

**Government General Degree College, Kalna-I**

**Department of Philosophy**

**Course Structure under CCFUP (NEP 2020)**

**for**

**Semester-I**

**B.A. 3 YEAR/ 4 YEAR UG HONOURS WITH PHILOSOPHY MAJOR AND EDUCATION / HISTORY MINOR**

Sl. No.	Course Name	Paper
1	Major/DS Course	<b>Outlines of Philosophy: Indian and Western - I</b>
2	Skill Enhancement Course (SEC)	<b>Philosophy of Human Rights</b>
3	Minor Course	<b>Principle of Education</b> <b>Course Code: EDUC1021</b> <b>(if you chose Education as your Minor)</b> <b>or</b> <b>History Paper –I</b> <b>Course Code: HIST1021</b> <b>Ancient-Indian History up to 550 CE</b> <b>(if you chose History as your Minor)</b>
4	Multidisciplinary Course	<b>Environmental Science</b> <b>PAPER CODE: ENVSC 1031 [ENVSC]</b> <b>NATURAL RESOURCES &amp; SUSTAINABLE DEVELOPMENT</b> <b>(if you opt for 3 year course)</b> <b>or</b> <b>Basic IT Tools</b> <b>(if you opt for 4 year course)</b>
5	Ability Enhancement Course (AEC)	<b>Bengali</b>
6	Value Added Course(VAC)	<b>Environmental Science / Education</b>

## Philosophy Major

### Course Code: PHIL1011

#### Outlines of Philosophy: Indian and Western—I, Full Marks: 75

#### Learning Outcome:

- Philosophy has a deep intrinsic value in our life. Students can develop their skills to establish, re-construct and evaluate arguments in any field.
- From this course student will get general feature of Indian and Western Philosophy.
- Through Indian Philosophy student will benefitted with the basic concept of Vedas, Upanishadas and about three nastik philosophy such as Carvaka, Jainism, Buddhism who does not belief in Vedas.
- Students will learn about the knowledge of ancient western philosophers and their theories.
- They also know about the Origin and Source of Greek Philosophy Pre-Socratic period, Plato and Aristotle's theories.

Unit	Topic	No of Lecture
Unit 1	<b>Detailed Introduction:</b> <ul style="list-style-type: none"> <li>• General Features of Indian Philosophy</li> <li>• Basic concepts of the Vedic</li> <li>• the Upaniṣadic world-views</li> </ul>	10
Unit 2	<ul style="list-style-type: none"> <li>• <b>Cārvāka:</b> Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, <i>jaḍavāda</i> and <i>dehātmanvāda</i></li> <li>• <b>Jainism:</b> <i>anekāntavāda</i>, <i>syādvāda</i> and <i>nayavāda</i>, Theory of self and liberation, Nature of substance: relation between substance, attributes &amp; modes</li> <li>• <b>Buddhism:</b> Four Noble Truths, <i>pratītyasamutpāda</i>, <i>kṣaṇabhaṅgavāda</i>, <i>nairātmyavāda</i>, Four major schools of Buddhism</li> </ul>	26
Unit 3	<ul style="list-style-type: none"> <li>• <b>The Pre-Socratic Period :</b> Ionian School, Parmenides, Heraclitus, Zeno (Paradox)</li> <li>• <b>Plato :</b> Theory of Knowledge, Theory of Ideas</li> </ul>	16
Unit 4	<b>Aristotle :</b> <ul style="list-style-type: none"> <li>• Refutation of Plato's Theory of Ideas</li> <li>• Theory of Substance</li> <li>• Form and Matter</li> <li>• Theory of Causation</li> </ul>	8

#### Suggested Readings:-

- M. Hiriyanna : Outlines of Indian Philosophy  
 Sāyana Mādhavācārya : *Sarvadarśanasamgraha*  
 S. C. Chatterjee & D. M. Dutta : *An Introduction to Indian Philosophy*  
 Haridas Bandyopadhyay : *Bhāratīya Darśaner Marmakathā*  
 F. Copleston : *A History of Philosophy* [Vols. I, IV, V, & VII]  
 W. T. Stace : *A Critical History of Greek Philosophy*

**SEC Paper-I Philosophy (Hons)**  
**Philosophy of Human Rights**  
**Course Code: PHIL1051, Full marks 50**

**Learning Outcome:**

- 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 Definition and Nature of human Rights.

Unit	Topic	No of Lecture
<b>Unit-I</b>	<ul style="list-style-type: none"> <li>• Definition and nature of Human Rights</li> <li>• Origin and historical development of Human Rights during ancient, modern and contemporary period</li> </ul>	10
<b>Unit-II</b>	<ul style="list-style-type: none"> <li>• Natural Rights tradition: Thomas Hobbes and John Locke</li> <li>• Some Reactions to Natural Rights tradition: Jeremy Bentham, Edmund Burke and Thomas Paine</li> <li>Contemporary perspective: Joel Feinberg—Basic Rights</li> </ul>	20
<b>Unit-III</b>	<ul style="list-style-type: none"> <li>• Indian Constitution: Preamble, Fundamental Rights and Duties</li> <li>• Fundamental Rights vis-à-vis Human Rights</li> </ul>	15

**Texts:**

- Patrick Hayden (ed.): The Philosophy of Human Rights, Paragon House, St. Paul, First Edition, 2001.
- Morton E. Winston (ed.): The Philosophy of Human Rights, Wadsworth Publishing Co. Belmont, California, 1989.
- Jeremy Waldron (ed.): Theories of Rights, Oxford University Press, Oxford, 1984

**References:**

- Ashwani Peetush and Jay Dry dyk: Human Rights: India and West, Oxford University Press, New Delhi, 2015
- James Nickel: Making Sense of Human Rights, Blackwell Publishing, Oxford, 2007
- Henry Shue: Basic Rights: Subsistence, Affluence and U. S. Foreign Policy, Princeton University Press, Princeton, 1980
- Gary, B. Herbert: Philosophical History of Human Rights, Transaction Publishers, New Jersey, 2002
- Michael Freeden: Rights, World view Publications, New Delhi, 1998
- Lynn Hunt: Inventing Human Rights: A History, Norton & Company, New York, 2007

**Education Minor**  
**Course Code: EDUC1021    Course: Principles of Education**

**Full Marks: 75**

**Course Objectives:**

1. Understand the meaning, nature, and scope of education.
2. Identify the functions and factors that influence the field of education.
3. Examine the aims of education from individualistic and socialistic perspectives.
4. Define the concept of curriculum and its significance in education.
5. Differentiate between different types of curriculum and their applications.
6. Understand the principles involved in curriculum construction.
7. Recognize the importance of co-curricular activities in enhancing overall education.
8. Explore child-centric education, its characteristics, and its aims in modern education.
9. Analyze the significance of play and play-way methods in education, including various approaches.
10. Understand the concepts of freedom and discipline and their application in educational institutions.

Unit	Topic	No of Lecture
<b>Unit I</b>	<ul style="list-style-type: none"> <li>• Education: Meaning, Nature and Scope.</li> <li>• Functions of Education</li> <li>• Factors of Education.</li> <li>• Aims of Education: Individualistic and Socialistic.</li> </ul>	<i>15</i>
<b>Unit II</b>	<ul style="list-style-type: none"> <li>• Meaning of Curriculum.</li> <li>• Types of curriculum.</li> <li>• Principles of curriculum construction.</li> <li>• Co – curricular activities.</li> </ul>	<i>12</i>
<b>Unit III</b>	<ul style="list-style-type: none"> <li>• Child Centric Education: Meaning and Characteristics.</li> <li>• Aims of modern child centric education.</li> <li>• Child Centric Education: its significance.</li> <li>• Play and play-way in education: Kindergarten, Montessori, Basic education and Project method.</li> </ul>	<i>18</i>
<b>Unit IV</b>	<ul style="list-style-type: none"> <li>• Freedom and Discipline: Concepts.</li> <li>• Needs of discipline.</li> <li>• Concept of Free discipline.</li> <li>• Concept of Self-discipline.</li> <li>• Application of Discipline in Educational Institution.</li> </ul>	<i>15</i>

**Suggested Reference:**

Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.  
V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.  
Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.  
Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

**Subject: History (Minor)**

Course Code: HIST 1021

**Course Title: Ancient Indian History (Prehistory to 550 CE) Full Marks 75****Learning Outcome:** The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

Unit	Topic	No of Lecture
Unit 1	Sources and approaches of Ancient Indian History.	12
Unit 2	Harappan Civilization: origin, extent, features and decline	12
Unit 3	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit 5	Post Mauryan period : Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	12

**Suggested Readings:**

Altekar. A.S. – Education in Ancient India Agrawal, D.P. – The Archaeology of India

Basham, A.L. – The Wonder that was India

Chakraborty, D.K. – Archaeology of Ancient Indian Cities Jha, D. N. - Ancient India in Historical Outline

Sharma, R.S- India's Ancient Past

Thapar, Romila-Ashoka and the Decline of the Mauryas Thapar, Romila-History of Early India.

Tripathy, R.S-History of Ancient India. Smith, T.F.A – Early History of India

Mookherjee, R.K- The Fundamental Unity of India Mookherjee, Radha Kumud- Indian Education System Majumdar, R.C – Ancient India

**Computer Science**  
**(if you opt for 4 year course)**  
**Multi/Interdisciplinary courses**  
**Credit: 03**  
**45 Hours Full Marks 50**  
**Course Code: COMP 1031**

**COURSE TITLE: BASIC IT TOOLS (THEORY)**

Unit	Topic	No of Lecture
Unit -1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Introduction to computers</li> <li>• Evolution</li> <li>• Generation of Computers</li> <li>• Computers Hierarchy</li> <li>• Applications of Computers.</li> </ul>	2
Unit -2	<ul style="list-style-type: none"> <li>• Windows Basics</li> <li>• Introduction to wordEditing a document</li> <li>• Move and Copy text</li> <li>• Formatting text &amp; Paragraph</li> <li>• Enhancing document</li> <li>• Columns, Tables and Other features.</li> </ul>	3
Unit -3	<ul style="list-style-type: none"> <li>• Introduction to worksheet and shell</li> <li>• Getting started with Excel</li> <li>• Editing cell &amp; using Commands and functions</li> <li>• Moving &amp; Copying, Inserting &amp; Deleting Rows &amp; Columns</li> <li>• Printing work sheet</li> </ul>	10
Unit -4	<ul style="list-style-type: none"> <li>• Creating charts</li> <li>• Naming ranges and using statistical, math and financial functions, database in a worksheet</li> <li>• Additional formatting commands and drawing toolbar</li> <li>• other commands &amp; functions</li> <li>• Multiple worksheet and macros.</li> </ul>	10
Unit -5	<ul style="list-style-type: none"> <li>• Introduction to Database Development:</li> <li>• Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, Select data with queries: Creating simple Query by design &amp; by wizard</li> </ul>	10
Unit -6	<ul style="list-style-type: none"> <li>• Overview of Power point</li> <li>• presenting shows for corporate and commercial using Power point</li> <li>• Introduction to Desktop publishing</li> <li>• Computer viruses</li> <li>• Introduction to Internet</li> <li>• Web features.</li> </ul>	10

**Suggested Reference:**

Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.

Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft

Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.

Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.

Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

**Multidisciplinary Course  
Environmental Science  
(if you opt for 3 year course)  
Multi/Interdisciplinary courses  
Credit: 03  
45 Hours Full Marks 50  
Course Code: ENVSC 1031**

**COURSE TITLE: NATURAL RESOURCES & SUSTAINABLE DEVELOPMENT**

**Learning objectives**

- Explain the fundamentals of natural resources and their distribution
- Present available natural resources.
- Describe the judicious uses of natural resources
- Outline & basic elements of sustainable development

**Unit 1: Natural resources (Lectures - 5)**

Overview of natural resources: Definition of resources; Classification of natural resources – biotic and abiotic, renewable and non-renewable

**Unit 2: Biotic and water resources (Lectures - 10)**

- Major types of biotic resources: Forests, Grasslands, Wildlife and Aquatic
- Types of water resources: Freshwater and marine water resources; Availability and use of water resources; Conflicts over water resource – International and National perspectives
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**Unit 3: Soil and mineral resources (Lectures - 10)**

Soil types and distribution in India; Major degradation of soil; Major minerals in India; Over exploitation and environmental problems

**Unit 4: Energy resources (Lectures - 10)**

Types of energy sources; Renewable resources (Solar, Hydro, Ocean and biomass); Non-renewable sources (Coal, Petroleum and Nuclear resources)

**Unit 5: Sustainable Development (Lectures - 10)**

Concept, SDGs – Goals, Targets & Indicators; Challenges & strategies of SDGs in India

**Learning outcome (After completion of this unit students would be able to:)**

- Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India
- Discuss the factors affecting the availability of natural resources, their conservation and management
- Explain sustainable development, its goal, targets, challenges and Indian strategies for SDGs

## Ability Enhancement Course (AEC)

Bengali

Course Code: BANG1041 Course: সাহিত্যের বোধ ও বিচার

Course Credit: 2 Course Lecture Hours: 30 Full Marks: 50

Unit	Topic	No of Hours
Unit I	ক। বোধপরীক্ষাঃ (নিম্নলিখিত পাঁচটি প্রবন্ধ পাঠ্য) ১। স্বদেশী সমাজ –রবীন্দ্রনাথ ঠাকুর ২। বাঙ্গালা ভাষা – স্বামী বিবেকানন্দ ৩। বই পড়া – প্রমথ চৌধুরী ৪। জীজাতির অবনতি – বেগম রোকেয়া ৫। অপবিজ্ঞান- রাজশেখর বসু	15 Hours
Unit II	ক। কবিতার ভাবসৌন্দর্য বিশ্লেষণ রবীন্দ্রনাথ ঠাকুরের নৈবেদ্য গ্রন্থের চারটি কবিতা পাঠ্য (বৈরাগ্যসাধনে মুক্তি সে আমার নয়, শতাব্দীর সূর্য আজি, চিত্ত যেথা ভয় শূন্য, শক্তি দম্ব স্বার্থ লোভ) খ। ছোটগল্পের শিল্পসার্থকতা বিচার রবীন্দ্রনাথ ঠাকুরের গল্পগুচ্ছ থেকে তিনটি গল্প পাঠ্য – ছুটি, বলাই, মণিহারা	15 Hours

### পাঠ্যগ্রন্থঃ

- ১। আধুনিক বাংলা কবিতা সঞ্চয়ন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)
- ২। একালের গল্প (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)
- ৩। প্রবন্ধ সঙ্কলন (বর্ধমান বিশ্ববিদ্যালয় প্রকাশিত)

**SEMESTER- I**  
**Value Added Course (VAC)**  
**Course Code: CVA1061, FM 100**

**COURSE TITLE: ENVIRONMENTAL SCIENCE / EDUCATION**

**Learning objectives**

- To create awareness and understanding of the environment and its different components
- To get knowledge on different current environmental problems and issues in national and international levels
- To impart knowledge about the management practices of different environmental problems
- To get real life experiences of different environmental resources, ecosystems and environmental degradation

**Unit 1: Basics of Environmental Studies: (05)**

Definition, Nature, Scope and Importance; Components of environment: Environmental education

**Unit 2: Natural Resources: Renewable and Nonrenewable Resources (10)**

Nature and natural resources their conservation and associated problems:

- Forest resources: Uses, types and importance, Joint Forest Management & symbiotic relationship between tribal population and forests, Deforestation and its effects
- Water resources: Distribution of water on Earth; Use, over exploitation of surface and ground water; Dams: Benefits and problems; Flood and Drought
- Mineral resources: Mineral resources in India; Use and exploitation, Social impacts of mining
- Food resources: World food problems and food insecurities.
- Energy resources: Renewable and Nonrenewable energy sources; Use of alternate energy sources - Case studies
- Land resources: Land as a resource; Land degradation, landslides, soil erosion, desertification
- Use of resources for sustainable development (Concepts & Goals)

**Unit 3: Ecology and Ecosystems (08)**

- Concept of ecology, Population ecology, Community ecology
- Concept of an ecosystem, different types of ecosystem
- Food chains, food webs and ecological succession
- Energy flow in the ecosystem and energy flow models

**Unit 4: Biodiversity and its conservation (08)**

Biodiversity: Levels of biological diversity

- Values of biodiversity
- Hot-Spots of biodiversity, IUCN Red Data Book, Mega-biodiversity countries
- Threat to biodiversity

- Threatened and endemic species of India
- Conservation of biodiversity (In- situ and Ex-situ)
- Ecosystem services: Ecological, Economic, Social, Ethical, Aesthetical and Informational values

#### **Unit 5: Environmental Pollution and Management (08)**

- Nature, Causes, Effects and Control measures of – Air pollution, Water pollution, Soil pollution, Noise pollution
- Solid waste management: Causes, effects and disposal methods; Management of biomedical and municipal solid wastes
- Disaster management: Floods, Earthquake, Droughts, Cyclone and Landslides

#### **Unit 6: Environmental Policies and Practices (10)**

Constitutional Provisions for protecting environment- Article 48(A), 51A(g)

- Environmental Laws: The Environment (Protection) Act, 1986; The Air (Prevention and Control of Pollution) Act, 1981; The Water (Prevention and Control of Pollution) Act 1974; Forest (Conservation) Act, 1980
- The wildlife Protection Act, 1972
- Climate change, Global warming, ENSO, Acid rain, Ozone layer depletion; Montreal and Kyoto Protocols

#### **Unit 7: Human Communities and Environment (06)**

- Human population growth; Impacts on environment
- Environment and human health: Concept of health and disease; Common communicable and Non-communicable diseases; Health awareness programmes in India
- Environment movements in India: Chipko Movements, Silent Valley Movement, Narmada Bachao Aandolan

#### **Unit 8: Field Work Report/Project Report/Term paper Marks: 20**

**[Based on any one of the following topics and to be evaluated by internal teachers only]**

- Environmental assets - River/Forest/Grassland/Hill/Mountain etc.
- Environmental pollution - Urban/Rural/Industrial/Agricultural
- Study of common Plants/Insect /Birds/Wild life etc.
- Study of simple ecosystems: Pond/River/Hill slope etc.

#### **Learning outcomes**

- Understanding on environment and its importance
- Knowledge on different natural resources, causes of depletion and its sustainable uses
- Understanding the significance of biodiversity and its conservation
- Ideas on provisions of Indian Constitution for environmental protection
- Understanding the interrelationship among human population growth, environment and human health
- Knowledge of on-field experience on environmental issues through project work.

**LESSON PLAN  
FOR  
B.A. 3 year/ 4 Year UG Honours with Philosophy Major  
Subject: Philosophy  
Course code: PHIL1011**

*Course title: Outlines of Philosophy: Indian and Western - I*

Unit-1		
<p style="text-align: center;"><b>CONTENTS</b></p> <ul style="list-style-type: none"> <li>• General Features of Indian Philosophy</li> <li>• Basic concepts of the Vedic</li> <li>• The Upaniṣadic world-views</li> </ul>		
<p style="text-align: center;"><b>MODULE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Discuss about nature and views of Indian Philosophy.</li> <li>2. Description of Spiritual Nature of Indian Philosophy based on Veda.</li> <li>3. This module will built a strong understanding that it is impossible for man to live without philosophy.</li> </ol>		
Lecture Serial	Topic of Discussion	Remarks
1.	Meaning of the word 'Darsana' Meaning and method of Indian Philosophy	
2.	Different school of Indian Philosophy – Astika Philosophy & Nastika System	
3.	A brief sketch of the different schools of Indian Philosophy, Development of Indian Philosophy	
4.	Common characteristics of Indian Philosophy, Theory and Practice of Indian Philosophy	
5.	Spiritual Disquiet outlook and belief in the Law of Karma and Rebirth	
6.	Liberation is the highest end of life	
7.	Basic Concept of Veda	
8.	The Upanisadic World View	
9.	Revision	
10.	Group Discussion	

## Unit – 2

### Cārvāka, Jainism & Buddhism

Unit-2		
CONTENTS		
<b>Cārvāka:</b> Perception as the only source of knowledge, Refutation of Inference and Testimony as sources of knowledge, <i>jaḍavāda</i> and <i>dehātmavāda</i> <b>Jainism:</b> <i>anekāntavāda</i> , <i>syādvāda</i> and <i>nayavāda</i> , Theory of self and liberation, Nature of substance: relation between substance, attributes & modes <b>Buddhism:</b> Four Noble Truths, <i>praṭītyasamutpāda</i> , <i>kṣaṇabhaṅgavāda</i> , <i>nairātmyavāda</i> , Four major schools of Buddhism		
<b>Module Objectives:</b>		
<ol style="list-style-type: none"> <li>1. Discuss about specialty of Carvaka School.</li> <li>2. Analyze their belief that bodies, sense and objects are the result of the different combinations of elements and the soul is nothing but the conscious body.</li> <li>3. According to Carvaka enjoyment is the only end of human life and death alone is liberation</li> <li>4. Jainism explains various prospective of life through the theory of <i>anekāntavāda</i>, <i>syādvāda</i> and <i>nayavāda</i>.</li> <li>5. Jainism believes every spirit (Jiva) is in bondage, they shows the light of liberation.</li> <li>6. Learn Buddhist thought about four noble truths and eight fold path.</li> <li>7. Analyze different school of Buddhist school philosophy.</li> </ol>		
Lecture Serial	Topic of Discussion	Remarks
1.	Introduction, Carvaka Epistemology	
2.	Perception is the only source of knowledge	
3.	Inference is not a source of valid knowledge	
4.	Refutation of ‘sabda’ as a source of valid knowledge	
5.	Theory of causation (Sabha vabada & Ydricchavada)	
6.	Carvak theory of self (Dehatmavada)	
7.	Introduction of Jainism and Jaina Epistemology	
8.	Anekantavada or Jaina theory of Reality	
9.	Criticism of Jaina Anekantavada	
10.	Jaina Syadvada and Nayabad or the theory that every Judgement is relative	
11.	Criticism of Syadvada and Saptabhanginaya	
12.	Theory of Self and Liberation	
13.	Nature of Substance	

14.	Relation between Substance, Attribute and Modes	
15.	Introduction & the life of Buddha General Characteristic Buddhistic thought	
16.	The Four noble truth	
17.	There is the way leading to this cessation of suffering. This is the noble eight fold path.	
18.	Different schools of Buddha Philosophy	
19.	Ksanabhangavada	
20.	Nairatmyavada	
21.	The Madhyamika school of Sunyavada	
22.	The Yogacara school of subjective Idealism	
23.	The Sautrantika school of Representationism	
24.	The Vaibhasika School	
25.	Revision	
26.	Group Discussion	

### Unit-3

#### 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

#### Module Objectives:

8. Knowledge of ancient western philosophers and their theories.
9. Development of ideas and philosophical systems of the ancient world.
10. 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 alternative opinions.

Lecture Serial	Topics of Discussion	Remarks
1.	Introduction: What is Western Philosophy, Nature & Scope of Western Philosophy	
2.	Introduction to Greek Philosophy	
3.	Origin and Source of Greek Philosophy	
4.	Main period of Greek Philosophy.	
5.	Pre-Sophistic Period: Philosophy of Thales	

6.	Philosophical Importance of Thales' Views.	
7.	Philosophy of Anaximenes, Xenophanes.	
8.	Philosophy of Pythagoras.	
9.	Philosophy of Parmenides	
10.	Philosophy of Heraclitus.	
11.	Philosophy of Zeno.	
12.	Philosophy of Plato: Introduction	
13.	Plato: Theory of Knowledge.	
14.	Plato: Theory of Ideas	
15.	Revision	
16.	Group Discussion	

Unit-4		
CONTENTS		
<ul style="list-style-type: none"> <li>Aristotle:(a) Refutation of Plato's Theory of Ideas, (b)Theory of Substance, (c)Form and Matter, (d) Theory of Causation.</li> </ul>		
<b>Module Objectives:</b> 1. Discuss Aristotle criticism about Plato's theory of Idea. 2. Focus on theory of causation of his own point of view.		
Lecture Serial	Topics of Discussion	Remarks
1.	Aristotle: Introduction	
2.	Refutation of Plato's Theory of Ideas	
3.	Aristotle: Theory of Substance.	
4.	Aristotle: Form and Matter.	
5.	Aristotle: Theory of Causation.	
6.	Revision	
7.	Group Discussion	
8.	Solutions of previous year questions.	

Departmental Continuous Internal Evaluation (CIE) Structure				
Type of Evaluation	MCQ	Short Question	Project	Essay type Question
Marks Allotted	10	10	10	10