



UNIVERSITY OF CALICUT

Abstract

BA Philosophy Programme - Scheme and Syllabus- under Choice Based Credit Semester System (CUCBCSS) - approved - implemented - with effect from 2014 admission onwards - orders issued.

G & A - IV - B

U.O.No. 5573/2014/Admn

Dated, Calicut University.P.O, 11.06.2014

*Read:-*1. UO No. 5180/2014/Admn dated 29-05-2014

2. Minutes of the meeting of the Board of Studies in Philosophy held on 13-02-2014 (item No.1a)

3. Letter dated 13-03-2014 from the Dean, Faculty of Journalism

4. Minutes of the meeting of the Academic Council held on 20-03-2014 (item No. I 27)

ORDER

Vide paper read first above, the Revised Choice Based Credit Semester System (CUCBCSS) UG Regulations 2014 has been implemented with effect from 2014 admission for all UG programmes under CUCBCSS in the University of Calicut.

Vide paper read second above, the meeting of the Board of Studies in Philosophy held on 13-02-2014 vide item No.1a resolved to approve the modified syllabus and scheme of B.A. Philosophy – Core, Complementary and Open courses to be implemented with effect from 2014 admission onwards.

Vide paper read third above, the Dean, Faculty of Humanities has forwarded his remarks vide email, that considering the urgency of the matter, item No 1 of the minutes of the meeting of the Board of Studies in Philosophy held on 13-02-2014 be approved.

Vide paper read fourth above, the Academic Council at its meeting held on 20-03-2014 vide item No. I 27, resolved to approve item No.1a of the Minutes of the meeting of the Board of Studies in Philosophy held on 13-02-2014.

Sanction has therefore been accorded to implement the scheme and syllabus of BA Philosophy Programme as per the CUCBCSS regulations from 2014 admission onwards.

Orders are issued accordingly

Muhammed S
Deputy Registrar

To

The Principals of all affiliated Colleges offering BA Philosophy

Copy to:CE/ Ex Section/ EG Section/ DR and AR BA Branch/ EX IV/ Tabulation Section /
System Administrator with a request to upload the Syllabus in the University website/ GA I
F Section/ Library/ SF/ FC/DF

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT
CBCSS 2014
BA PHILOSOPHY PROGRAMME
(2014 admissions onwards)

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GENERAL SCHEME OF THE PROGRAMME

Sl. No.	Course	No. of courses	Credits	Marks
1	Common courses (English)	6	22	600
2	Common courses (Additional Language)	4	16	400
3	Core courses	15	62	1500
4	Project (Linked to the core courses)	1	2	50
5	Complementary courses	4	16	800
6	Open courses	1	2	50
TOTAL			120	3400

CORE & OPEN COURSES

Semester	Course Code	Title	Total Credits	Total Hrs/week
S I	Core 1 PHL1B01	Introduction to Philosophy	4	5
S II	Core 2 PHL2B02	Logic and Scientific Method	5	6
S III	Core 3 PHL3B03	Methodology of Humanities and Philosophy	4	5
	Core 4 PHL3B04	Symbolic Logic and Informatics	5	6
S IV	Core 5 PHL4B05	Classical Indian Philosophy	4	5
	Core 6 PHL4B06	Classical Western Philosophy	4	5
S V	Core 7 PHL5B07	Systems of Indian Philosophy	4	5
	Core 8 PHL5B08	Modern Western Philosophy	4	5
	Core 9 PHL5B09	Fundamentals of Ethics	4	5
	Core 10 PHL5B10	Philosophy of Education	4	5
	Open Course	<i>As decided by the department concerned</i>	2	2
S VI	Core 11 PHL6B11	Contemporary Indian Philosophy	4	5
	Core 12 PHL6B12	Philosophical Critique of Caste	4	5
	Core 13 PHL6B13	Recent Developments in Western Philosophy	4	5

	Core 14 PHL6B14	Applied Ethics	4	5
	Core 15 Elective PHL6B15	<i>As decided by the department concerned</i>	4	4
	PHL6B16 Project	Evaluation is based on a dissertation (in approximately 25- 40 pages typescript in standard dissertation format). Project work may be based on topics of research or report of field work carried out under the supervision of a teacher	2	2
TOTAL			Core 64 + Open 2 = 66	80

SCHEME OF EXAMINATION

Core courses consist of **fifteen theory papers** and a **project work**.
The evaluation scheme for each course including the project work shall contain two parts.
i) Internal assessment ii) External evaluation
20% weight shall be given to Internal assessment and 80% weight shall be for External evaluation.
Each of the fifteen theory papers carries a total of 100 marks (20 for Internal assessment and 80 for External evaluation).
The duration of examination for each course is 3 hours.
For the project work, out of the total 50 marks, 10 for Internal assessment and 40 for External evaluation.

For further details: See University of Calicut Regulations for Choice based credit and Semester System for under Graduate Curriculum -2014.

SYLLABI OF CORE COURSES

PHL1B01- INTRODUCTION TO PHILOSOPHY

90 HRS. 5/WEEK

Total Credits: 4

Aim: To invite the new learners to the world of philosophy and philosophers.

Objectives:

- i) To introduce the domain of philosophy to new learners.
- ii) To familiarize the learners with the origin and development of philosophical concepts in the East and West.
- iii) To create awareness about the basic themes and areas of philosophy.

MODULE I: INTRODUCTION

23 HRS.

- 1.1. Meaning, definition and characteristics of philosophy
 - a) Etymological definition
 - b) Nature and Scope of philosophy
 - c) Philosophy and Science- Similarities and Differences.
- 1.2. Why study philosophy: Relevance and use of the discipline.
- 1.3. Origin and development of philosophical concepts (introductory aspects only)
 - a) In the West: Transition from mythology to cosmology and to humanism in ancient Greece.
 - b) In India: transition from Vedic religion to Upanishadic monism – from ritualism to philosophy.
- 1.4. Classification of philosophy
 - a) The geographical norm - Oriental and Occidental (Only a brief Study).
 - b) Classical Indian Philosophy
 - i. Characteristics
 - ii. Classification into orthodox and heterodox systems (Only Names of the Systems).
 - c) Western philosophy
 - i. Stages of development-Greek, Medieval and Modern –Characteristics and Differences

MODULE II: METAPHYSICS

22 HRS.

- 2.1. Etymology
- 2.2. Ontology and Cosmology
- 2.3. Ontological theories (Only basic postulates and representative thinkers are to be covered)
 - a) Dualism and Monism
 - b) Materialism
 - c) Idealism: Objective, Subjective and Absolute
 - d) Naturalism

MODULE III: EPISTEMOLOGY**22 HRS.**

- 3.1. Rationalism- definition, basic tenets and representative thinkers
- 3.2. Empiricism- definition, basic tenets and representative thinkers
- 3.3. Skepticism- definition, basic tenets and representative thinkers
- 3.4. Transcendentalism- definition, basic tenets and representative thinkers
- 3.5. Theories of truth- Coherence, Correspondence and Pragmatic (definition, basic tenets and representative thinkers)

MODULE IV: AXIOLOGY**23 HRS.**

- 4.1. Ethics
 - a) Definition, nature and scope
 - b) Ethical concepts of Good, Right, Duty and Virtue
 - c) The Ethical Concept of Value- Intrinsic and Instrumental value
- 4.2. Aesthetics
 - a) Definition and subject matter
 - b) Basic Concept of Indian Aesthetics- Concept of beauty, *Rasa* and its constituents

References:

1. Honer, Hunt and Okhlom. *Invitation To Philosophy*, Wadsworth, 2002
2. Mannual Valesquez, *Philosophy: A text With Readings*. Thomson Wordsworth, 2005
3. Harold H Titus. *Living Issues in Philosophy* Eurasia Publishing House, 1968
4. Margaret Chatterjee *Philosophical Enquires*, Motilalal. 1988
5. P.T Raju *Introduction To Comparative Philosophy*, Motilal, 1992
6. Suboth Kapoor, Ed. *The Systems of Indian Philosophy*, 2.vols. Cosmo, 2004
7. Jadunath Sinha. *A Manual of Ethics*. New Central Book agency, 1994
8. William Lilly. *An Introduction to Ethics*. Allied 1986.
9. John Hospers. *An introduction to Philosophical Analysis*
10. Oliver Leaman. *The future of Philosophy*. Routledge. 1998
11. Syamala Gupta, *Art, Beauty and Creativity*. Delhi: D K Print world, 2000
12. Ramachandran.T.P, *The Indian Philosophy of Beauty*. University of Madras. 1979.

PHL2B02 - Logic and Scientific Method

108 HRS. 5/WEEK

Total Credits: 5

Aim: To make the students aware of the basics of logic as a formal and foundational science.

Objectives: (1) To introduce the basic terms in logic.

(2) To introduce classification of propositions and the relation between categorical propositions.

(3) To provide training in the art of argumentation.

- Module I. Introduction: - 23 HRS.**
1.1 Definition and characteristics of the discipline
1.2 Uses of Studying Logic
1.3 Deductive Logic (Formal Logic) and Inductive Logic (Material Logic)
- Module II Proposition: - 22 HRS.**
2.1 Definition
2.2 Subject Term and Predicate Term
2.3 Connotation and denotation
2.4 Classifications of propositions
a) Categorical propositions and conditional proposition
b) Quality, quantity and Distribution of Terms in categorical propositions
- Module III Immediate Inference 20 HRS.**
3.1 Opposition of propositions
3.2 Eduction
a) Conversion b) Obversion c) Contraposition
- Module – IV Syllogism 25 HRS.**
4.1 Categorical Syllogism
4.1.1 Standard form Categorical Syllogism
4.1.2 Figures and Moods
4.1.3 Rules and fallacies of Categorical Syllogism
4.2 Hypothetical Syllogism
4.2.1 Modus Pones
4.2.2 Modus Tollens
4.3 Disjunctive Syllogism
- 4.3 Dilemma- (Four types) 18 HRS.**
- Module – V Scientific Method**
5.1 Material grounds of Induction – Observation and Experiment
5.2 Problem of Induction-
5.2.1 Inductive Leap
5.2.2 Postulates of Induction

5.3 Stages of hypothesis- Formation, Verification and proof

Reference Books :

- (1) T.M.P. Mahadevan – *The Fundamentals of Logic*
- (2) James Edwin Creighton – *An Introductory Logic*
The Macmillan Publishing Co., Delhi
- (3) Irving M. Copi and Carl Cohen – *Introduction to Logic*
Prentice – Hall of India Pvt. Ltd., New Delhi
- (4) Krishna Jain – *Textbook of Logic*. DK Printworld, Delhi

PHL3B03 – METHODOLOGY OF HUMANITIES AND PHILOSOPHY

90 HRS. 5/WEEK

Total Credits: 4

Aim: This course is intended to transact the methodical issues in humanities and philosophy.

Objectives: 1. To introduce the differences between sciences and humanities.

2. To delineate the way in which humanities view reality and interpret facts.

3. To study the dynamics of language and culture in constructing reality.

4. To bring out the text-context correlation.

5. To study the different philosophical methods.

MODULE I: INTRODUCTION

23 HRS.

1.1 Differences between natural and social sciences and humanities

1.2. Facts and interpretation in history and fiction.

1.3.Study of the natural world compared to the study of subjective world

1.4.Study of values.

MODULE II: LANGUAGE, CULTURE AND IDENTITY

20 HRS.

2.1. Relation between language, culture and subjectivity.

2.2. Social construction of reality

MODULE III: NARRATION AND REPRESENTATION

25 HRS.

3.1.Reality and/as representation.

3.2.Philosophy and History.

3.3.Textuality, intertextuality and reality

MODULE IV: METHODS OF PHILOSOPHY

22 HRS.

4.1. Socratic method- Characteristics

4.2. Cartesian Method- Doubt leading to truth

4.3. Phenomenological Method- Definition and use

References

1. Abjith Kundu, *The Humanities: Methodology and Perspectives*, Pearson
2. Richard E Creel, *Thinking Philosophically*, Blackwell Publishers, USA
3. Rai, Chhaya, *Studies in Philosophical Methods*, University of Jabalpur, 1980

PHL3B04 - SYMBOLIC LOGIC AND INFORMATICS

108 HRS.

Total Credits: 5

Aim: To familiarize the learners with the practical aspects of symbolic logic and its applications in informatics.

Objectives:

1. To introduce the fundamentals of mathematical logic.
2. To introduce the use of logical operators.
3. To enable the students to classify statements and arguments using truth tables.
4. To introduce the fundamentals of informatics and the philosophical approach to informatics.

MODULE 1. Introduction

20 HRS.

- 1.1. Traditional logic and symbolic logic- Differences
- 1.2. Advantages of symbolization.
- 1.3. The symbols for Conjunction, Negation and Disjunction.

MODULE 2. Truth functional connectives

30 HRS.

- 2.1. Compound statements
 - a) Difference between simple and compound statements
 - b) Truth functional compound statement
- 2.2. Truth tables for conjunction and negation
 - a) Finding truth values of statements containing conjunction and negation
- 2.3. Disjunction
 - a) Truth table for disjunction
 - b) Finding truth values of statements containing disjunction, conjunction and negation
- 2.4. Implication
 - a) Truth table for implication
 - b) Finding truth values of statements containing implication, disjunction, conjunction and negation
- 2.5. Equivalence
 - a) Material equivalence
 - b) Biconditional
 - c) Logical equivalence- truth table for De-Morgan's theorem

MODULE 3. Statement Forms and argument forms

23 HRS.

- 3.1. Argument form- Definition, validity and invalidity
- 3.2. Substitution instance and specific form- Definitions
- 3.3. Statement forms and statements
 - a) Definitions

b) Classification of statements into tautology, contradictory and contingent

MODULE 4. Formal proof of validity

20 HRS.

4.1. Definition

4.2. Nine rules of inference

MODULE 5. Informatics

15 HRS.

5.1. Etymology and definition

5.2. Data, information and knowledge

5.3. Issues in cyber ethics - reduced privacy, cyber addiction and information overload

5.4. Logic Gates

References:

1. *Symbolic Logic*, IM Copi (Module 1-4)
2. *Wikipedia Online Encyclopaedia* (Section 5.1)
3. *Informatics*, Siny G Benjamin (Section 5.2 and 5.3)
4. *Philosophy and Computing: An Introduction*, Luciano Floridi (Section 5.4)
5. Alan Evans et.al. *Informatics: Technology in Action*. Delhi: Pearson, 2012.

PHL4B05 - Classical Indian Philosophy

Total Credits: 4

90 HRS. 5/WEEK

Aim: To introduce the historical development of classical Indian philosophy.

Objectives :(1) To study the origin and development of philosophy in ancient India

(2) To familiarize the learners with Vedic literature and religion.

(3) To study the basic concepts in the Upanishads.

(4) To bring out the practical ideals in the Upanishads and Bhagavad Gita.

Module – I. **Introduction**

20 HRS.

1.1 Historical back ground

1.2 The salient features of Indian Philosophy: - spiritualism, Vedic authority, concept of Karma and liberation.

20 Hrs.

Module – II **Vedas**

30 HRS.

2.1 Introduction

2.2 Mantras, Brahmanas, Aranyakas and Upanishads

2.3 Vedic religion – Polytheism, Henotheism, Monotheism and Monism.

2.3 The concept of Rita.

Module –III **Upanishads**

25 HRS.

3.1 Concept of Reality: Brahman and Atman, Cosmic and acosmic views

3.2 Concept of Jiva, States of experience of Jiva

3.3 Practical teaching:- Sravana, Manana and Nidhidhyasa

3.4 Purusharthas: Dharma, Artha, Kama and Moksa.

Module - IV **Bhagavad Gita**

15 HRS.

4.1 Three Yogas – Karmayoga, Jnanayoga and Bhaktiyoga

4.2 Nishkama Karma – meaning and unique value of the concept

4.3 Concept of Sthithaprajna

22Hrs.

Text Book

M. Hiriyanna, *Essentials of Indian Philosophy* George Allen&Unwin,London.

Reference Books:

Datta and Chatterjee, *An Introduction to Indian Philosophy*

T.M.P. Mahadevan, *Invitation to Indian Philosophy*

C. D. Sharma, *Critical Survey of Indian Philosophy*. Motilal Banarsidass

PHL4B06 –Classical Western Philosophy

90 HRS. 5/WEEK

Total Credits: 4

Aim: To familiarize the learners with the origin and development of philosophy in the West.

Objectives: (1) To introduce the original Greek sources of Western philosophy.

(2) To comprehend the ideas of the great system builders in Greek philosophy.

(3) To introduce the characteristics and representative ideas in medieval Western philosophy.

Module – I	Greek Philosophy	35 Hrs
	1.1 Pre Socratic Philosophy	
	1.2 Cosmology and Philosophy of Nature – Thales, Anaximander, Anaximenes and Anaxagoras	
	1.3 Pythagoras – numbers as the ultimate reality	
	1.4 Democritus – Atomism	
	1.5 The problem of substance and change - Heraclitus, Parmenides	
	1.6 The Sophistic Philosophy – Humanism and relativism of Protagoras	
Module – II	<u>The Age of the Great Systems</u>	35 HRS
	2.1 Socrates – Theory of knowledge, Ethics.	
	2.2 Plato – Theory of knowledge, Doctrine of Ideas.	
	2.3 Aristotle – Theory of knowledge, Theory of causation, Metaphysics.	
Module – III	<u>Medieval Philosophy</u> –	20 HRS
	3.1 Scholasticism - characteristics	
	3.2 St. Augustine – Theory of knowledge, Theology	
	3.3 St. Anselm – Proofs for the existence of God	
	3.4 St. Thomas Aquinas – Faith and Reason	

Text Book

Frank Thilly, *A History of Philosophy*. Central Book Depot, Allahabad

Reference Books

(1) W.T. Stace, *A Critical History of Greek Philosophy*

(2) Bertrand Russell, *History of Western Philosophy*

(3) F. Copleston, *A History of Philosophy*

(4) D.J.O. Connor, *A Critical History of Western Philosophy*

PHL5B07 – Systems of Indian Philosophy

90 HRS. 5/WEEK

Total Credits: 4

Aim: To familiarize the learners with the process of system-building in continuation with the Vedic tradition.

Objectives: (1) To introduce the orthodox-heterodox classification of classical Indian philosophy.

(2) To comprehend the metaphysical, epistemological and ethical views of the systems.

Module – I **Introduction:** -Orthodox and Heterodox systems- norm of classification and differences. 5Hrs.

Module- II **Non Vedic Systems**

2.1 Carvaka – Theory of perception, Materialism

2.2 Jainism – Jiva – ajiva, Syadvada, Anekanta Vada, Triratnas

2.3 Buddhism – Four Noble Truths Eight fold path

Prathityasamutpada, Kshanikavada, Nirvana 35 Hrs.

Module –III **Vedic Systems**

3.1 Nyaya Vaisesika – categories Pramanas Apavarga

3.2 Samkya Yoga – Purusa and Prakriti Eight limbs of Yoga

3.3 Purvamimamsa – Ritualism, Arthapathi, Anupalabधि,
Sabda

3.4 Vedanta –

3.4.1 Advaita – Brahman Maya Realization

3.4.2 Visistadvaita – BrahmanWorld and Jiva

3.4.3 Dvaita – Brahman and Five Bhedas 50 Hrs.

Text Book: M.Hiriyanna, *Essentials of Indian Philosophy*. George Allen&Unwin,London.

Reference Books:

(1) T. M. P. Mahadevan, *Invitation to Indian Philosophy*.

(2) C. D. Sharma, *Critical Survey of Indian Philosophy*.

PHL5B08 - Modern Western Philosophy

90 HRS. 5/WEEK

Total Credits: 4

Aim: To introduce the characteristics of modern Western philosophy by comprehending the doctrines propounded by modern thinkers.

Objectives: (1) To study the characteristics of modern philosophy.

(2) To introduce the philosophical systems that defined modernism.

Module – I **Characteristics of modern philosophy**- Anti-scholasticism, Revolt against authority, reflective spirit, critical approach, protest against absolutism and collectivism 10 Hrs

Module – II **Rationalism** –

2.1 **Descartes** –Method innate ideas cogito ergo sum Doctrine of Substance Proofs for the existence of God Mind-body problem (interactionism and occasionalism)

2.2 **Spinoza** – The doctrine of substance doctrine of modes psycho- physical parallelism

2.3 **Leibnitz** – The doctrine of substance

Doctrine of monads- definition and characteristics, Pre-established harmony. 30 Hrs.

Module – III **Empiricism**

3.1 **John Locke** – Rejection of innate ideas simple and complex ideas primary and secondary qualities

3.2 **George Berkely** – Rejection of abstract ideas and matter, To be is to be perceived, Subjective idealism

3.3 **David Hume** – Association of ideas Theory of causation scepticism.

25 Hrs.

Module – IV 4.1 **Immanuel Kant** – Problem of knowledge Analytic and Synthetic Judgements Synthetic a priori judgment, sensibility and understanding, Phenomena and Noumena.

4.2 **Hegel** – Dialectical method, ‘The Real is rational and the rational is real
Absolute Idealism.

4.3 **Karl Marx**- Dialectical Materialism (Basic principles), Theory of class
struggle. 25 Hrs.

Text Book

Frank Thilly, *A History of Philosophy* Central Book Depot, Allahabad

Reference Books

- (1) F. Copleston, *A History of Philosophy* Doubleday Publishing Group, New York.
- (2) W. K. Wright, *A History of Modern Philosophy*.
- (3) Roger Scruton, *A History of Philosophy from Descartes to Wittgenstein* Routledge Classics, London.
- (4) Bertrand Russell *History of Western Philosophy*.
- (5) Frederick Mayer *A History of Modern Philosophy* Eurasia Publishing House, New Delhi.

PHL5B09 - Fundamentals of Ethics

Total Credits: 4

90 HRS. 5/WEEK

Aim: To introduce the nature, scope and the discipline and to present the various theories and concepts of Ethics.

Objectives: (1) To give an introduction to Ethics as a subject in relation to subjects as psychology and Logic.

(2) To explain the psychological concepts such as conduct, desire, motive, intention etc as Ethical concepts.

(3) To examine the various Ethical theories taking standard as pleasure, standard as Law and standard as perfection.

(4) To make the students aware of the moral concepts such as Rights and Duties, Virtues and important theories of punishment.

Module – I **Introduction**

1.1 Definition, Nature and Scope of Ethics 15 Hrs

Module – II **Psychological basis of Ethics**

Conduct desire motive and intention Freedom of will 15 Hrs

Module – III **Ethical Theories**

3.1 Hedonism-definition, norm of morality, different types of hedonism.
Utilitarianism – Bentham and Mill
3.2 Immanuel Kant- Categorical Imperative
3.3 Evolutionary Theory – Herbert Spencer T. H. Green
3.4 Intuitionism – Butler and Sidgwick.

40 Hrs.

Module – IV **Moral Concepts**

4.1 Rights and duties

4.2 Theories of punishment

20 HRS

Text Book

(1) William Lilly, *An Introduction to Ethics* Allied Publishers, New Delhi

(2) Mackenzi, *Manual of Ethics* Central Book Depot, Allahabad

Reference Books

- (1) W. Frankena, *Ethics* Prentice Hall
- (2) J. D. Mabbot, *Introduction to Ethics*
- (3) Philippa Roof (Ed), *Theories of Ethics* Oxford University Press, New York.

PHL5B10 - Philosophy of Education

Total Credits: 4

90 HRS. 5/WEEK

Aim: To introduce the nature of educational philosophy and various philosophical views of the aim and method of education.

- Objectives:**
1. To introduce the nature, scope, value, aim and curriculum of education.
 2. To familiarize with the schools of educational philosophy.
 3. To analyze the contributions of Indian and western philosophers of education.

Module – I Philosophical Basis of Education

- 1.1. Nature, meaning and scope of education
- 1.2. Purpose and functions of education
- 1.3. Philosophy and education. 20 Hrs

Module –II Approaches to Educational Philosophy

- 2.1. Idealism– aim, method and curriculum of education
- 2.3. Realism– aim, method and curriculum of education
- 2.4. Pragmatism – aim, method and curriculum of education 20 Hrs.

Module – III Great Educators and their Philosophies.

- 3.1. Swami Vivekananda- spiritualist view of education, concept of character education.
- 3.2. Mahatma Gandhi- Gandhian ideal of education- aims of education as service, liberation, and self-discipline, development of body, mind and spirit.
- 3.3. Sri. Aurobindo- integral education.
- 3.4. Rousseau – Critique of formal education, naturalist view.
- 3.5. Froebel – Concept of spherical education, Keilhau practice. 20 Hrs.

Module – IV Educational Philosophy as a discipline.

- 4.1. Educational Philosophy as speculative
- 4.2. Educational Philosophy as normative
- 4.3. Educational Philosophy as critical 15 Hrs.

Module – V Value oriented education

5.1 The Concept of Value education

5.2. Education as the means to value inculcation.

15 HRS

Reference Books:

- (1) John. S. Brubacker, *Modern Philosophies of Education*. Tata Mc Gram – Hill Publishers Co. Pvt. Ltd., Bombay.
- (2) B.R. Purkait, *Great Educators and their Philosophy*. New Central Book Agency Pvt. Ltd. Calcutta.
- (3) S.R. Sharma, *An Introduction to Philosophy of Education*. Mohit Publishers, New Delhi.
- (4) Joshi, Kireet (ed.), *Philosophy of Value Oriented Education: Theory and Practice*, ICPR, New Delhi.

PHL6B11 – Contemporary Indian Philosophy

Total Credits: 4

90 HRS.. 5/WEEK

Aim: To give an account of contemporary Indian philosophy and the great contemporary Indian thinkers.

Objectives: (1) To introduce contemporary Indian philosophy.

(2) To present the teachings of Swami Vivekananda, Sree Narayana Guru, Sri. Aurobindo, Mahatma Gandhi and Dr. S.Radhakrishnan.

Module – I	Introduction	15 Hrs
	1.1. Characteristics of Contemporary Indian Philosophy – 1.1.1. Humanism 1.1.2. Neo-Vedanta 1.1.3. Critique of social evils 1.1.4. Existential approach.	
Module – II	Swami Vivekananda	15 Hrs
	2.1. Concept of intrinsic spirituality of human being 2.2. Interpretation of Yoga 2.3. Universal Religion	
Module – III	M. N. Roy	15 Hrs
	3.1. Radical Humanism- basic principles- Concept of rationality, morality and freedom 3.2. Critique of collectivism- religion and the state as reducing the potential and freedom of the individual	
Module – IV	Sri. Aurobindo.	15 Hrs
	4.1. Concept of Satchitananda 4.2. Involution and evolution 4.3. Integral Yoga	
Module – V	<u>Mahatma Gandhi</u>	15 Hrs
	5.1. Truth and ahimsa: end-means relationship	

5.2. The ideal of Sarvodaya

5.3. Satyagraha- definition, the qualifications of a Satyagrahi

Module – VI **S. Radhakrishnan**

6.1 .Concept of Man

6.2 .Human Destiny

6.3 .Intellect and Intuition

15 Hrs.

Text Book

1. T.M.P. Mahadevan & C.V. Saroja: *Contemporary Indian Philosophy, Madras, 1985*

2. Basant Kumar Lal: *Contemporary Indian Philosophy, Delhi, 1999*

3. Benay Gopal Ray: *Contemporary Indian Philosophers, Allahabad, 1957*

4.V.S.Naravane: *Modern Indian Thought, Bombay, 1964*

PHL6B12 - Philosophical Critique of Caste

90 HRS. 5/WEEK

Total Credits: 4

Aim: To enable the learner to comprehend the applications of philosophy in social criticism.

Objectives: 1. To introduce the historical sources of caste system.

2. To analyze the actual/ideal correlation between traditional philosophy and society in India.

3. To study the radical critiques of casteism.

Module	I	Caste and casteism – historical background, Scriptural basis of a) Manu Smrithi b) Purusha Sukta	18 Hrs
Module	II	Varna and Jati Etymology, differences	16 Hrs
Module	III	The contradiction between Philosophical ideal and Social reality- Analysis of how the Indian social organization contradicts the ideal of unity in Vedanta Philosophy	20 HRS
Module	IV	Sree Narayana Guru's crusade against casteism Analytic study of <i>Jati Mimamsa</i> and <i>Jati Nirnaya</i>	18 Hrs
Module	V	Ambedkar's attack on casteism a) Caste as a unnatural social institution b) Neo – Buddhism	18 Hrs

References

1. Jayapalan N. *Indian Society and Social Institutions*. Atlantic Publishers. New Delhi, 2001.
2. Srinivas, M. N. *Social Change in Modern India*. Orient Longman, New Delhi. 2005.
3. Swamy Muni Narayana Prasad '*The Philosophy of Narayana Guru*', New Delhi: DK Printworld, 2003.
4. B.R. Ambedkar, *The Essential Writings of B. R. Ambedkar* Valerian Rodrigues (Editor) Oxford University Press, USA, 2002.
5. B.R. Ambedkar, *The Buddha and His Dhamma: A Critical Edition* Ajay Verma, Aakash Singh Rathore (Editor) Oxford university press, 2011.

PHL6B13 – Recent Developments in Western Philosophy

90 HRS. 5/WEEK

Total Credits: 4

Aim: To introduce the turning points in western philosophy that defined the changing views of human identity and knowledge.

Objectives: (1) To introduce C. S. Peirce, William James and John Dewey as pragmatists.

(2) To study the basic tenets and prominent representatives of contemporary western philosophy.

(3) To evaluate the changing perspectives of knowledge, truth and subjectivity.

Module – I **Pragmatism** 20 HRS

1.1. Pragmatism - basic tenets

1.1.1 C. S. Peirce –

a) The article ‘How to Make Our Ideas Clear’

b) Concept of truth

1.1.2 William James- The pragmatic test of truth

1.1.3 John Dewey – Instrumentalism and experimentalism

Module – II **Positivism, Logical positivism and Philosophy of Language** 40 HRS.

2.1 Positivism - Auguste Comte

a) Three Stages of the evolution of knowledge

b) Classification of Sciences

2.2 Logical positivism

a) Attack on metaphysics

b) The Vienna Circle

c) Verifiability Principle

2.3 Philosophy of Language

a) The linguistic turn in philosophy

b) Sense and Reference - Frege

c) Picture theory - Wittgenstein

Module – III **Phenomenology and Existentialism** 30 HRS.

3.1. Edmund Husserl’s Phenomenology – the concept of ‘intentionality’

3.2 Existentialism

a) General characteristics

b) Theistic and Atheistic Existentialism differences and representative thinkers

c) Sartre's classification of 'Being'

Text Books

(1) Frank Thilly, *A History of Philosophy*

Central Book Depot, Allahabad

(2) Frederick Mayer, *A History of Modern Philosophy*

Eurasia Publishing House (P) Ltd., New Delhi

Reference Books

(1) F. Copleston, *A History of Philosophy*

(2) Bertrand Russell, *History of Western Philosophy*

(3) D.J.O. Connor, *A Critical History of Western Philosophy*

(4) Mrinal Kanti Bhadra. *A Critical Survey of Phenomenology and Existentialism*. ICPR, New Delhi.

PHL6B14 - Applied Ethics

Total Credits: 4

90 HRS. 5/WEEK

Aim: To make the students aware of the practical aspects of ethics.

Objectives: (1) To study the application prospects of ethical theories
(2) To introduce the issues of current relevance in medical and media ethics.

Module – I	<u>Introduction</u> -	15 Hrs
	1.1 Ethical theory and Practice 1.2 Scope of ethical theory 1.3 Casuistry	
Module – II	<u>Equality and its implications</u>	30 Hrs
	2.1. Basis of equality 2.2. Equality and genetic diversity 2.3. Racial differences and racial equality 2.4. Gender equality.	
Module – III	Human life and Abortion	15 Hrs
	3.1. The problem of Abortion – conservative position, Liberal position, Feminist position 3.2. Value of fetal life fetus as potent life Abortion and Infanticide.	
Module – IV	Euthanasia	15 Hrs
	6.1. Types of Euthanasia - Voluntary, Non-voluntary, Active & Passive 6.2 Ethical issues	
Module – V	Media Ethics	15 Hrs
	5.1 Mass media – use and misuse 5.2 The issues of young children’s exposure to crime and violence in films and electronic media 5.3 The ethical issues of advertising	

Text Books

- (1) William Lilly, *An Introduction of Ethics*
- (2) Peter Singer, *Practical Ethics*.

Reference Books

1. Walter Glannon, *Bio Medical Ethics* Oxford University Press, New York.

2. Hugh Lafollette, *Ethics in Practice*.
3. Le-Roy, Walterea NS Rom BuchM, *Bio Ethics*.
4. Aron Ridly, *Introduction to Bio Ethics*. Bedford, St:Martins.
5. Keval J. Kumar, *Mass Communication in India*. Jaico, New Delhi, 2000.

SHELF OF ELECTIVE COURSES

S. No	Course Code	Title of the Course
1	PHL6B15 - Elective 1	Gandhian Philosophy in the Contemporary World
2	PHL6B15 - Elective 2	Philosophy of Religion
3	PHL6B15 - Elective 3	Asian Philosophy

Political issues of Sarvodaya Violence War and Terrorism Globalization exploitation by Domination Trusteeship Self-reliance Decentralization.

2.3 Economic issues and alternatives 20 Hrs

Critique of heavy industries and factory civilization.

The economic and ecological advantages of rural economy and small-scale production.

Trusteeship as the means to resolve class conflict, comparative analysis of trusteeship and the Marxian ideal of Proletariat dictatorship.

Application of Gandhian economics in the present-day world - E. F. Scumacher's concept of 'Small is Beautiful'. The need for people-based production. Promotion of locally based production from locally available materials for the consumption of local people.

Unit – III **Gandhian Ideals-Vision and Reality** 4 Hrs.

Evaluation of the contemporary relevance of Gandhian ideals.

References

1. Kripalani J B, *Gandhi His Life and Thought*, Publication Division, New Delhi.
2. Dr. R Balasubrahmanian (Ed) *Gandian Thought*, Madras University
3. D M Datta, *Philosophy of Mahatma Gandhi*, Calcutta University
4. Sriman Narayan (Ed.), *Selected Works of Mahatma Gandhi*. Navajeevan Publishers.(Relevant sections)
5. S. N. Sinha., *Gandhian Philosophy of Sarvodaya* . Classical Publishing Co., New Delhi.
6. M. Maharajan, *Economic Thought of Mahatma Gandhi* .Discovery Publishing House, New Delhi.
7. Ramashray Roy (Ed), *Contemporary Crisis and Gandhiji*. Discovery Publishing House, New Delhi.
8. K. Balan, *Gandhiji, an Immortal Institution*. Classical Publishing Co., New Delhi.
9. M. K. Gandhi, *Rebuilding our Village*. Navajeevan Press, Ahmadabad.
10. V. P. Varma, *Mahatma Gandhi and his Message and Their Relevance to Modern Times*.
11. Lakshmi Biswas, *Relevance of Gandhian Thought to New World Order*.
12. K. B. K. Singh, *Pragmatism of Gandhian Values in Contemporary World*.

PHL6B15 - Elective 2 -PHILOSOPHY OF RELIGION

4 Credits

54 Hrs.

3 Hours/week

Aim: To understand the meaning and functions of religion through philosophical analysis.

Objectives: 1.To define Religion and to relate it with theology and science.

2. To explain the metaphysical theories of Religion and to introduce the concepts of belief, reason, revelation, faith and mysticism.

3.An understanding of the proofs for the existence of God and a discussion of the problem of evil and the immortality of soul.

Unit – I	Definition of Religion, Religion and Theology, Theology and Philosophy, Religion and Science.	12 Hrs.
Unit –II	Metaphysical Theories of Religion – Deism Pantheism Monotheism Theism Atheism.	12 Hrs.
Unit – III	Religious Beliefs Reason Revelation Faith Mysticism.	10 Hrs.
Unit – IV	Proofs for the existence of God: - Teleological Ontological and Cosmological.	10 Hrs.
Unit – V	Problem of Evil Immortality of soul	10 Hrs.

Text Book:

John Hick, *Philosophy of Religion*. Prentice Hall of India Pvt. Ltd.

Reference Books:

- 1) Charles Taliaferro, *Contemporary Philosophy of Religion*. Blackwell Publishers.
- 2) Y. Masih , *Introduction to Religious Philosophy*. Motilal Banarsidas, New Delhi.
- 3) R. N. Sharma, *Philosophy of Religion*. Surjeeth Publications.
- 4) T. A. Trueblood, *Philosophy of Religion*
- 5) Mc Person, *The Philosophy of Religion*
- 6) D. M. Edwards, *The Philosophy of Religion*
- 7) L. Pojman (Ed), *Philosophy of Religion*

- 5) C.Alexander, *Chinese Philosophy, Simple Taoism* – Simpkins & Annellen Simpkins
- 6) Dr.S.Radhakrishnan, *India and China* – (pp – 51-177, 145-167)
- 7) Fung You-lan, *History of Chinese Philosophy* – Vol-I&II .
- 8) Diane Collison, Kathryn Plant and Robert Wilkinson, *Fifty Great Eastern Thinkers*
- 9) D.T Suzuki, *An Introduction to Zen Buddhism*. Sidney Auckland Johannesburg, London.

SHELF OF COMPLEMENTARY COURSES

S. No	Course Code	Title of the Course
1	PHL1C01	Philosophy of Education
2	PHL2C02	Contemporary Socio - Political Philosophy of India
3	PHL3C03	Philosophy of Art and Beauty
4	PHL4C04	Philosophical Perspectives of Management
5	PHL1C02	Classical Indian Philosophy of Mind and Knowledge
6	PHL2C02	Philosophy of Science and the Anatomy of Being
7	PHL3C03	Philosophy of Yoga
8	PHL4C04	Logical Reasoning

SYLLABI OF COMPLEMENTARY COURSES OFFERED BY PHILOSOPHY

FACULTY

For Non - Philosophy UG Programmes

PHL1C01 - PHILOSOPHY OF EDUCATION

54 Hrs. 3Hours/week

2 Credits

Module I – Philosophical Basis of Education

12 Hrs

1.1 Introduction - meaning of the term 'education' and some classical definitions

1.2 Nature, scope and functions of philosophy of education

1.3 The meaning and purpose of education

Module II – Western approach to educational philosophy

12 Hrs

2.1 Aim, method and curriculum of education with reference to

a) Naturalism b) Idealism c) Pragmatism

Module III – Indian approach to educational philosophy

14 Hrs

3.2 Aurobindo's philosophy of education

a) Integral and universal education

b) The three principles of education - Nothing can be taught, The mind has to be consulted in its own growth, Work from the near to the far.

3.3 Gandhian ideals of education

a) Aims of education as character-building, service, liberation, and self-discipline

b) Education for the development of body, mind and spirit

c) The significance of women education

Module IV – Radical views of education

12 Hrs

4.1 Paulo Freire - Pedagogy of the oppressed

a) Critique of banking method of education

b) The goal of education to make students to become critically conscious of reality and to challenge domination

4.3 J. Krishnamurty's philosophy of education

a) Education towards the fullest development of the full human being

b) Freedom is at the beginning, it is not something to be gained at the end

c) The intentions of education must be the inner transformation and liberation of the human being and, from that, society would be transformed.

Module V – Value oriented education

4 Hrs

5.1 The role and significance of value education

5.2 Vivekananda's ideal of education as life-building, man-making and character-making
assimilation of ideas

References:

1. Neeta Arora. *Educational Philosophy*. New Delhi: Saurabh Publishing House, 2010.
2. Paulo Freire. *Pedagogy of the Oppressed*. Tr. Myra Bergman Ramos. New York: Continuum.
3. Paulo Freire. *Education for Critical Consciousness*, Continuum, 2005
4. Brubacher, John S. (1962) *Modern Philosophies of Education* New York, McGraw Hill Book Company Inc.
5. Kar, N. K. : (1996) *Value Education – A Philosophical Study* Ambala, The Associated Publication.
6. Dhavan, M.L. (2005) : *Philosophy of Education* Delhi, Editor, Isha Books.
7. Pandey, R. S.: *An Introduction to Major Philosophers of Education* Agra, Vinod Pusatak Mandir.
8. Joshi, Kireet (ed.), *Philosophy of Value Oriented Education: Theory and Practice*, ICPR.
9. Mukharjee, R K, *Ancient Indian Education*, Cosmo Publications, New Delhi. 1969.
10. Marples, Roger (ed) *The Aims of Education*, Routledge, New York, 1999.
11. Russell, B, *Aims of Education*, Allen and Unwin.
12. S.R. Sharma. *An Introduction to Philosophy of Education*. Mohit Publishers, New Delhi.
13. <http://www2.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>
14. http://www.users.humboldt.edu/jwpowell/edreformFriere_pedagogy.pdf

d) Decentralization of power

12 Hrs.

Unit – V

M. N. Roy

a) Individual and Society

b) Roy's critique of Marxism, Gandhism and democracy

c) Radical Humanism - basic postulates

12 Hrs.

Text Books:

- 1) M. N. Jha, *Modern Indian Political Thought*,_(Ram Mohan Roy to Present Day), Meenakshi Prakashan, Begum Bridge, Meerut
- 2) R. A. Prasad, *Socialist Thought in Modern India*. Meenakshi Prakashan, Begum Bridge, Meerut.

PHL3C03 – PHILOSOPHY OF ART AND BEAUTY

54 Hrs. 3 Hours/week

2 Credits

Aim: To acquaint the students with the philosophical aspects of art and beauty.

Objectives: 1. To introduce the philosophical aspects of beauty.
2. To delineate the characteristics of Indian and western approach to aesthetics.

- Unit – I **Aesthetics:** A general introduction – Definition and its significance – Aesthetic experience and beauty 10 Hrs.
- Unit –II **Art: Form and Content – Classification of arts:** Fine art- crafts – Pure and applied arts - Visual arts:_Architecture, Sculpture and Painting – Literature – Performing arts: Music, Dance, Drama and Cinema.
12 Hrs.
- Unit – III **Theories of Art:** Traditional: Plato–Imitation theory– Aristotle – Representationism - Catharsis-Modern theories: Croce-Expression theory of art-Kantian theory of art. 12 Hrs.
- Unit – IV Indian approach to the Problem of Aesthetics-Natya Sastra - theory of Rasa - constituents of Rasa - Stayi Bhavas-Vibhavas - Anubhavas – Sancharibhavas. 12 Hrs.
- Unit – V Theory of Dhvani – Vacyartha-laksyarthā – Vyangyarthā – Sphota theory
8 Hrs.

References

1. Gupta Syamala, *Art, Beauty and Creativity*
2. Amaladass, Anand. *Introduction to Aesthetics*
3. Amaladass, Anand. *Prelude to Aesthetics*.
4. Langer, Susanne. K. *Problems of Art*.
5. Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory*
6. Sastri, Ramaswami. *The Indian Concept of the Beautiful*
7. Sankaran. A. *The Theories of Rasa and Dhvani*.
8. Ramachandran.T.P. *Indian Philosophy of Beauty*. (2 vols.)
- 9.

PHL4C04 – PHILOSOPHICAL PERSPECTIVES OF MANAGEMENT

54 Hrs. 3Hours/week

2 Credits

Aim: To create awareness of management discipline as involving ethical choices.

Objectives: i) To introduce the basics of management as an emerging discipline.

ii) To enable the learners to comprehend the Indian and western perspectives of self-management.

Module I - Introduction - The concept of management

1.1 Definition and meaning of the term.

1.2 Management: Art or science?

1.3 Difference between management and leadership.

1.4 Universality of Management and professionalization of management in India. 12 Hrs.

Module II - Evolution of Management thought

Taylor and Science of Management Ragol's Administrative Management. 10 Hrs

Module III - Basis of Mind Management

3.1 Agitation and disturbances stress of immoral act.

3.2 Training the mind- The art of disengagement, self-denial and self-control.

3.3 The path of action, knowledge, discrimination and the path of sacrifice of wealth.

10 Hrs.

Module IV- The Indian ideals of Self – Management

4.1 The Bhagavad-Gita ideals of *Karma-yoga* and *Stitaprajna* based on the interpretive study of *Slokas* 47,48,54 to 60,63,65 and 66 chapter II and *Slokas*

21,24 and 35 in Chapter III. The application of these ideals in the making of a management professional.

4.2 Mahatma Gandhi: The prescriptions for Self - Management

a) Self – discipline

b) Self – reliance

c) Self – control

d) Comparing the aloneness of the moral agent and the management professionals with special reference to the Gandhian technique of appealing to one's own conscience in situations of inner moral conflict.

12 Hrs

Module V- The Western ideals of Self – Management

5.1 Peter F. Drucker: The ideas of managing oneself

The norms of self – analysis

- a) Assessing one's own strength
- b) Assessing one's own performance
- c) Assessing one's own values
- d) Assessing where one belong

10 Hrs

REFERENCES

1. Prasad,L.M. (1979)*Principles and Practice of Management* Vol- 1,Educational Publishers, New Delhi,.
2. Satish Madh, *Ethical Management*. Macmillan Pres, New Delhi.
3. N. V.P.Unithiri. Ed. *Indian Traditions of Management*. Publication Division, University of Calicut, 2002.
4. P.C.Tripathi, *Principles of Management*. Tata McGraw Hill.
5. Joseph Massie, *Essentials of Management*. Prentice Hall of India.
6. R.Singh, *Management Thought and Thinkers*. S.Chand and Company.
7. B. L. Mathur, *Masterpieces of Management Thoughts*. S. Chand and Company
8. R.C. Sekhar, *Ethical Choice in Business* (Response Books: New Delhi, 1977) The Bhagavad-Gita.
9. Swami Chinmayananda, (i) *Know What You Have* (ii) *Self-Discovery* (Central Chinmaya Mission Trust: Mumbai, 1966.
10. Kumaraswamy, A,(2006), *Gandhi on Personal Leadership - Lessons from the life and times of India's Visionary leader* , Jaico Publishing House, Mumbai,.
11. Pratap, R,(2009), *Gandhian Management the Paragon Of Higher Order Management*, Jaico Publishing House, p. 4
12. Peter F. Drucker, *Managing Oneself* (Harper Collins: London,1999)
hbr.org/2005/01/managing-oneself/

PHL1C05-Classical Indian Philosophy of Mind and Knowledge

Aim: To introduce the rich, vast and deep perspectives of human mind and knowledge in Classical Indian philosophy.

Objectives:

1. To enable UG students to understand the classical Indian concern for the nature and working of human mind.
2. To create awareness of the serious attention that classical Indian psychology had paid to the multidimensional phenomenon of cognition.
3. To introduce the multifaceted potentials of intuition as emphasized in Indian spiritualism.
4. To enable the learners to make critical analysis of the notion of the identity of the human self by comparing the Atman-centric theories of consciousness and their negation.
5. To familiarize with the philosophical bases of the holistic perspective of health in the classical Indian tradition.

Unit I Introduction

- i) Predominant spiritualistic orientation of classical Indian Philosophy - Carvaka philosophy as the exception.
- ii) Evolution of Vedic philosophy – Etymological meaning of ‘Veda’. The four Vedas - a brief description of themes and characteristics.
- iii) Mantras and Brahmanas - Karma Kanda, Aranyakas and Upanishads – Jnana Kanda.

Focal points for transaction: Vedas as the earliest source of Indian wisdom without reference to specific authority (Apaurusheya), Upanishads as the index of transition from ritualism to philosophy.

Materials for study: TMP 1-3, CDS 13-29.

- iv) Classification of Indian Philosophy – Orthodox and heterodox systems

Focal points for transaction: Authority of Vedas as the norm of classification, names the schools that belong to the two streams.

Materials for study: TMP 75-80

Unit II Theories of the Self

i) Upanishadic monism

The pure self as the main topic of investigation, concept and characteristics of Atman, Brahman - Atman identity and synonymy.

Focal points for transaction: characteristics of Atman as the subjective expression of the infinite absolute reality that is pure consciousness that transcends all empirical levels of knowledge, the meaning of *Tat tvam asi*.

Materials for study: CDS 17-24.

ii) Nyaya dualism

Classification of substance – five physical, *Chetana* the spiritual substance as the substratum of consciousness, and *Manas* or the inner self.

Focal points for transaction: Characteristics of the self, differences between the self and the inner sense.

Materials for study: KKC 2-3, 55-77, 103-113.

iii) The Buddhist doctrine of no-self

The self as mere aggregate of inner states, *Anatmavada*.

Vijnanavada – Division of consciousness – Pravrkti vijñana and its seven divisions and their functions. Klishta - manovijñana as ‘synthetic unity of apperception’ or the immediate experience of the eternal flow of pure consciousness.

Focal points for transaction: Buddhist denial of a distinct independent self on the basis of its metaphysics of dependent origination and the principle that everything is related to everything else (universal interdependence and interrelation), Yogachara conception of reality as ever-changing stream of consciousness beyond subject-object duality, Pravrkti vijñanas as the manifestation of Alaya.

Materials for study: KKC 57-66, JS 223-24, CDS 74-75.

Unit III Theories of Knowledge and Error

i) The Jaina theory of the relativity of knowledge

Syadvada/Saptabhangi-naya - The theory of sevenfold judgment.

Focal points for transaction: The meaning of 'Syat' and 'Naya', the dialectic of seven steps.

Materials for study: TMP 92-96, CDS 51-54.

ii) Knowledge – True and erroneous

Vidya and Avidya – Samkara's definition of Avidya/Maya.

Prasastapada's division – four subdivisions of Vidya and definition and nature of Avidya.

CDS 29-30, JS 263-272.

Focal points for transaction: Truth and error explained in terms of the supremacy of cognizing the essential unity between the subjective and absolute consciousness, the veil on truth is the necessary counterpart of empirical consciousness.

iii) Theories of illusion

Prabhachandra's reference to seven theories – Akhyati, Asatkhyati, Prasiddharthakhyati, Atmakhyati, Anirvachaniyakhyati, Anyathakhyati, Smrtipramosha/Vivekakhyati.

Focal points for transaction: Definition of each Khyati and the school representing it.

Materials for study: JS 285-303.

Unit IV Origin and Nature of Mind

i) Sankhya theory of evolution

Trigunas and their functions.

The process of evolution by heterogeneous motion of gunas as Rajas disturbs the equilibrium of gunas.

The evolution chart of Mahat.

Focal points for transaction: The evolutes of Sattvika Ahamkara – three subdivisions of Antahkarana and five sensory and five motor organs comprising the bahyakarana. Explication of the functions of the components of Antahkarana.

Materials for study: CS 157-163, MSV 692-696.

ii) Holistic perspective of health and disease

Traditional Indian medical science as the fruit of classical Indian philosophical perspectives (A general estimate).

Panchabhutas theory – the five ultimate physical elements and their properties.

Tridosha theory – vata, pitta and kapha – meaning and functions, causes and effects of the imbalance of doshas.

Focal points for transaction: The formation of classical Indian medicine from the holistic philosophical perspective of human being in the world. Systematic account of the structure of the world and the constitution of human body and mind.

Materials for study: CS 176-178, MSV 92-94, 100- 104, 105-106, 264-266.

Prescribed books for study:

1. **CS** - Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass, 2000.
2. **JS** - Sinha, Jadunath. *Indian Psychology Vol.I Cognition*. Delhi: Motilal Banarsidass, 1986.
3. **KKC** – Chakrabarti, Kisor Kumar. *Classical Indian Philosophy of Mind: The Nyaya Dualist Tradition*. Delhi: Motilal Banarsidass, 2001.
4. **MSV** – Valiathan M S. *The Legacy of Susruta*, Hyderabad: Universities Press, 2009.
5. **TMP** – Mahadevan, TMP. *Invitation to Indian Philosophy*. Arnold – Heinemann.

References:

1. Chatterjee, Satishchandra and Dheerendramohan Datta. *An Introduction to Indian Philosophy*. Calcutta: UO Calcutta, 1948.
2. Hiriyanna M. *Outlines of Indian Philosophy*. Delhi: Motilal Banarsidass, 1993.
3. Tomlin E. W. F. *Philosophers of East and West*. London: Oak-Tree Books, 1986.
Relevant sections of the 5th Chapter ‘Hinduism’.
4. Sue Hamilton. *Indian Philosophy: A Very Short Introduction*. Oxford UP, 2001.
5. Mohanty, Jitendranath N. *Classical Indian Philosophy: An Introductory Text*. Rowman & Littlefield Publishers, 2000.
6. Relevant articles can be found at www.hinduwebsite.com.

PHL2C06 -Philosophy of Science and the Anatomy of Being

54 Hrs. 3 Hours/week

2 Credits

Aim: To introduce the philosophical analysis and critique of science and theories of being with reference to the positivist and post-positivist developments.

Objectives:

1. To enable UG students to analyze the successive stages in the development of science.
2. To create awareness of the positivistic inclination to accept and apply scientific method in the study of the multidimensional phenomenon of human life.
3. To introduce the philosophical/scientific perspectives of the subjective dimension of human being.
4. To enable the learners to make critical analysis of the empiricist emphasis on objective facts and the consequent tendency to ignore the meta-scientific potentials of the studies on mind.
5. To familiarize with the psychological/philosophical theories that focus on the anatomy of 'being' as crucial to the study of humans.

Unit I Introduction

Definition and nature of science – material basis of objective facts, methodological basis of observation-experiment-hypothesis, formal basis of the laws of nature.

Explanation – Definition and characteristics of scientific explanation

The five criteria to judge the value of a hypothesis.

Materials for study: IMC 526-39, AB 1-10.

Focal points for transaction: scientific method and investigation characteristically different from those of humanities. Importance of explanation and hypothetical inference in science.

Unit II Positivism

Origin and development as the emergence of scientific temperament in the study of human social life.

Auguste Comte – positive knowledge.

Three stages of the historical evolution of human mind- the theological, metaphysical and positive.

Characteristics of positive stage.

Classification of sciences based on the scale of simplicity-complexity.

Sociology as the most complex and psychology as a part of sociology.

Materials for study: FT 518-24.

Focal points for transaction: The emerging tendency to unification of knowledge by incorporating scientific method into the studies of human being in society. The era of social sciences.

Unit II Logical Positivism /Neo-positivism

The Vienna Circle.

Attack on metaphysics.

The verifiability principle –

- i) Moritz Schlick's earlier version – verifiability as identical with reducibility to experience.
- ii) A. J. Ayer – strong and weak sense of verifiability.

Materials for study: JP 367-93, FT 655-58.

Focal points for transaction: Disbelief in the validity of metaphysical concerns and claims.

Systematic exposition of the empirical bases and orientation of scientific knowledge and truth.

Unit III Anatomy of Subjectivity

Module 1 - Phenomenology

- i) Sources of phenomenology – Cartesian subjectivism (Cogito ergo sum), Kant's concept of the pure categories of understanding (Only a basic understanding of the concepts to explicate the revival of the emphasis on subjectivity is required).
- ii) Brentano's intentional psychology – Phenomenological objectivity of intentional reference, referential function of mind.
- iii) Meinong's theory of objects – Definition of 'object' as anything that can be intended, phenomenological shift from object to subject.
- iv) Husserl's phenomenology –
 - a) Phenomenology as philosophical science prior to and independent of psychology.

- b) The method of bracketing/elimination keeping focus on the essential/aspect of experience.
- c) *Epoche* – purification of experience of its factuality.

Materials for study: JP 174-200, FT 595-600.

Focal points for transaction: Phenomenology at the same time the scientific study of subjectivity and its anatomy by means of trans-empirical (phenomenological) method. Distinction between empirical and phenomenological psychology.

Module 2 – Existentialism

- i) Martin Heidegger
 - a) Inauthentic existenz of ‘being they’ in everyday life.
 - b) Authentic existenz in the ultimate situation of the fact of mortality.
 - c) Meaning of ‘being-in-the world as characteristic of Human Existence

Materials for study: JP 477-83, FT596-89.

Focal points for transaction: The connotations of being human. Human existence felt as a ‘being for death’.

- ii) Jean Paul Sartre
 - a) The levels of being - Being-in-itself, Being-for-itself and Being-for-others.
 - b) Nothingness not as negative, but as the ontological fact of pure subjectivity.
 - c) Existentialist psychoanalysis.

Materials for study: JP 491-98, FT 589-91, MKB 344-46.

Focal points for transaction: The existentialist shift of focus from essence to existence. The f/actuality of human being in the world. The focus of psychoanalysis on the subjective conditions of nausea and anguish.

Prescribed books for study:

1. **AB** - Bird, Alexander. *Philosophy of Science*. London: Routledge, 2003.
2. **FT** - Thilly, Frank. *A History of Philosophy*. Allahabad: Central Publishing House.

3. **IMC** - Copi, Irving. M. and Carl Cohen. *Introduction to Logic*. New Delhi: Prentice Hall of India, 2001.
4. **JP** - Passmore, John. *A Hundred Years of Philosophy*. England: Penguin, 1984.
5. **MKB**- Bhadra, Mrinal Kanti. *A Critical Survey of Phenomenology and Existentialism*. New Delhi: ICPR, 1990.

References:

1. Lee, Jeffrey A. *The Scientific Endeavor: Methodology and Perspectives of Sciences*. Delhi: Pearson, 2000.
2. Velasquez, Manuel. *Philosophy: A Text with Readings*. USA: Thomson Wadsworth, 2005.
3. Warburton, Nigel. ed. *Philosophy: Basic Readings*. 2nd ed. New York: Routledge, 2005.

PHL3C07 -Philosophy of Yoga

54 Hrs. 3 Hours/week

2 Credits

Aim: To introduce the theoretical bases and practice potentials of Yoga in the context of the changing world and human life in it.

Objectives:

1. To enable UG students to understand the multidimensional nature of Yoga philosophy and practice.
2. To create awareness about the psychological and ethical dimensions of Yoga.
3. To comprehend the unique conception of human mind and its control as prescribed in the Yoga system.

Unit I Introduction

The etymological meaning of 'Yoga'.

Patanjali's definition- Yoga as the restraint of the processes of mind.

The goals of Yoga practice - liberation of the self through physical, mental and ethical preparations, process of self-discovery, attaining perfect harmony of body, mind and spirit.

Unit II Yoga Concept of Body-Mind Relationship

- i) The subtle bodies and Chakras
 - a) The three bodies - physical, astral and causal.
 - b) The structure of bodies
 - Physical - Annamaya Kosha
 - Astral - Pranamaya Kosha, Manomaya Kosha and Vijnanamaya Kosha.
 - Causal - Anandamaya Kosha.
- ii) Chakras - definition.
The seven Chakras - Brief description

Unit III Yoga Concept of Liberation

- i) Moksha as the realization of individual self as cosmic self.
- ii) Kaivalya as the absolute freedom of Purusha from Prakrti.

Unit IV Psychological Concepts of Yoga

- i) Citta and Cittavrtti - Definition and characteristics.
- ii) Klesas - Definition, two kinds-klishta and akliṣṭa, five causes of suffering - avidya, asmita, raga, dvesha and abhinivesa.

Unit V Practice Concepts of Yoga

- i) The ethical preparation - Yama and Niyama
- ii) The physical preparation - Asanas (only the benefit of maintaining a sound body for a sound mind is to be mentioned. Need not go into the detailed typology of postures).
- iii) Preparation of mind - Pranayama and Pratyahara.
- iv) Mind management - Dharana and Dhyana.
- v) Equipoise of mind - Samadhi - Samprajnata and Asamprajnata Samadhi.

Unit VI The Zen way of Dhyana

- i) The original roots of the term 'dhyān' (1-8).
- ii) Yoka's teaching of Zazen (106-110, 126-130).
- iii) Buddhist vision of Tathata (76-80).

Materials for study:

UNIT I

- 1. SS xv-xviii.
- 2. CS 169-71.
- 3. FT 3-6.

UNIT II

SS 1-22.

UNIT III

- 1. CS 169-71.
- 2. FT xv - xvii.

UNIT IV

SS 173-176.

UNIT V

- 1. SS, Relevant portions.
- 2. CS 171-173.

UNIT VI

Osho, Pages shown in brackets.

Prescribed books for study:

1. **CS** - Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass, 2000.
2. **FT** - Tola, Fernando and Carmen Dragonetti. *The Yogasutras of Patanjali: On Concentration of Mind*. Delhi: Motilal Banarsidass, 2001.
3. **Osho** - Osho. *Walking in Zen, Sitting in Zen*. New Delhi: Full Circle, 2003.
4. **SS** - Sri Kriyananda. *Forword*. Sturgess, Stephen. *The Yoga Book: A Practical Guide to Self - Realization*. Delhi: Motilal Banarsidass, 2002.

References:

1. Bly, Robert W. *101 Ways to Make Every Second Count*. Mumbai: Jaico, 1999.
2. Feuerstein, George. *The Philosophy of Classical Yoga*. Manchester UP, 1980.
3. - - -. *The Yoga Tradition*. Delhi: Motilal Banarsidass.
4. Osho. *Become One with Yourself*. New Delhi: Full Circle, 2003.
5. Vivekananda, Swami. *The Complete works of Swami Vivekananda*, Mayavati Memorial Edition - Vol. I. Calcutta: Advaita Ashrama, 1989.

PHL4C08 -Logical Reasoning

54 Hrs. 3 Hours/week

2 Credits

Aim: To introduce the theoretical concepts of logic and familiarize with the reasoning exercises on their basis.

Objectives:

1. To enable UG students to understand the concepts, terms and rules of logical reasoning.
2. To comprehend the distinction between good and bad reasoning.
3. To understand how psychology is different from logic in dealing with the operations of mind.
4. To train the learners in exercises for testing reasoning aptitude.

Unit I Introduction

- i) Etymological meaning of 'logic'.
- ii) The subject matter and functions of logic as the normative science of reasoning.
- iii) Technical terms and concepts -
 - a) Terms and propositions.
 - b) Denotation and connotation.
 - c) Truth and validity.
 - d) Material truth and formal truth.
 - e) Inference - mediate and immediate.
- iv) Deduction and induction - definition and differences.
- v) Relationship and differences between logic and psychology.

Unit II Propositions

- i) Classification - Categorical and conditional.
- ii) Categorical propositions - quality and quantity, terms and structure, A, E, I, O propositions.
- iii) Terms and their distribution in a categorical proposition.
- iv) Conditional propositions - classification.

Unit III Traditional Square of Opposition

- i) Opposition of propositions - definition.
- ii) The square of opposition.
- iii) Relations of opposition - Contradiction, contrariety, sub-contrariety and sub-alternation.

Unit IV Immediate Inference

- i) Conversion - definition, rule and examples.
- ii) Obversion - definition, rule and examples.
- iii) Contraposition - definition, rule and examples.
- iv) Inversion - definition, rule and examples.

Unit V Mediate inference

- i) Definition and difference from immediate inference.
- ii) Categorical Syllogism - definition and standard form.
- iii) Terms in a categorical Syllogism.
- iv) Rules of categorical Syllogism
 - a) Rules of quality.
 - b) Rules of quantity.
 - c) Rules of distribution of terms.
- v) Fallacies
 - a) Formal fallacies - Undistributed middle, illicit major, illicit minor and existential fallacy.
 - b) Informal fallacies - verbal fallacies of equivocation and amphiboly.

Unit VI Reasoning Exercises

- i) Based on syllogism.
- ii) Based on immediate inference.
- iii) Based on both syllogism and immediate inference.

Prescribed books for study:

1. Aggarwal R. S. *A Modern Approach to Logical Reasoning*. New Delhi: S. Chand and Company, 2013.
2. Copi, Irving. M. and Carl Cohen. *Introduction to Logic*. New Delhi: Prentice Hall of India, 2001.
3. Jain, Krishna. *A Textbook of Logic*. New Delhi: D. K. Print world, 2007.
4. Sharma, Arun. *Data Interpretation- Logical Reasoning and Mental Ability for General Studies Paper II*. New Delhi: Tata McGraw, 2012.

SHELF OF OPEN COURSES OFFERED BY PHILOSOPHY FACULTY

S. No	Course Code	Title of the Course
1	PHL5D01	Philosophical Perspectives of Management
2	PHL5D02	Philosophy of Education
3	PHL5D03	Logic and Reasoning Aptitude

SYLLABI OF OPEN COURSES OFFERED BY PHILOSOPHY FACULTY

For Non - Philosophy UG Programmes

PHL5D01 - PHILOSOPHICAL PERSPECTIVES OF MANAGEMENT

54 Hrs. 3Hours/week

2 Credits

Aim: To create awareness of management discipline as involving ethical choices.

Objectives: i) To introduce the basics of management as an emerging discipline.
ii) To enable the learners to comprehend the Indian and western perspectives of self-management.

Module I - Introduction - The concept of management

1.5 Definition and meaning of the term.

1.6 Management: Art or science?

1.7 Difference between management and leadership.

1.8 Universality of Management and professionalization of management in India. 12 Hrs.

Module II - Evolution of Management thought

Taylor and Science of Management Ragol's Administrative Management. 10 Hrs

Module III - Basis of Mind Management

3.1 Agitation and disturbances stress of immoral act.

3.2 Training the mind- The art of disengagement, self-denial and self-control.

3.3 The path of action, knowledge, discrimination and the path of sacrifice of wealth.

10 Hrs.

Module IV- The Indian ideals of Self – Management

4.1 The Bhagavad-Gita ideals of *Karma-yoga* and *Stitaprajna* based on the interpretive study of *Slokas* 47,48,54 to 60,63,65 and 66 chapter II and *Slokas* 21,24 and 35 in Chapter III. The application of these ideals in the making of a management professional.

4.2 Mahatma Gandhi: The prescriptions for Self - Management

a) Self – discipline

b) Self – reliance

c) Self – control

d) Comparing the aloneness of the moral agent and the management professionals with special reference to the Gandhian technique of appealing to one's own conscience in situations of inner moral conflict.

12 Hrs

Module V- The Western ideals of Self – Management

5.1 Peter F. Drucker: The ideas of managing oneself

The norms of self – analysis

- a) Assessing one’s own strength
- b) Assessing one’s own performance
- c) Assessing one’s own values
- d) Assessing where one belong

10 Hrs

REFERENCES

13. Prasad,L.M. (1979)*Principles and Practice of Management* Vol- 1,Educational Publishers, New Delhi,.
14. Satish Madh, *Ethical Management*. Macmillan Pres, New Delhi.
15. N. V.P.Unithiri. Ed. *Indian Traditions of Management*. Publication Division, University of Calicut, 2002.
16. P.C.Tripathi, *Principles of Management*. Tata McGraw Hill.
17. Joseph Massie, *Essentials of Management*. Prentice Hall of India.
18. R.Singh, *Management Thought and Thinkers*. S.Chand and Company.
19. B. L. Mathur, *Masterpieces of Management Thoughts*. S. Chand and Company
20. R.C. Sekhar, *Ethical Choice in Business* (Response Books: New Delhi, 1977) The Bhagavad-Gita.
21. Swami Chinmayananda, (i) *Know What You Have* (ii) *Self-Discovery* (Central Chinmaya Mission Trust: Mumbai, 1966.
22. Kumaraswamy, A,(2006), *Gandhi on Personal Leadership - Lessons from the life and times of India’s Visionary leader* , Jaico Publishing House, Mumbai,.
23. Pratap, R,(2009), *Gandhian Management the Paragon Of Higher Order Management*, Jaico Publishing House, p. 4
24. Peter F. Drucker, *Managing Oneself* (Harper Collins: London,1999)
hbr.org/2005/01/managing-oneself/

PHL5D02 - PHILOSOPHY OF EDUCATION

54 Hrs. 3Hours/week

2 Credits

Module I – Philosophical Basis of Education

12 Hrs

1.1 Introduction - meaning of the term 'education' and some classical definitions

1.2 Nature, scope and functions of philosophy of education

1.3 The meaning and purpose of education

Module II – Western approach to educational philosophy

12 Hrs

2.1 Aim, method and curriculum of education with reference to

a) Naturalism b) Idealism c) Pragmatism

Module III – Indian approach to educational philosophy

14 Hrs

3.2 Aurobindo's philosophy of education

a) Integral and universal education

b) The three principles of education - Nothing can be taught, The mind has to be consulted in its own growth, Work from the near to the far.

3.3 Gandhian ideals of education

a) Aims of education as character-building, service, liberation, and self-discipline

b) Education for the development of body, mind and spirit

c) The significance of women education

Module IV – Radical views of education

12 Hrs

4.1 Paulo Freire - Pedagogy of the oppressed

a) Critique of banking method of education

b) The goal of education to make students to become critically conscious of reality and to challenge domination

4.3 J. Krishnamurty's philosophy of education

a) Education towards the fullest development of the full human being

b) Freedom is at the beginning, it is not something to be gained at the end

c) The intentions of education must be the inner transformation and liberation of the human being and, from that, society would be transformed.

Module V – Value oriented education

4 Hrs

5.1 The role and significance of value education

5.2 Vivekananda's ideal of education as life-building, man-making and character-making assimilation of ideas

References:

13. Neeta Arora. *Educational Philosophy*. New Delhi: Saurabh Publishing House, 2010.

14. Paulo Freire. *Pedagogy of the Oppressed*. Tr. Myra Bergman Ramos. New York: Continuum.
15. Paulo Freire. *Education for Critical Consciousness*, Continuum, 2005
16. Brubacher, John S. (1962) *Modern Philosophies of Education* New York, McGraw Hill Book Company Inc.
17. Kar, N. K. : (1996) *Value Education – A Philosophical Study* Ambala, The Associated Publication.
18. Dhavan, M.L. (2005) : *Philosophy of Education* Delhi, Editor, Isha Books.
19. Pandey, R. S.: *An Introduction to Major Philosophers of Education* Agra, Vinod Pusatak Mandir.
20. Joshi, Kireet (ed.), *Philosophy of Value Oriented Education: Theory and Practice*, ICPR.
21. Mukharjee, R K, *Ancient Indian Education*, Cosmo Publications, New Delhi. 1969.
22. Marples, Roger (ed) *The Aims of Education*, Routledge, New York, 1999.
23. Russell, B, *Aims of Education*, Allen and Unwin.
24. S.R. Sharma. *An Introduction to Philosophy of Education*. Mohit Publishers, New Delhi.
15. <http://www2.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>
16. http://www.users.humboldt.edu/jwpowell/edreformFriere_pedagogy.pdf

PHL5D03 - Logic and Reasoning Aptitude

54 Hrs. 3Hours/week

2 Credits

Aim: To introduce the theoretical concepts of logic and familiarize with the reasoning exercises on their basis.

Objectives:

1. To enable UG students to understand the concepts, terms and rules of logical reasoning.
2. To comprehend the distinction between good and bad reasoning.
3. To understand how psychology is different from logic in dealing with the operations of mind.
4. To train the learners in exercises for testing reasoning aptitude.

Module I Introduction

10Hrs

- i) Etymological meaning of 'logic'.
- ii) The subject matter and functions of logic as the normative science of reasoning.
- iii) Technical terms and concepts -
 - a) Terms and propositions.
 - b) Denotation and connotation.
 - c) Truth and validity.
- iv) Deduction and induction - definition and differences.

Module II Propositions

10 Hrs

- i) Classification - Categorical and conditional.
- ii) Categorical propositions - quality and quantity, terms and structure, A, E, I, O propositions.
- iii) Terms and their distribution in a categorical proposition.
- iv) Conditional propositions - classification.

Module III Traditional Square of Opposition

8 Hrs

- i) Opposition of propositions - definition.
- ii) The square of opposition.

- iii) Relations of opposition - Contradiction, contrariety, sub-contrariety and sub-alternation.

Module IV Immediate Inference

6 Hrs

Definition and examples of

- i) Conversion
- ii) Obversion
- iii) Contraposition
- iv) Inversion

Module V Mediate inference

8 Hrs

- i) Categorical Syllogism - definition and standard form.
- ii) Terms in a categorical Syllogism.

Module VI Reasoning Exercises

12 Hrs

- i) Based on syllogism.
- ii) Based on immediate inference.
- iii) Based on both syllogism and immediate inference.

Prescribed books for study:

1. Aggarwal R. S. *A Modern Approach to Logical Reasoning*. New Delhi: S. Chand and Company, 2013.
2. Copi, Irving. M. and Carl Cohen. *Introduction to Logic*. New Delhi: Prentice Hall of India, 2001.
3. Jain, Krishna. *A Textbook of Logic*. New Delhi: D. K. Print world, 2007.
4. Sharma, Arun. *Data Interpretation- Logical Reasoning and Mental Ability for General Studies Paper II*. New Delhi: Tata McGraw-Hill, 2012.

APPENDIX

Credit and Mark distribution for Programmes without practicals

Subject	Sem	Common Course			Core Course			Complementary Course		Open Course	Total	
		English		Additional Language	Hindi Language & Literature			Course I	Course II			
Hindi Language & Literature	I	4	3	4	5			2	2		20	
	II	4	3	4	5			2	2		20	
	III	4		4	4	4		2	2		20	
	IV	4		4	4	4		2	2		20	
	V	-		-	4	4	4	4	4	2	22	
	VI	-		-	4	4	4	4	2*		18	
	Total	22 Credits (600 Marks)		16 Credits (400 Marks)	64 Credits (1550Marks)			8	8	2	2 Credits (50 Marks)	120
		38 Credits (1000 Marks)			82 Credits (2000 Marks)					120		
										Total Marks	3400	

*Project

B.A. Mark distribution

Common: English	6 x 100	600	1000
Additional: Mal/Hindi.....	4 x 100	400	
Core: History	15 x 100	1500	1550
Project		50	
Open		50	50
Complementary	8 x 100	800	800
Total Marks			3400