristic of truth and falsehood and knowledge, error and probable opinion by Russell.

7. To know the meaning of truth and falsehood and knowledge, error and probable opinion by Russell.
8. The importance of truth and falsehood and knowledge, error and probable opinion by Russell.

Lecture Serial	Topics of Discussion	Remarks
Lecture-69	Introduction of truth and falsehood	
Lecture-70	What is truth and falsehood	
Lecture-71	What does Russell believe about the truth	
Lecture-72	Difference between truth and falsehood	
Lecture-73	The nature of truth and falsehood by Russell	
Lecture-74	What is knowledge, error and probable opinion	
Lecture-75	Distinction between knowledge and opinion	
Lecture-76	The importance of probable opinion	
Lecture-77		Revision of Truth and Falsehood
Lecture-78		Revision of Knowledge, Error and Probable Opinion

Module-VII

The limits of philosophical knowledge and the value of philosophy

CONTENTS

Russell holds that the primary value of philosophy is not in any kind of definite answer, but exists in the questions themselves. He concludes that, “though the greatness of the universe which philosophy contemplates, the mind also is rendered great”. This unit provides the concept of the limits of philosophical knowledge and the value of philosophy.

Module Objectives:

5. From this portion students can get a clear knowledge about of the limits of philosophical knowledge and the value of philosophy.
6. To be aware of characteristic of the limits of philosophical knowledge and the value of philosophy.
7. To know the meaning of the limits of philosophical knowledge and the value of philosophy.

8. The importance of the limits of philosophical knowledge and the value of philosophy.

Lecture Serial	Topics of Discussion	Remarks
Lecture-79	Introduction of value of philosophy	
Lecture-80	What is value of philosophy by Russell	
Lecture-81	What is the main value in philosophy by Russell	
Lecture-82	What is the value of philosophy in our daily life	
Lecture-83	The value of philosophy by Russell reflection	
Lecture-84	What is the limits of philosophical knowledge	
Lecture- 85	How does Russell define by knowledge	
Lecture-86	Importance of limits of philosophical knowledge	
Lecture-87		Revision of Value of Philosophy
Lecture-88		Revision of Limits if Philosophical Knowledge

DEPARTMENT OF PHILOSOPHY
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LESSON PLAN

For

B. A. 6th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: CC - 13**
COURSE TITLE: Philosophy in the Twentieth Century : Indian

MODULE – 1
(Rabindranath Tagore)

CONTENTS

Here we are outline the characteristic of contemporary Indian thinkers. They believe that Philosophy is essentially tied u with life. The contemporary Indian thinker relate philosophy not to a life of escape, but to this very life. Rabindranath Tagore is one of them.

Module objective

1. In India, Philosophy is called ‘Darsana’, which means ‘Vision – Vision of the real’. Rabindranath takes this meaning of term Philosophy rather literally.
2. The greatest influence that Tagore’s thought bears upon itself is of ancient Indian thought – of the Upanishad and Vedanta. Therefore he came under the influence of Vaisnavism (Bhakti – marg)

Lecture Serial	Topic of Discussion on	Remarks
1.	Introduction	
2.	Nature of man in wider sense	
3.	The finite nature of man	
4.	3 aspects of finite nature	
5.	The finite aspect of man	
6.	On account of infinite aspect of man has a yearning for Mukti or Immortality	
7.	Soul and Body. ‘Body’ is representative of finite side and soul stands for infinite aspect of man’s nature.	
8.	Nature of Religion	
9.	Why religious life means a life of self	

	Realization	
10.	Surplus in Man – Appearance of Man as a special creature.	
11.	Surplus in Man – Emergence of leisure and imagination as surplus.	
12.		Revision nation of man
13.		Revision Nature of religion
14.		Revision surplus in man
15.		Group discussion
16.		Test

Module – 2 (Swami Vivekananda)

CONTENTS

Vivekananda's Philosophy arises from the awareness of the social, religious and economic condition of the Indian masses.

Module Objectives

1. From this portion students can acquire knowledge of Swami Vivekananda.
2. Unique characteristic of his philosophy. He shows that. Philosophy is not only a theory but it has a practice implementation.

Lecture Serial	Topics of Discussion	Remarks
17.	Introduction of Vivekananda	
18.	Practical Vedanta. -Vedanta in theory	
19.	-Vedanta in Practice	
20.	Universal religion	
21.	Origin of religion	

22.	Nature of religion	
23.	Nature and Ideal of Universal Religion	
24.	Ways of Realization (Yoga)	
25.	The Way of knowledge (Jnana Yoga)	
26.	The way of Devotion (Bhakti Marga)	
27.	The way of Action (Karma Marga)	
28.	The way of Psychology (Raj Yoga)	
29.	Final note of four kinds of Yoga	
30.		Group Discussion
31.		Test

Module – 3

(Sri Aurobindo)

CONTENTS

Sri Aurobindo's Philosophy carries on it the stamp of a number influences. It is difficult to give an exact philosophical description of this vision.

Lecture Serial	Topics of Discussion	Remarks
32.	Introduction	
33.	Nature of Reality	
34.	Description of Saccidananda	
35.	Talks about eight such principles of higher hemisphere such as Existence & consciousness source	
36.	Last two principles of higher hemisphere	

37.	1 st Two Principles of lower hemisphere such as Mind, Psyche	
38.	Last two Principles to the lower hemisphere, such life and matter	
39.	Human Evolution	
40.	Integral Yoga – Its aim	
41.	Integral Yoga – its nature	
42.	How is Yoga integral	
43.		Revision- of Nature of Reality.
44.		Revision of Human Evolution on Reality
45.		Revision of Nature Integral Yoga

Module – 4

(S. Radhakrishnan)

CONTENTS

Radhakrishnan has the rare qualification of being well versed in the great tradition of both east and the west. His fundamental convictions are deeply rooted in Indian tradition. His basis Philosophical Position is of a kind of synthesis of Advaita Vedanta and the Philosophy of Absolute Idealism.

Lecture Serial	Topics of Discussion	Remarks
46.	Introduction	
47.	Nature of Man	
48.	Finite aspect of Man	
49.	The infinite aspect of Man's nature	

50.	Nature of Religious experience	
51.	Nature of Ultimate reality	
52.	The Absolute or the Brahman	
53.	Absolute and god	
54.	Religious Experience	
55.	Essence of Religion	
56.	The way of Religion	
57.	The Element of Mysticism	
58.	Intuitive apprehension a. Intuition and sense Impression b. Intuition and Intellect	
59.	Nature of Intuitive Apprehension	
60.		Group Discussion

Module – 5
(Mohammad Iqbal)

CONTENT

Sir Mohammad Iqbal occupies a unique position in contemporary Indian thought. He is the only thinker of recent times who tries to apply academic philosophical standard to Islamic thought. He carries the Islamic tradition with him. He himself says that the general aim his philosophical thinking is the reconstruction of religious thought in Islam.

Lecture Serial	Topics of Discussion	Remarks
61.	Introduction	
62.	Nature of Self	

63.	An insight into the nature of Ego	
64.	Most prominent characters of self namely freedom	
65.	Nature of world	
66.	Space & Time	
67.	The world as an Ego	
68.	Nature of God	
69.	On the traditional proofs	
70.	God as the Supreme Ego	
71.	Attributes of god	
72.		Revision of Nature of self
73.		Revision of nature of the world
74.		Revision of nature of god
75.		Group Discussion
76.		Test

Module – 6

Mahatma Gandhi

CONTENTS

There are two pillars of Gandhian philosophy: truth and non-violence. It should be remembered that the English word 'truth' is an imperfect translation of the Sanskrit 'satya' and "non-violence" is an even more imperfect translation of Ahimsa. He believes in God. He seeks for an ideal society called 'Swaraj'.

Lecture Serial	Topics of Discussion	Remarks
77.	Introduction	
78.	Gandhian theism	
79.	God and truth	
80.	Truth is God	
81.	Proofs for the existence of God	
82.	Non-violence(Ahimsa)	
83.	The Technique of Ahimsa – Satyagraha	
84.	Ahimsa can be practiced Universally	
85.		Revision of God and truth
86.		Revision of Ahimsa
87.		Group discussion
88.		Test

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN

For

B. A. 6th SEMESTER (Hons.) COURSES UNDER CBCS

SUBJECT: PHILOSOPHY

COURSE CODE: CC - 14

COURSE TITLE: Philosophy in the Twentieth Century: Western

Module-I Philosophical Thoughts of G.E. Moore, B. Russell, A. J. Ayer, M. Heidegger and J.P. Sartre		
CONTENTS		
1. G. E. Moore: A Defence of Common Sense 2. B. Russell: Knowledge by Acquaintance and Knowledge by Description 3. L. Wittgenstein: Theory of Meaning. 4. A. J. Ayer: Verifiability Theory of Meaning. 5. M. Heidegger: (a)Being in the World: Existenz, Facticity and Fallenness and (b)Authenticity and Inauthenticity. 6. J. P. Sartre: (a) Nothingness and (b) Freedom.		
Module Objectives:		
1. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions. 2. Knowledge of contemporary western philosophers and their theories. 3. Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills. 4. Students can acquire Knowledge of modern methods of philosophical inquiry. They must be able to recognize, express, and analyze arguments in philosophical texts. 5. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others. 6. Students also become familiar with some of the major figures and schools of thought in the intellectual tradition, and develop an appetite for further study and learning.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	Introduction: Contemporary issues and Twentieth Century Modern Philosopher and their thoughts.	
Lecture-2.	G. E. Moore: A Defence of Common Sense	

Lecture-3.	G. E. Moore: A Defence of Common Sense.	
Lecture-4.	G. E. Moore: A Defence of Common Sense.	
Lecture-5.	B. Russell: Knowledge by Acquaintance and Knowledge by Description.	
Lecture-6.	B. Russell: Knowledge by Acquaintance and Knowledge by Description.	
Lecture-7.	B. Russell: Knowledge by Acquaintance and Knowledge by Description.	
Lecture-8.		Tutorial assignment – 1
Lecture- 9.		Discussion on given problems.
Lecture-10.	G. E. Moore: A Defence of Common Sense	Revision
Lecture- 11.	G. E. Moore: A Defence of Common Sense.	Revision
Lecture- 12.		Solutions of previous year questions.
Lecture-13.	B. Russell: Knowledge by Acquaintance and Knowledge by Description.	Revision
Lecture-14.	B. Russell: Knowledge by Acquaintance and Knowledge by Description.	Revision
Lecture-15.		Solutions of previous year questions.
Lecture-16.		Class Test -I
Lecture-17.	L. Wittgenstein: Theory of Meaning	
Lecture-18.	L. Wittgenstein: Theory of Meaning	
Lecture-19.	L. Wittgenstein: Theory of Meaning	
Lecture-20.		Solutions of previous year questions.
Lecture-21	A. J. Ayer: Verifiability Theory of Meaning	
Lecture-22	A. J. Ayer: Verifiability Theory of Meaning	
Lecture-23	A. J. Ayer: Verifiability Theory of Meaning	
Lecture-24		Discussion on given problems.
Lecture-25		Tutorial assignment – 2
Lecture-26	L. Wittgenstein: Theory of Meaning	Revision

Lecture-27	L. Wittgenstein: Theory of Meaning	Revision
Lecture-28	A. J. Ayer: Verifiability Theory of Meaning	Revision
Lecture-29	A. J. Ayer: Verifiability Theory of Meaning	Revision
Lecture-30		Seminar: each Students will give talk on previously discussed topic.
Lecture-31		Seminar: each Students will give talk on previously discussed topic.
Lecture-32		Group Discussion
Lecture-33		Group Discussion
Lecture-34		Class Test -II
Lecture-35	M. Heidegger: (a)Being in the World: Existenz, Facticity and Fallenness	
Lecture-36	M. Heidegger: (a)Being in the World: Existenz, Facticity and Fallenness	
Lecture-37	M. Heidegger: (a)Being in the World: Existenz, Facticity and Fallenness	
Lecture-38	M. Heidegger: (b)Authenticity and Inauthenticity	
Lecture-39	M. Heidegger: (b)Authenticity and Inauthenticity	
Lecture-40		Solutions of previous year questions.
Lecture-41.	J. P. Sartre:(a) Nothingness	
Lecture-42.	J. P. Sartre: (b) Freedom	
Lecture-43.		Tutorial assignment – 3
Lecture-44.	M. Heidegger: Existenz.	Revision
Lecture-45.	M. Heidegger: Facticity	Revision
Lecture-46.	M. Heidegger: Fallenness	Revision
Lecture-47.	M. Heidegger: Authenticity	Revision
Lecture-48.	M. Heidegger: Inauthenticity	Revision
Lecture-49.	J. P. Sartre:(a) Nothingness	Revision

Lecture-50.	J. P. Sartre: (b) Freedom	Revision
Lecture-51.		Solutions of previous year questions.
Lecture-52.		Class Test - III
Lecture-53.		Revision
Lecture-54.		Revision
Lecture-55.		Revision
Lecture-56		Revision
Lecture-57.		Revision
Lecture-58.		Revision
Lecture-59.		Revision
Lecture-60.		Revision
Lecture-61.		Revision
Lecture-62.		Revision
Lecture-63.		Revision
Lecture-64.		Revision
Lecture-65.		Revision
Lecture-66.		Revision
Lecture-67.		Tutorial assignment – 4
Lecture-68.		Revision
Lecture-69.		Revision
Lecture-70.		Revision
Lecture- 71		Revision
Lecture-72		Revision

Lecture-73		Revision
Lecture-74		Revision
Lecture-75		Revision
Lecture-76		Revision
Lecture-77		Revision
Lecture-78		Solutions of previous year questions
Lecture-79		Solutions of previous year questions
Lecture-80		Revision
Lecture-81		Group Discussion
Lecture-82		Group Discussion
Lecture-83		Group Discussion
Lecture-84		Seminar and Paper presentation by each Students on a particular topic.
Lecture-85		Seminar and Paper presentation by each Students on a particular topic.
Lecture-86		Revision
Lecture-87		Revision
Lecture-88		Revision
Lecture-89		Revision
Lecture-90		Class Test – IV

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN

For
B. A. 6th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: DSE - 3**
COURSE TITLE: Sadhana by Rabindranath Tagore

Module – 1

The realization of life

CONTENT

It is not a book of Philosophy. It is realization of author's own. How he treated this precious life?

It has been approached from the scholar's point of view. The ancient spirit of India of India as revealed in this sacred text and manifested in the life of today.

The relation of the Individual to the Universe.

Lecture Serial	Description	Remarks
1.	Introduction	
2.	Background of Sadhana	
3.	What is the significance or Relevance of choosing this name "Sadhana"	
4.	Discuss the concept of Individual	
5.	Discuss the Concept of Universe	
6.	Relation of the Individual to the Universe	Class 1
7.	Relation of the Individual to the Universe	Class 2
8.	Relation of the Individual to the Universe	Class 3
9.	What is Brahmbhabihar? According to Rabindranath Tagore.	
10.	The effect of Buddha Dharma into Rabindranath Philosophy according to Sadhana.	
11.	Tutorial Class	
12.		Revision of Background of

		Sadhana and Significance of its name
13.		Revision of Relation, Universe Class – I
14.		Revision of Relation, Universe Class – II
15.		Revision of Relation, Universe Class – III
16.		Revision of Buddha effect over Rabindranath view
17.		Group discussion
18.		Test.

Module – 2

Soul Consciousness

CONTENT

Soul consciousness means Atma Chetana. The area of Chetana is whole universe. In this chapter we discuss about harmony of inner consciousness with external elements.

Lecture Serial	Description	Remarks
19.	Introduction	
20.	Concept of soul	
21.	Distribution of soul consciousness throughout the world	
22.	Soul consciousness is internal control to external world	
23.	In case of soul control it also take with universal control.	
24.	Know the Atman	
25.	Concept of soul – Class -I	

26.	Concept of soul Class – II	
27.		Revision – Concept of Soul
28.		Revision – Distribution of soul consciousness throughout the world
29.		Revision of 4
30.		Revision of 5
31.		Revision of 6
32.		Revision of 7
33.		Revision of 8
34.		Tutorial
35.		Test

Module – 3

Problem of Evil

CONTENT

The real question ought to ask: Is this imperfection the final truth. Is the Evil absolute and ultimate? This chapter / module are based on this question.

Lecture Serial	Description	Remarks
36.	Introduction	
37.	What is Evil?	
38.	What is problem of Evil?	
39.	Without problem life cannot be life at all	
40.	Compulsion of Evil in life	
41.	Problem of Evil : Ultimate Truth of life	
42.	Birth and death main part of life	
43.	What is “sin” accordingly to Rabindranth Tagore	

44.	“Man are in deep depression” – what is the effect of this situation	
45.	What is the negative sight of loneliness	
46.	Why there is imperfection	
47.		Revision – What is problem of Evil
48.		Revision – Problem of Evil is ultimate truth of life
49.		Revision – Birth and death are main part of life
50.		Revision – What is sin accordingly to Rabindranath Tagore
51.		Revision – Why there is imperfection
52.		Group discussion
53.		Test

Module – 4

The problem of self

CONTENT

The superstructure of the self which rises from the indeterminate depth of darkness. The self has no duplicate in the whole universe.

Lecture Serial	Description	Remarks
54.	Introduction	
55.	Discussion about problem of self	Class -I
56.	Discussion about problem of self	Class -II

57.	Discussion about problem of self	Class -III
58.	Discussion about problem of self	Class -IV
59.	By comparing one Individual self to lamp, what is meant by Rabindranath Tagore	
60.	Two type of Liberation according to Rabindranath	
61.	Harmony has big role in the existence of Man	
62.	How Tagore take death as an individual self	
63.		Revision of Class - I
64.		Revision of Class – II
65.		Revision of Class – III
66.		Revision of Class – IV
67.		Group Discussion 1
68.		Group Discussion 2
69.		Tutorial
70.		Test

Module – 5

Realization in Love

CONTENT

The main and eternal problem is coexistence the infinite and the finite of the supreme being and our soul. Love is eternal. The immortal being manifests himself in joy from. The huma soul is on its journey from the law to love from discipline to liberation from moral plane to the spiritual. The bonds of law can only be explained by Love. Love is powerful than anything else.

Lecture Serial	Description	Remarks
71.	Introduction	

72.	What is love	
73.	Realization of love	Class-I
74.	Realization of love	Class – II
75.	Realization of love	Class – III
76.	How Rabindranath Tagore explain the victory of Love	
77.	Love is the only things where is affirmative announcement and negative announcement together	
78.	Love is powerful than anything	
79.		Revision
80.		Revision
81.		Revision
82.		Revision
83.		Tutorial
84.		Group discussion
85.		Test

DEPARTMENT OF PHILOSOPHY
GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I
LESSON PLAN
For
B. A. 6th SEMESTER (Hons.) COURSES UNDER CBCS
SUBJECT: PHILOSOPHY **COURSE CODE: DSE - 4**
COURSE TITLE: Special Text: Hume: An Enquiry Concerning Human Understanding

Module-I Special Text: Hume: An Enquiry Concerning Human Understanding.	
<p style="text-align: center;">CONTENTS</p> <ul style="list-style-type: none"> ○ Of the different species of philosophy ○ Of the origin of ideas ○ Of the association of ideas ○ Skeptical doubts concerning the operations of the understanding (in two parts) ○ Sceptical solution of these doubts (in two parts) ○ Of probability ○ Of the idea of necessary connection (in two parts) ○ Of liberty and necessity (in two parts) ○ Of the Reason of the Animals ○ Of Miracles ○ Of a Particular Providence and of a Future State ○ Of the academical or skeptical philosophy (in three parts) 	
<p style="text-align: center;">Module Objectives:</p> <ol style="list-style-type: none"> 1. Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, reconstruct, and evaluate arguments in any field. Philosophical thinking helps students to search for general principles, to reflect upon what is really important, to find alternatives opinions. 2. Philosophy students can express their ideas and arguments in written and oral form. They can improve their analytical thinking and writing skills. 3. Students can acquire Knowledge of modern methods of philosophical inquiry. They must be able to recognize, express, and analyze arguments in philosophical texts. 4. Philosophical discussions in the classroom are expected to foster listening and speaking skills and to provide practice at exploring, defending, and constructively criticizing ideas and claims with others. 5. Students also become familiar with some of the major figures and schools of thought in the 	

intellectual tradition, and develop an appetite for further study and learning.		
Lecture Serial	Topics of Discussion	Remarks
Lecture-1.	Hume : An Enquiry Concerning Human Understanding: Introduction	
Lecture-2.	Two different types of Philosophy: Easy and Abstruse Philosophy	
Lecture-3.	Philosopher, above all, must be a Man.	
Lecture-4.	Metaphysics: True and False Metaphysics.	
Lecture-5.	Reasons in favour of Metaphysics.	
Lecture-6.	Science of Human Nature: In quest of knowledge.	
Lecture-7.	Materials of Knowledge: Impression and Idea.	
Lecture-8.	Materials of Knowledge: Impression and Idea-Importance & Criticism.	
Lecture- 9.		Discussion on given problems.
Lecture-10.	Of the Association of Ideas: Memory, Imagination and Association of Ideas.	
Lecture- 11.	Association of Ideas and its importance.	
Lecture- 12.	Association of Ideas and its importance.	
Lecture-13.		Solutions of previous year questions.
Lecture-14.		Tutorial assignment – 1
Lecture-15.	Relation of Ideas and Matter of Fact	
Lecture-16.	Relation of Ideas and Matter of Fact	
Lecture-17.	Knowledge concerning Matters of fact and its foundation.	
Lecture-18.		Class Test -I
Lecture-19.	Two different types of Philosophy: Easy and Abstruse Philosophy	Revision
Lecture-20.	Philosopher, above all, must be a Man.	Revision
Lecture-21	Metaphysics: True and False Metaphysics.	Revision
Lecture-22	Reasons in favour of Metaphysics.	Revision
Lecture-23	Science of Human Nature: In quest of knowledge.	Revision
Lecture-24	Materials of Knowledge: Impression and Idea.	Revision
Lecture-25	Materials of Knowledge: Impression and Idea-Importance & Criticism.	Revision
Lecture-26	Of the Association of Ideas: Memory, Imagination and Association of Ideas.	Revision
Lecture-27	Association of Ideas and its importance.	Revision

Lecture-28	Association of Ideas and its importance.	Revision
Lecture-29	Relation of Ideas and Matter of Fact	Revision
Lecture-30	Relation of Ideas and Matter of Fact	Revision
Lecture-31	Knowledge concerning Matters of fact and its foundation.	Revision
Lecture-32		Solutions of previous year questions.
Lecture-33	Nature and importance of Custom or Habit	
Lecture-34	Imagination and belief	
Lecture-35	Nature of Belief	
Lecture-36	Probability	
Lecture-37	Of the Idea of Necessary Connection	
Lecture-38	Definition of Cause	
Lecture-39	Hume: cause as a constant-conjunction.	
Lecture-40	Hume: cause as a constant-conjunction-criticism.	
Lecture-41.		Tutorial assignment – 2
Lecture-42.	Hume: Necessity of causal relation.	
Lecture-43.		Solutions of previous year questions.
Lecture-44.		Seminar: each Students will give talk on previously discussed topic.
Lecture-45.		Seminar: each Students will give talk on previously discussed topic.
Lecture-46.		Class Test -II
Lecture-47.	Nature and importance of Custom or Habit	Revision
Lecture-48.	Imagination and belief	Revision
Lecture-49.	Nature of Belief	Revision
Lecture-50.	Probability	Revision
Lecture-51.	Of the Idea of Necessary Connection	Revision
Lecture-52.	Definition of Cause	Revision
Lecture-53.	Hume: cause as a constant-conjunction.	Revision
Lecture-54.	Hume: cause as a constant-conjunction-criticism.	Revision
Lecture-55.	Hume: Necessity of causal relation.	Revision

Lecture-56	Hume: Liberty and Necessity	
Lecture-57.	Hume: Liberty and Necessity	
Lecture-58.	Hume: Of the Reason of the Animals	
Lecture-59.	Hume: Of Miracles	
Lecture-60.	Hume: God	
Lecture-61.		Tutorial assignment – 3
Lecture-62.	Hume: Religious Hypothesis	
Lecture-63.	Hume: Objection against Religious Hypothesis	
Lecture-64.	Hume: Importance of Religious Belief.	
Lecture-65.	Hume: Origin of Religion	
Lecture-66.		Solutions of previous year questions.
Lecture-67.		Class Test – III
Lecture-68.	Hume: Liberty and Necessity	Revision
Lecture-69.	Hume: Liberty and Necessity	Revision
Lecture-70.	Hume: Of the Reason of the Animals	Revision
Lecture- 71	Hume: Of Miracles	Revision
Lecture-72	Hume: God	Revision
Lecture-73	Hume: Religious Hypothesis	Revision
Lecture-74	Hume: Objection against Religious Hypothesis	Revision
Lecture-75	Hume: Importance of Religious Belief.	Revision
Lecture-76	Hume: Origin of Religion	Revision
Lecture-77	Hume: Scepticism	
Lecture-78	Hume: Scepticism	

Lecture-79	Hume: Scepticism	
Lecture-80	Hume: Scepticism	
Lecture-81		Tutorial assignment – 4
Lecture-82	Evaluation of Hume's Scepticism	
Lecture-83	Hume's influence on subsequent philosophy	
Lecture-84		Solutions of previous year questions
Lecture-85	Hume: Scepticism	Revision
Lecture-86	Evaluation of Hume's Scepticism	Revision
Lecture-87	Hume's influence on subsequent philosophy	Revision
Lecture-88		Seminar and Paper presentation by each Students on a particular topic.
Lecture-89		Seminar and Paper presentation by each Students on a particular topic.
Lecture-90		Class Test – IV