

MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS, KOTTAYAM-686 560

**M G UNIVERSITY
KOTTAYAM**

**RESTRICTED CURRICULUM
AND SYLLABI FOR
UNDER GRADUATE COURSES
IN**

PHILOSOPHY

2000

**REPORT OF THE CORE COMMITTEE FOR
RESTRUCTURING UNDERGRADUATE
COURSE IN PHILOSOPHY**

**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA 686 560**

2000

CORE COMMITTEE

1.Prof . K.Prabhakaran (Convenor)

2.Shri.V.M.Sidharthan

3.Shri.S.Radhakrishnan Nair

4.Smt Geetha

5.Smt K.M.Sulekha

External Experts:

1.Dr.K.Sarathchandran

2.Dr.V.C.Narayana Das

3.Dr.M.Ramakrishnan

4.Dr.George Njarakunnel

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MAHATMA GANDHI UNIVERSITY, KOTTAYAM
Core Committees for updating/restructuring curriculum
for First Degree Education

TERMS OF REFERENCE & GENERAL GUIDLINES FOR CORE COMMITTEES

- 1.0 Mahatma Gandhi University has decided to introduce updated/restructured courses at the first degree level from 1998-99 academic year onwards. Accordingly Core Committees have been constituted to undertake the task of updating/restructuring courses in various subjects. The task of updating/restructuring courses will be undertaken by various Core Committees for individual subjects.
- 2.0 The terms of reference of the Committees for individual subjects, are as follows;
 - 2.1 Critically evaluate the merits/drawbacks of existing curriculum
 - 2.2 Project the present/future needs of society and the specific requirements of individual learners.
 - 2.3 Assess the extent/feasibility of changes in the existing academic/ social context.
 - 2.4 Submit recommendations to the University for updating/restructuring curriculum within the stipulated time limit and conforming to the general guidelines and specific instructions issued from time to time.
- 3.0 The Committees will attempt to materialize the following broad objectives in updating/restructuring the curriculum.
 - 3.1 Development of the learner's competence by evolving a learner-centered curriculum.
 - 3.2 Introduction of diversified courses in the semester subject area.
 - 3.3 Vocationalization without compromising academic standards/theoretical content.
 - 3.4 Updating/restructuring content/course within the limits of feasibility.
 - 3.5 The projected operational period for the proposals of the Core Committee shall be from 1998-99 to 2002-'03. Each Core Committee has to project the requirements of society and individual learners in its discipline for the next five years and design courses in accordance with the requirements.
- 4.0 In pursuance of the above objectives, two/three courses may be designed in each subject/inter disciplinary area along the lines of the models proposed below.
- 5.0 Model- 1: Update/remodel existing course with/without introducing one elective subject. There will be no structural change in the curriculum. The theoretical bias of the courses and the work-load will remain the same as those of the existing courses. The attempt will be to achieve maximum positive changes within the existing system. One paper in Part III shall be elective. Up to five options may be offered, provided detailed syllabi are made available by the Core Committee. Other papers in Part III will constitute the core element common to all students who study the same course in the University.
- 6.0 Mode-II: Vocational courses along the lines proposed by the UGC paper on Vocationalization of First Degree Education (1993). The basic framework to be followed is that given in the UGC paper on Vocationalization. However, the pattern need not be followed rigidly. The University shall provide guide lines for modifications wherever required. Where no modifications are made by the University, the UGC guide lines shall prevail.
 - 6.1. The University has found it necessary to issue the following clarification's/modifications to the UGC guidelines.

6.1.1. Structure of Part III : There shall be three units in Part III of vocational courses.

1. CORE SUBJECT;
2. VOCATIONAL SUBJECT
3. COMPLEMENTARY SUBJECT/SUBJECT 1.

6.1.2 Work load:

1. Part-I & Part-II: First and Second languages shall have workload as specified in the Guidelines.

2. Part III: Core subject, vocational subject and complementary subject/subjects shall have the ratio of workload: 3:2-1.

6.1.3 Unit I shall be designated after the Core subject and shall consist of 12 semester paper (compulsory for all courses).

6.1.4 Unit II shall be designated after the elective vocational subject in each course. This unit shall have eight semester papers, dealing with theory and practices relating to the vocational subject. A paper on entrepreneurship development and another on project and report shall be compulsory for all elective vocational subjects. Two month on-the-job-training undertaken during the intervals between second and third and fourth and fifth semesters shall also be complementary for all elective vocational subjects.

6.1.5 Unit II shall be designated as complementary subject/subjects and shall be complementary to Unit-I/II/I&II. This Unit shall consist of four semester papers.

6.1.6 The course content of Unit-I,II & III will be logically related to one another and shall together form an integrated whole, each unit contributing to the realization of the twin objectives of imparting vocational training and pursuing academic studies at the same time.

6.1.7 Core Committees in each subject shall identify a number of elective vocational subjects and their complementary subject/subjects to ensure maximum diversification of the vocational programme. Detailed syllabi for a few courses will be prepared by the Committees.

6.1.8 The University shall open a SYLLABI BANK for vocational courses with the initial contribution of the syllabi submitted by the Core committees. Additional contributions will be made by the University from time to time.

6.1.9 Individual colleges shall apply only for which detailed syllabi are available in the University SYLLABI BANK.

6.1.10 The University shall ensure that there is no duplication of syllabus for the same vocational course under nominally different titles.

6.1.11 The language component shall be complementary to the core subject/vocational subject.

6.1.12 The vocational course shall be designated after the core subject with the word 'Vocational' appearing in brackets immediately after it e.g. B.Sc. Chemistry (Vocational).

6.1.13 The number of colleges opting for the same vocational course shall be restricted in relation to the job potential locally available for that particular course.

7.0. Model III

7.1 Model III is conceived as an integrated, inter-disciplinary, research-oriented course intended to open up new areas/disciplines of study. However, there shall be a main subject and two/three allied subjects/subject areas dovetailed

into the main subject. 50% of the total workload/marks will be allotted for the main subject and 30% for the inter-disciplinary subject/subjects.

- 7.2 The language component shall be complementary to the inter-disciplinary subject so that it helps the process of concept-formation and its eventual dissemination for social use.
- 8.0. Course pattern & Examination System
The existing course pattern and system of examination will continue in the case of Model-I with the exception that there will be both internal & external evaluation. Model-II and Model-III will have semester system and both internal/external evaluation. 80% of the marks in each paper will be awarded on the basis of external evaluation and 20% on the basis of internal evaluation. Detailed criteria will have to be evolved for ensuring fairness in testing and evaluation, both internal and external. There shall be a separate minimum of 30% for pass in internal/external evaluation. The aggregate minimum for pass shall be 40% of the total marks.
- 9.0. Internal Assessment
- 9.1.1. Attendance - 40% of the total marks.
- 9.1.2. Test paper -objective type -minimum two tests-8% Each test to have not less than 20 questions.
- 9.1.3. Assignment - 4%
- 9.1.4. Seminar and transcript- 4%
- 9.2 The optional paper/subject shall have a compulsory project work and project report for which 16% of the total marks shall be allotted. This, along with the percentage of marks for attendance, will constitute the marks for internal evaluation in the optional paper.
- 9.3 Internal Assessment for Practical in Science subjects: assessment will be made on the basis of attendance, performance in the laboratory and laboratory records.
- 10.0. Ratio of Language and subject components
The extent of language and subject components in Model-I will be the same as those of the existing courses. In Models-II & III 20% of the total workload/marks will be allotted for Part-I English and Part -II second languages together. The same will be shared in the ratio 2:1 between the first and the second languages.
- 11.0. Semester System
- 11.1 Models II and III shall be six semesters each semester being of 15 week duration. There shall be 15 papers in all. Each paper will be divided into two units. Each unit will carry 50 marks, making a total of 1500 marks for 15 papers covered in six semesters
- 11.2 The study of first language shall be spread over the first four semesters and second language over the first two semesters
- 11.3 Project Report shall be submitted before the end of the final examination in the sixth semester.
- 12.0. Diversification and Evaluation.
The University shall conduct the external examination for the core papers. Colleges opting for particular optional papers/subjects shall make arrangements among themselves for the external evaluation of the optional papers/subjects. The marks obtained in the external evaluation conducted by the colleges shall be entered separately in the university marks sheet.
- 13.0. Interaction with the Student community:- The Core Committee in each subject shall interact with the students of the respective discipline and the University

level Steering Committee shall convene a meeting of the representatives of various student organizations and give them an opportunity to express their views on the structural changes (including internal evaluation) being contemplated in the new curriculum. This is necessary to ensure the smooth implementation of the proposals in the next academic year itself.

.14.0. Interaction with Teachers

The Committee shall examine the recommendations submitted by the Curriculum Development Centers (UGC) and interact with a cross section of the academic community before finalizing its report. It is proposed that a five-day workshop be held in each subject in last November/early December 1997 giving opportunity for at least one member in each department in affiliated colleges to attend the same. The convenors of different subjects will be responsible for organizing workshops in their respective subjects. Duty leave will be granted to the participants.

15.0. Steering Committee

At the University level, the work done by the Core Committee in various subjects will be coordinated by a Steering Committee consisting of the members of the Syndicate sub-committee for Affiliation and the Deans of faculties of Language and Literature, Social Sciences, Science and Commerce. The Syndicate member in charge of the Affiliation/Academic Committee shall be the Convenor of the Steering Committee. The Steering Committee shall be appellate authority for settling inter-disciplinary issues. The academic section in the University will be responsible for proper implementation of the programme.

16.0. The recommendations of the Core groups shall be subject to the approval of the Steering Committee. The Steering Committee shall be expanded to include subject experts at the University level who will ensure that only course proposals with sufficient academic pass through the screening process for the consideration of the academic council.

17.0. The final recommendations of the Committee shall be submitted by the Convenors of different subjects on or before 24th December 1997.

18.0. While the Core Committee will be accountable for the course proposals submitted to the University, proper acknowledgement of the contributions made by others will be made in the text of the proposals.

19.0. Every effort shall be made for the simultaneous implementation of updated syllabi for the existing courses in the next academic year. However if all Core Committees fail to complete their task in time, the available updated syllabi shall be implemented in the next academic year itself.

INTRODUCTION

The Core Committee in Philosophy was constituted by the Mahatma Gandhi University , Kottayam ,proceeded with the task of updating/restructuring under graduate course in Philosophy in colleges affiliated to Mahatma Gandhi University. As per the order NoAC AIII/I/104/98 dated 29-6-1999 University directed to conduct a workshop. Accordingly a workshop on course restructuring was conducted in Maharaja's College Ernakulam from 30-11-1999 to 4-12-1999. The following members of the faculty other than the Core Committee participated in the deliberations .

- 1 Prof.L.Ushakumari .
- 2 Prof.K.G.Unnikrishna Menon.
- 3 Dr.K.S.Radhakrishnan
- 4 Sri.P.V.Remesh .
- 5 Smt.K.P.Elizabeth Molly
- 6 Sri.E.K.Rajmohan .
- 7 Sri.N.Sreekumar

On the thirtieth of November 1999 the workshop on restructuring of under graduate course in Philosophy was inaugurated by Prof. Parvathi Manoranjini ,Principal ,Maharaja's College, Ernakulam at 10 am.

The workshop resolved to update the existing syllabi of B.A Degree course in Model I. The workshop also considered the possibility of Model II & Model III in the study of Philosophy. After detailed discussions the workshop arrived at the conclusion that Model II & III are not feasible within the frame work of the guide lines given by the University. Apart from restructuring and updating existing core subjects in Model I it is unanimously resolved in the workshop to include five Elective Papers comprising ancient and modern trends which have relevance in the 21st century . The workshop considered also the case of subsidiary subjects of BA course in Philosophy and decided to follow the present choice of subjects as subsidiary subjects. After due discussions and deliberations held from 30-11-1999 to 4-12-1999 causing remarkable contribution, the workshop concluded on 4-12-1999

I take this opportunity to express my heart felt gratitude to all my teacher colleagues, expert members, screening committee members and all other authorities connected with the college and the university for making this task a creative participation.

K.Prabhakaran
Convenor

A BRIEF NOTE ON THE NEW CURRICULUM

The core committee in Philosophy, Mahatma Gandhi University, updated the curriculum keeping in view that education can have a meaningful role to play in the taste of national development and reconstruction only if provision is made in the curricula for rediscovering and emphasizing on national identity. Human resource development could be ensured only through encouraging the students and teachers alike to be really creative in their own fields along the line of national interest and requirements. Areas of studies and the relevant texts and other reading materials have been chosen with those broad parameters in mind.

The main features of the curriculum recommended here are the following.

1. Two different types of courses are proposed, viz., Model I-800 marks curriculum for B.A and Model II vocational course consisting of 12 semesters for core subjects and 8 papers for vocational subjects and 4 semesters for complementary subjects.
2. The curriculum for B.A course is divided into two streams- (a) 5 papers consisting of core subjects and (b) one elective paper where the colleges can select the elective paper from among a bank of elective papers. The elective papers are chosen in such a way that they promote academic flexibility and freedom of philosophic endeavor
3. Annual or yearly system of examination has been proposed here. The existing pattern of 6 main papers and 2 subsidiaries for B.A examination has been retained. This is in agreement with the system followed in most subjects in the university at present.
4. Apart from emphasizing the lecture type instruction in classrooms, necessary provision has been made for discussion and supplementary teaching. Specific provision has been made for them in the time table.
5. There are many elective papers which have been included in the list of special papers, e.g., philosophy of religion ,philosophy of law, philosophy of education and mass communication etc. which are not generally offered in many universities at present. It is done specifically to familiarize students and teachers with the interdisciplinary approach, and the relevance of philosophical learning in the context of other disciplines.
6. Apart from the above interdisciplinary approach, a paper on "Advaita tradition of 20th century Kerala" is incorporated in the electives. This has been done to familiarize the students with the specific contribution the philosophers from Kerala in the field of Advaita after Sri Sankara
7. For areas such as history of philosophy the suggested readings have been prepared very carefully and exhaustively so that students coming to learn philosophy without proper background could explore the literature freely.

8. Philosophy is a subject quite unlike other arts and science courses. It is very difficult to prepare the details of courses in philosophy with the same degree of demarcation of topics and sequential arrangement thereof. Moreover, in a subject like philosophy the particular orientation and the background of the teacher concerned can radically alter the mode, order of presentation and the emphasis laid on individual topics in a particular paper or the course as a whole. It is one of the reasons which prompted the Core Committee not to give detailed blowups of the recommended curricula contained in this report.

In conclusion it is hoped that the recommended curricula without radically departing from the existing pattern would result in a substantial improvement in the standards of teaching and research at all level if it is seriously implemented.

Convenor

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MODEL 1 COURSE STRUCTURE

Core Papers	Year	Teaching Hrs	Exams	Written + int.Eva 80 + 20 Marks
Paper I - Symbolic Logic	First	9 Hours	First	100
Paper II- History of Indian philosophy	Second	7 Hours	Second	100
Paper III- History of European philosophy	Third	6 Hours	Third	100
Paper IV- Moral philosophy	Third	6 Hours	Third	100
Paper V- Eco Philosophy	Third	6 Hours	Third	100
Paper VI -Elective Subject	Third	7 Hours	Thrid	100
Paper VII- subsidiary I Gandhian Thought	First & Second	2(first year) + 4(second year)	Second	100
Paper VIII- subsidiary II Aesthetics	First & Second	2(first year) + 4(second year)	Second	100

SYLLABUS B.A PHILOSOPHY

Paper - I -LOGIC AND SCIENTIFIC METHOD

LOGIC

- Chapter 1- Definition and Scope of logic
A short history of the development of logic -
Classical , Functional and Symbolic Logic.
- Chapter 2 - Deduction.
a) -Proposition. Traditional and modern views,
Classification of proposition-quantity and quality,
Opposition of propositions - four kinds of relations
b) -Syllogism
Rules of syllogism
Types , Rules and Fallacies of syllogism.

SCIENTIFIC METHOD

- Chapter 3 - Induction
Scope And Nature Of Induction-
a) Problem of induction - Postulates of Induction.
b) Scientific induction-observation-experiment-hypothesis
c) Verification of hypothesis
d) Scientific concept of cause - J.S.Mill.
- Chapter 4 - Symbolic Logic
Advantages of symbolization,
Variables & constants, Truth function,
Truth functional connectives -
Negation, Conjunction, Disjunction, Implication, Material equivalence
Statement and statement form, Truth table
Statement forms-tautology-contradiction contingency
Argument & argument form-truth and validity
Natural deduction- [formal proof]

Books of reference :

- 1 Introduction to Logic - I.M.Copy &Karl Cohen.
- 2 Introductory Logic - Crighton & Smart.
- 3 An Introduction to Logic & Scientific Method . - Morris R.Cohen& Ernest Nagel.

Paper II - INDIAN PHILOSOPHY

Chapter I

- a) General introduction
- b) Indian Philosophy - Astika system nastika system
- c) difference between darshana and philosophy
- d) charges levelled against indian philosophy and answers

Chapter II

Development of vedas

- a) vedic religion-Naturalistic polytheism,monotheism and monism
- b) concept of Rita-csmic order and moral order

Chapter III

Upanisads

- a) Introduction
- b) Principle upanisads
- c) Brahman-Atman identity
- d) Cosmic and acosmic views
- e) Doctrine of karma and moksha

Chapter IV

Bhagavad Gita

- a) Introduction - Karmayoga, Bhakthiyoga and Jnanayoga
- b) Stitaprajna

Chapter V

Heterodox systems

- a) Charvaka:-
 - Main tenents - pramanas (pratyaksha, rejection of inference)
 - Metaphysics - four elements
 - Ethics - purusharthas
- b) Jainism
 - 1) Substance - jiva and ajiva, anekanta vada and syad vada
 - 2) Practical teachings - Ethics - bondage and liberation, triratnas
- c) Buddhism
 - 1) Characteristics
 - 2) Four noble truths
 - 3) Eight fold path
 - 4) Nirvana
 - 5) Pratitya samutpada
 - 6) Kshanika vada
 - 7) Nairatmya vada
 - 8) Buddhist schools - only names

Chapter VI

Orthodox systems

- a) Nyaya vaisesika
 - 1) Introduction
 - 2) Theory of knowledge - pramanas
 - 3) Categories - atomic theory - theory of causation
 - 4) Apavarga

- b) Samkhya yoga
 - 1) Introduction
 - 2) Theory of knowledge - pramanas
 - 3) Theory of reality - prakriti and purusa
 - 4) Doctrine of evolution - theory of causation
 - 5) Moksha - kaivalya - ashtanga yoga.

- c) Purvamimamsa
 - 1) Ritualistic part of the vedas
 - 2) Pramanas
 - 3) Schools of purvamimamsa - A brief mention of Kumarila and Prabhakara

Chapter VII Vedic schools

- a) Advaita
 - 1) Saguna Brahman
 - 2) Nirguna Brahman
 - 3) Maya
 - 4) Grades of reality
 - 5) Liberation - jivanmukti - videhamukti
- b) Vishista Advaita - general account.
- c) Dvaita - general account.

Chapter VIII Contemporary Indian Thinkers

- 1) Arabinde
- 2) Vivekananda
- 3) Tagore
- 4) Chattampi Swamikal
- 5) Shri Narayana Guru

Books Of Reference:

- 1) Essentials of indian philosophy - M.Hiriyanna
- 2) Introduction to Indian philosophy - Datta & Chatterji
- 3) Contemporary Indian philosophy - T.M.P Mahadevan & G.V. Sarojam
- 4) Invitation to Indian philosophy - T.M.P Mahadevan
- 5) A Critical survey of Indian Philosophy - C.D.Sarma.
- 6) Shri Narayana Guru - Dr K.Srinivas
- 7) Chattampi swamikal - Jeevithavum krithikalum -Dr.K.Maheswaran Nair

Paper III- HISTORY OF WESTERN PHILOSOPHY

- Chapter I General introduction to philosophy
- What is philosophy
 - Methods
 - Branches
 - Epistemology
 - Metaphysics
 - Cosmology
 - Ethics and Aesthetics
- Chapter II Greek philosophy
Problems - one and many, matter and form, change and permanence, rationalism and empiricism.
- Chapter III Plato - Theory of Ideas - cave image.
- chapter IV Aristotle - matter and form, theory of causation.
- chapter V Rationalism
- Descartes - method of doubts - cogito ergo sum
 - Interactionism - proof forth existence of God.
 - Spinoza - Axiomatic method - Substance - Attribute - Modes - Pantheism.
 - Leibniz - Theory of Monads - Pre established - Best of possible Worlds.
- Chapter VI Empiricism
- a) Locke - Refutation of Innate Ideas - Tabula Rasa - Origin of Knowledge, Substance and Qualities.
 - b) Berkely - Refutation of Material Substance - Esse est percipi. Primary and secondary qualities. God - Subjective idealism.
 - c) David Hume
Denial of material and spiritual substrata.
Theory of causation - epistemological skepticism.
- Chapter VII Immanuel Kant
- Copernican Revolution in Philosophy.
 - Problem of apriori knowledge - Forms of Intuition.
 - Categories of understanding - Phenomena - noumena.
- Chapter VIII Hegel Method of Dialectics - Reality and Rationality. Absolute Idealism.
- Chapter IX Contemporary trends in European Philosophy - A brief sketch.
- a) Logical Positivism.
 - b) Linguistic Philosophy.
 - c) Phenomenology.
 - d) Existentialism.

Books of reference:

- 1 Frank Thilly A History of Philosophy.
- 2 W.T.Stace A Critical History of Greek Philosophy.
- 3 W.K.Wright History of Modern Philosophy.
- 4 H.H.Titus Living Issues in Philosophy.
- 5 Fuller&Mayor A History of Philosophy.

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Paper -IV MORAL PHILOSOPHY

- Chapter 1 Introduction to moral philosophy
Definition, Nature and scope of moral philosophy
And its relation to Metaphysics and Psychology.
- Chapter 2 Postulates of Morality. Psychology of Moral action.
Evolution of conduct.- Instinct - Desire - Wish - Will.
Character and conduct.
- Chapter 3 Development of Morality -Instinctive -Customary -Reflective levels
- Chapter 4 Theories Of Morality
a) Standard as Pleasure -Psychological Hedonism and Ethical Hedonism.
Egoistic Ethical Hedonism and Utilitarianism -Bentham, J.S.Mill.
b) Standard as Law - Maxims, Categorical Imperative of Kant.
c) Standard as Perfection - Eudaemonism, Theory of Green & Hegal.
- Chapter 5 Rights and duties.
- Chapter 6 Virtues -Cardinal virtues, Modern classification of virtues -Ahimsa.
- Chapter 7 Theories of punishment.
Deterrent , Retributive and Reformatory theory.
- Chapter 8 Marxian ethics.
- Chapter 9 Moral progress.
- Chapter 10 Present Day Relevance Of Ethics. Value Education, Personality, Need for professional ethics.

B.A Philosophy
Paper - v
Eco-Philosophy

Chapter I

Definition Of Ecology And Eco-philosophy.

Nature and scope of Ecophilosophy.

Difference between Ecophilosophy and Environmental ethics.

Environmental conservation and prevention of pollution in the background of human rights to subsistence and security.

The idea of sustainable development.

Application in various contexts-world India and Kerala.

Chapter II

Anthropocentrism and Bio-centrism.

Biblical Greek Epistemology.

Critic of modern techno-centric model of development

Chapter III

Religion and Ecophilosophy- Christianity, Islam, Buddhism and Advita.

Chapter IV

Philosophy of natural farming and Naturopathy.

Chapter V

Deep ecology-arne naess- three senses

(1) formal sense

(2) philosophical sense

(3) popular sense

Chapter VI

Colonialism and Ecology

Eurocentrism Colonism, Imperialism, neo-colonism with special reference to ecological crisis

Chapter VII

Mahatma Gandhi

Cow worship- economics and ethics, pleasure without conscience is a sin.

BOOKS OF REFERENCE:

1) Paul . W . Taylor - Respect for Nature - A theory of Environmental ethics.

- (Princeton university press, 1986)
- 2) Warwic Fox- Toward a transpersonal ecology
 - 3) Greta Gaard-Eco feminism- women, animals and nature
(Temple university press,philadelphia,1993)
 - 4) E.F.Schumacher- small is beautiful (perennial library, Newyork,1975)
 - 5) Masanov Fukoka:- One straw revolution
 - 6) Masanov Fukoka:- Back to the Nature
 - 7) M.K.Gandhi :- relevant sections from selected works (5 volumes)
 - 8) R.P.Mishra :- In Environmental ethics (concept publishers, New Delhi)

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Elective -1

PHILOSOPHY OF RELIGION

Chapter 1

- a) Meaning and Nature of Religion
- b) Philosophy ,Religion, Theology of Religion and Philosophy of Religion

Chapter 2

Theories of the origin and development of Religion.

1 Theocentric , Evolutionary, Psychological, Marxian and Phenomenological Theories.

Chapter 3

- a) Epistemology of Religion -Faith, Reason and Revelation.-Science and Religion .
- b) Hermeneutics of Religion .
 - i) Classical .
 - ii) Biblical .
 - iii) Quranic .
 - iv) Hinduism - Vedic and Upanishadic .

Chapter 4

Ethics - Brief sketch .

- a) Christianity -Concept of unity and trinity of God . Faith Hope and Love .
- b) Islam -Five Vows - Unconditional mercy - Universal brotherhood :
- c) .Hinduism - Dharma - Ahimsa ,Sathya ,Asteya ,Aparigraha ,Brahmacharya .

Chapter 5

Socio-Cultural Aspects .

- a) Social formation .
- b) Role of individual in Society .

Books:

- 1 Lokamathangal -Fr.Kattakal.
- 2 Philosophy of Religion - John Hick.
- 3 An Idealist view of Life - S Radhakrishnan.
- 4 A Comparative Study of Religion - Y. Masih.
- 5 The Muslim Philosophy - Prof.M.Mujeeb (2 vols.) D.K.Publishers.

SYLLABUS B.A PHILOSOPHY

Elective 2

PHILOSOPHY OF EDUCATION AND COMMUNICATION

Chapter 1

Philosophical Foundations of Education.

- a) Rationalistic Approach- Socrates, Plato, Contribution of Mediaval Period, Contributions of Modern Period -Russell , S.Radhakrishnan.
- a.
- b. Empiricist Approach- Aristotle, (Aquinas), Contributions of Modern Period, Locke, J. S. Mill
- c. Scholastic approach- Aquinas
- d. Pragmatic Approach- John Dewey, William James
- e. Marxian Approach- Marx, Altheurar, Adorono, Critical theory
- f. Radical Theory & Descheoling- Paula Francis
- g. Indian Approach- Vedic, Budhistic , Adviatric, Colonial Period- Gandhian Approach.

Chapter 2

Philosophical foundation of communication

- (a) structuralism, post-structuralism and De-construction.
- (b) problem of meaning and communication
representationalism, -Frege,Russell,wittgenstein,Rorty,Qvine.
Anti-Representationalism.
- (c) Hermeneutic approach- the idea of dialogue.
- (d) Role of mass media in education and communication.
 - 1) Electronic media and education reforms.
 - 2) Mass media and informal education.
- (e) Indian approach - language and meaning-methods of Interpretation.
Abhitha,Lakshna & Vyanjana.
Meaning as experience - Dialogue-pluralism

Chapter 3

Methodological Issues.

- (a) Teaching- teacher centered-monologic-knowledge as power-despotism
- (b) Disciple centered - perspectives and problems.
- (c) Pedagogic methods and globalization- consumerist approach to education
- (d) Indian approach- teacher-disciple-subject method-teaching as a dialogic process

Elective -3

SYLLABUS B.A PHILOSOPHY

PHILOSOPHY OF LAW-

Chapter 1

Definition of law

Natural ,Moral and Civil laws- Comparative analysis-Universal validity of law.

Chapter 2

The code of Hammurabi, heritage of Roman law. Evolution of modern legal institutions with special reference to the preamble to the constitution of India.

Chapter 3

Theories of the origin and development of law

- (a) Intutionalist Rationalism- Descartes .
- (b) Divine order theory -Spinoza and Leibniz .
- (c) The system of cosmos -M.N.Roy. Social contract and Civil Laws (Hobbes ,Locke ,Rousseau)
- (d) Hegel - Philosophy of right and doctrine of the Ethical state.
- (e) Dialectical origin of Law and super structure theory of legal Institutions - Marxism.,Utilitarianism -Bentham &Mill.

Chapter 4

Sources of Law -Custom, Precedence and Legislation. -Divine law theory -Calvin's concept of the sovereignty of God-the new testament - the Holy Quran

Chapter 5

The questions of norm. Kant's principle of Categorical Imperative.Logical Positivism- Identification of Law and command.

Chapter 6

Social Justice. Plato's Ideal of Justice. Ideal of Justice in Bhagavat Gita. The views of MahatmaGandhi and B.R.Ambedkar compared.

Chapter 7

Schools of Jurisprudence-a brief survey.

Chapter 8

Legal Hermeneutics.

Analytical-Historical-Sociological and Philosophical.

Chapter 9

Human rights declaration-a brief survey .1 Magnakarta-2 American Declaration of Independence.3 Universal declaration of human rights adopted by UN General Assembly. 4 Declaration of the Rio Summit for protection of Environment.

References:

1 Entreves,A.P.D Natural law.

2 Chaturvedi,R.G ,Philosophy of law.

3 Murphy,Jeffie G.; Lookman,J.L Philosophy of law.

4 Roy,M.N ;New Humanism-A Manifesto.

5 M.M.Nair ;A Hand Book of Jurisprudnce.and Legal Theory.

6 Reconstruction of Legal Thoughts in Islam.

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Elective - 4

Indian Classic - Isa Vasya Upanisad

chapter I - General introduction to upanisads

- a) scope of upanisads.
- b) meaning of the term upanisad
- c) number date and authorship of principal upanisad
- d) relation to the vedas-mantras, bhramanas and aranyakas.

chapter II- Upanisad as vedantas
prasthanathraya

Chapter III- Introduction to isa upanisad

Concept of reality in Isa Vasya
Concept of individual life, renunciation and realisation

chapter IV - Isa upanisad Text

18 mantras in the original texts

chapter V - Great commentators of Isa

- 1) sankara
- 2) ramanuja
- 3) madiva

Books of reference :

principal upanisads:

- (1) Text, transilation, commentary and edited by Dr. Radhakrishnan
- (2) The philosophy of upanisads - Rabinra Nath Tagore

Syllabus B.A Philosophy

Elective V

PHILOSOPHY OF CHATTAMPI SWAMIKAL

- Chapter 1 General background of the Life and Thought of Chattampi Swamikal.
- Chapter 2 I) The Role of Swamiji as a social Reformer.
II) Swamiji's view on Untouchability.
- Chapter 3 I) The Role of Women in society according to Chattampi Swamikal
II) The place of Non - Injury and Non - Violence in Swamiji's view of life
- Chapter 4 Swamiji's view on Secularism
- Chapter 5 Swamiji's interpretations of Advaita philosophy, Concept of Gunas and concept of Panchikaranam
The Relevance of Advaita philosophy in social realm.

Books of Reference:

- 1) Chattampi Swamikal Jeevithavum Krithikalum - Dr K Maheshwaran Nair
- 2) Vedadhikaranirupanam- Chattampi Swamikal
- 3) Advaita Chintha Padhathi- Chattampi Swamikal
- 4) Jeevakarunyanirupanam - Chattampi Swamikal

(Subsidiary)

Paper VII

AESTHETICS

- I) Subject Matter of Aesthetics
- II) The method of Aesthetics
- III) A brief History of Development of Aesthetics as a separate discipline
- IV) A Hedonistic moral theory of Aesthetics - Plato, Tolstoy and Ruskin
- V) Realistic theory of Aesthetics- Plato, Aristotle And 18th century Aesthetician
- VI) Intellectualist theory of Aesthetics- Kant, Hegel, Coleridge
- VII) Emotionalist theories of Aesthetics - Schopenhauer - Nietzsche
- VIII) Expressionist theories - Croce
- IX) Indian Aesthetics - a brief description of alankara sastra -
Eight methods- Rasa, Auchitya, Alankara, Guna, Riti, Dhvani, Vakroti and Anumana.

Books of Reference :

1. E.F Carritt - The theory of Beauty(Chapters 1 to 9)
2. Pancapagesa sastri - The philosophy of Aesthetic pleasure
3. Bosanquet - A history of Aesthetics
4. Croce - Aesthetics
5. Earl of Listowel - Modern Aesthetics An Introduction
6. Susil Kumar De - A history of Sanskrit Poetics(2 vols)

(Subsidiary)

Paper VIII

GANDHIAN THOUGHT

- I Background of Gandhiji's thought - Traditional - Modern.
- II Concept of Reality - Truth as Ultimate Reality - Truth as God.
- III Approach to religion soul and its liberation- Karma and Rebirth - essential unity of all religions.
- IV Moral Ideas - Satya- Ahimsa Asteya- Brahmacharya and Aparigraha.
- V Social Thought - Concept of Sarvodaya - Untouchability - status and role of Women- Education - Economic equality- Trusteeship.
- VI Political Ideas - Religion and politics - concept of welfare state- Panchayat Raj- views as Communism , Socialism, Democracy- Ends and Means

Books of Reference:

1. M.K Gandhi - The Story of My Experiments with Truth
2. D.M. Datta - Philosophy of Mahatma Gandhi

Annexure 1

Proposed Examination Scheme for Core Subjects

Maximum Marks 80

Question consists of 3 Parts A B &C.

Part A Major Questions .

Length of answer 1000 words.

Write two questions out of four

Marks awarded

$2 \times 15 = 30$

Part B Short Questions

Length of answer 250 words

Write two questions out of ten.

Marks for part II

$6 \times 5 = 30$

Part C Very short Questions

Length of answer 30 words

Write ten questions out of twelve

Marks awarded

$10 \times 2 = 20$

Total Marks

80

Annexure -II

Model Question Paper.

Second year B.A Degree Examination

Part III Philosophy.

PaperII Indian Philosophy.

Part A

(Answer any two questions .Each question carries 15 marks. Answers not to exceed 1000 words)

1. Explain the chief characteristics of Indian philosophy
2. Explain the concept of Niskama Karma
3. Examine Carvaka rejection of inference as a valid Pramana
4. Explain the Samakhya theory of Evolution

part B

(Answer any six question .answers not to exceed 250 words each question carries 5 marks)

5. Briefly explain Cosmic and Acosmic Upanishads
6. Explain briefly Syad vada
7. Discuss Kshenika Vada
8. Explain the categories of Vaisesika system
9. Explain Nyaya of Upamana
10. State and explain Astanga yoga
11. Discuss Svatah pramanya vada of Purva Mimamsa
12. State and explain Viparita Khyati
13. What according to Advaita is the status of the world
14. Describe Ramanuja's view on Brahman and Atman

part c

(Answer any 10 questions. Each question carries 2 marks. Answer not to exceed 30 words)

15. Explain Nyaya view of Upamana
16. Differentiate between Monism and Monotheism
17. Write a note on the concept of Jivanmukthi
18. Name the Four Noble Truths of Buddhism
19. Explain briefly Tri Ratnas in Jainism
20. State the ethics of Charvaka
21. Satasat Karya vada and Sat karya vada
22. Briefly explain the three levels of reality according to Advaita
23. Briefly explain the theory of Malas
24. Name the Bheta- bhetas.
25. Define Henotheism.
26. Name the four Varnas.

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Annexure III

Proposed Examination Scheme for Subsidiary Subjects

Maximum marks - 80

Question paper consists two parts - part I & part II

Part I - Major Questions

Answer two questions out of four

Length of answer 1000 words

Marks awarded - $2 \times 15 = 30$

Part II - Short questions

Answer ten questions out of fifteen

Length of answer 350 words

Marks awarded - $10 \times 5 = 50$

Total marks - 80

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Model Question Paper Annexure IV

Part III Philosophy PAPER VII AESTHETICS (SUBSIDIARY)

Time 3 hours

Max: Marks 80

(Answers may be written either in English or in Malayalam)

part I

(Answer any two questions. Each question carries 15 marks. Answers should not exceed 1000 words.)

1. Define Aesthetics and bring out its salient features.
2. What is the role of morality in arts ?
3. Elucidate the merits and demerits of Hegelean theory of Aesthetics.
4. Explain Crocr's idea of identity of art and beauty.

Part II

(Answer any Ten. Each question carries 5 marks. Answer should not exceed 300 words)

5. What is the subject matter of Aesthetics?
6. What is meant by Aesthetic Hedonism?
7. Why does Plato refuse to admit artist in Republic.
8. "All art should be intelligible to the simplest peasant " - Explain.
9. What are the main defects of imitation theory of art ?
10. Explain Aristotle's concept of Catharcis.
11. What is the distinction between formal and experience beauty.
12. Bring out the relevance of the idea of "Aesthetic Taste" in Kantion Aesthetics.
13. What are the characteristic features of classical art.
14. Briefly explain Rasa theory. .
15. Explain Vakrokti.
16. Bring out the Role of 'Auchitya' in Aesthetic expression.
17. Elucidate the concept Dhvani in Aesthetic appreciation.
18. Why does schopenhauer consider music as the most moving art form.
19. Describe Alankara.