

# COOCH BEHAR PANCHANANBARMA UNIVERSITY



## SYLLABUS FOR M.A. IN PHILOSOPHY CBCS

Effective from Academic Session 2020-2021

**Total Credit: 80**

**Credit per Semester: 20**

**TOTAL MARKS: 1600 (for four Semester)**

**THEORETICAL PAPERS: 1200**

**CONTINUOUS EVALUATION: 320 +ATTENDANCE:80**

**COOCH BEHAR PANCHANAN BARMA UNIVERSITY  
VIVEKANANDA STREET, COOCH BEHAR, WEST BENGAL  
INDIA**

## **SEMESTER EXAMINATION**

### **Fourth Semester**

Course Code	Name of Course	ESE	Marks			Credit
			CE	A	Total	
DCE-IV	Navya Nyāya/ Vedānta	75	20 (Tutorial)	5	100	5
DCE-V	Philosophy of Wittgenstain/ Philosophy of Husserl	75	20 (Tutorial)	5	100	5
DCE-VI	Peace Studies/ Philosophy of Value Education	75	20 (Tutorial)	5	100	5
GE-II	Philosophy of Mind	75	20 (Tutorial)	5	100	5

ESE: End of Semester Examination; CE: Continuing Evaluation; A: Attendance

**DCE-IV**  
**NAVYA NYĀYA/ VEDĀNTA**

**NAVYA NYĀYA**

**Unit-I**

- Intensive study of Gangesa's *Tattvacintamani* with Didhiti of Raghunatha (selection)

**Unit-II**

- The concept of Sambandha and its various forms.

**Unit-III**

- Technique and Technical terms in Navya Nyāya.

**Suggested Readings:**

1. *Navya-Nyāya-bhasāpradīpah*, Bengali Trs. By Kalipada Tarkacharya, Sanskrit College, Kolkata.
2. D.C. Guha. *Navya Nyāya System of Logic*, Motilal Banarasidas, Delhi.
3. *Tattvacintamani* (Pratyaksakhandā), English Trs. By Stephen Philips and R. Tatacharya, Motilal Banarasdas, Delhi.
4. Raghunath Ghosh. *The Justification of Inference: A Navya Nyāya Approach*, Bharatiya Vidya Prakashan, Delhi.
5. Raghunath Ghosh; *Relation as Real: A Critique of Dharmakīrti*, Satguru Prakashan, Delhi-7.

**VEDĀNTA**

1. *Vedānta-Paribhāṣā of Dharmarāja Adhvarindra*, Translated and Annotated by Swāmi Mādhavānada. The Ramakrishna Mission Sarada Pitha Belur Math, Howrah.

**DCE-V**

**THE PHILOSOPHY OF WITTGENSTEIN/ PHILOSOPHY OF HUSSERL**

**THE PHILOSOPHY OF WITTGENSTEIN**

*Note: Teacher may choose at least one text from the following:*

1. *Tractatus logico Philosophicus*.
2. *Philosophical Investigations*.

## **PHILOSOPHY OF HUSSERL**

### **Any one of the following texts:**

1. *Cartesian Meditations*, Tr. Dorian Carians, The Hague. Martinus Nijhoff, 1960.
2. *The Crisis of European Science and Transcendental Phenomenology*, Tr. David Carr, Evanaton, North Western University Press, 1970 (Parts-I, II, III A).

## **DCE-VI**

### **PEACE STUDIES/ PHILOSOPHY OF VALUE EDUCATION**

#### **PEACE STUDIES**

##### **Unit-I**

- Peace in theory and practice: Peace as non-injury, compassion, love, service, mutual aid; peace with justice through non-violent action; multidimensional aspects of peace; non-violence and development.

##### **Unit-II**

- Gandhi's contribution to peace.
- Conflict resolution and peace making: Definition, nature and scope and conflicts; inner conflict; individual conflicts; peaceful methods of methods of conflicts; resolution via., negotiations, mediation, arbitration, adjudication; role of gender, race, culture, language and religion in conflict situation; creative alternative to conflicts.

##### **Unit-III**

- Sociology and psychology of peace: non-violent social change; creating peaceful social structures; psychology of crime and deviant behavior; the psychology of nationalism, hero-worship and mass violence; roots of violence; form of violence: suicide; criminal violence: rape, domestic violence, child abuse, adolescent aggression; political violence: inter-intra party violence, communal violence, linguistic violence, regional violence, religious conflict, assassinations, terrorism, war.

##### **Unit-IV**

- Social change in India; violence and mass media.
- Gandhian satyagraha model; non-violence; passive resistance, civil disobedience, fasting, boycott, assertive satyagraha etc.
- Peace education: education for peace; Gandhi's vision; peace-education and media; growth of peace studies, peace research and expanding horizons of peace educations;

case studies of peace education experiments; peace awards; role of UNO for establishment of peace.

### **Unit-V**

- Peace technology and Shanti Sena: development of new tools techniques, mechanisms and institutions of Gandhi, Vinoba and J.P. Narayan; UNO peace-keeping force
- Nuclear disarmament and global peace.

### **Suggested Reading:**

1. Steve Marks: Peace, Development and Human Right Education.
2. Galung Johan. "Violence, Peace and Peace Research". Sage Publication Ltd. Vol. 6, No. 3 (1969), PP. 167-191.
3. Magnus Haavelsred: The Peace of Education
4. Kenneth E. Boulding. *Stable Peace*. University of Texas Press. 1978.
5. Thomas Weber. *Conflict Resolution and Gandhian Ethics*. Gandhi Peace Foundation. New Delhi. 1991.
6. Paul Wehr. *Conflict Regulation*. Routledge Publication. England. 1979.
7. Ashley Montago. Learning Non-Aggression
8. John Bondurant: Conquest of Violence
9. Bhoodward: Peace Research and Peace Action
10. Theodore Lenz: Towards a Science of Peace
11. Binova Bhave: Shanti Sena
12. Thomas Merton: The Non-Violent Alternative
13. Gene Sharp: Politics of Non-Violence: Action
14. R.R. Diwakar: The Sage of Satyagraha

## **PHILOSOPHY OF VALUE EDUCATION**

### **Unit-I**

- The concept of "education" and "value", education as essentially a process of inculcating values; values as the foundations of the very process of education; dangers of weakening or delinking the connection between education and values; the need for recognizing what, and what is not, true education; the role of recognizing what are false values in preserving the value-orientedness of education.

### **Unit-II**

- True education as constituting the development of individual as well as social "virtues"; the pursuit of excellence as the foundation of individual virtues; caring for others as the foundation of social virtues.

- The universality of the concept of “good life”; an analysis of the concept of good life; an analysis of the constituents of good life; an analysis of how many from of proper education leads to the development of a proper conception of good life.
- The notion of good life among the ancient Greeks; the notion of good life in classical India; the close connection between the concept of good life and the concept of virtue in both the traditions; the pursuit of excellence and caring for other as the constituent elements of a good life; education as the means to achieve good life.

### **Unit-III**

- The general notion of value; the classification and types of values; instrumental and intrinsic values; the importance of identifying whether a values; instrumental or intrinsic; the dangers of mistaking instrumental values for intrinsic; education as the sole aid in; identifying and choosing values.
- The obsession with value as a typical feature of all classical Indian thinking in all fields; the meticulousness of classical India in identifying all types of disvalues; the concept good life as a life based on Dharma; the universal, living flexible and dynamic characters of Dharma; the primacy of Dharma; the hierarchy of values (as found in the scheme of the purusārthas); the harmonious blending of wordly as well as other- worldly values in the classical Indian scheme.

### **Unit-IV**

- A brief discussion of various values enunciated by the classical Indian philosophical schools.

### **Suggested Readings:**

1. Risieri Frondizi: What is value? Tr. Soloman Lipp, La Salle, Illinois, 1963.
2. Ray Lepley (Ed): The Language of Value, New York, 1957.
3. Ralph B. Perry: General Theory of Value, New York, 1926.
4. Ralph B. Perry: Realms of Value, Cambridge, Mass. 1954.
5. C. Seshadri, etal (Eds.): Education in Values: A Source Book, New Delhi, 1992.
6. M. Hiriyana: The Indian Conception of Value, Mysore, 1942.

**GE**  
**PHILOSOPHY OF MIND**

**Unit- I**

*Note: Teacher will teach at least two topics from this list during any semester*

History and development of the mind-body problem from Descartes to present covering all major theories:

- Dualism and varieties
- Behaviorism and varieties
- Identity theory and varieties
- Functionalism and varieties
- eliminative Materialism
- Anomalous Monism and contemporary theories, if any.

**Unit- II**

*Note: Teacher will teach at least one topic from this list during any semester*

- Self and its knowledge
- Externalism/ Internalism in the Philosophy of Mind

**Suggested Readings:**

*Note: Teachers may prescribe one or more as texts from this list during any semester. Teachers may also introduce new texts subject to the approval of the B.O.S.*

1. Guttenplan, Samuel. 1996. *A Companion to the Philosophy of Mind*, Wiley-Blackwell.
2. Braddon-Mitchell, David and Jackson, Frank. 2006. *Philosophy of Mind and Cognition. 2<sup>nd</sup> Edition*. Wiley-Blackwell.
3. Jaworski, William. 2011. *Philosophy of Mind: A Comprehensive Introduction*. Wiley-Blackwell.
4. Putnam, H., "Meaning and Reference" in A.W. Moore(ed.), *Meaning and Reference*, OUP, Oxford, 1991.
5. Burge, T., "Individualism and the Mental" in French, Uehling, Wettstein (eds.), *Midwest Studies in Philosophy*
6. Donald Davidson, "Knowing Ones Own Mind", in Quassim Cassam (ed.), *Self-Knowledge*, OUP, Oxford, 1994.
7. Quassim Cassam (ed.), *Self-Knowledge*, OUP, Oxford, 1994. (Select Portions)
8. Wright, Smith and Macdonald (eds.) *Knowing Ones Own Mind*, OUP, Oxford, 1998 (Select portions)

9. John R. Searle, *Mind: A Brief Introduction*, Oxford University Press, Oxford, 2004.
10. Peter Carruthers, *The Nature of the Mind: An Introduction*, Routledge, UK, 2004.
11. E. J. Lowe, *An Introduction to the Philosophy of Mind*, CUP, Cambridge, 2000.
12. Ian Ravenscroft, *Philosophy of Mind: A Beginner's Guide*, OUP, Oxford, 2005.
13. Brain Beakley and Peter Ludlow (eds.), *The Philosophy of Mind: Classical Problems/Contemporary Issues*, MIT, Mass, Cambridge, 1994.
14. Jaegwon Kim, *Philosophy of Mind (Dimensions of Philosophy)*, Westview Press, 2005.
15. K. T. Maslin, *An Introduction to the Philosophy of Mind*, Polity, Cambridge, 2001.

### **Unit- III**

*Note: Teacher will teach at least one topic from this list during any semester-*

- Problem of Other Minds, Theory Theory, Simulation Theory
- Psychoanalysis, Methodological discussions on psychotherapy
- Mind as Software, Computational Representational Theory of Mind

### **Suggested Readings:**

*Note: Teachers may prescribe one or more as texts from this list during any semester. Teachers may also introduce new texts subject to the approval of the B.O.S.*

1. Graham, George. 1998. *Philosophy of Mind: An Introduction*. Wiley-Blackwell.
2. Stich, Stephen P. and Warfield, Ted A. 2003. *The Blackwell Guide to the Philosophy of Mind*. Wiley-Blackwell.
3. Avramides, Anita. 2001. *Other Minds*. Routledge.
4. Hyslop, Alec. 1995. *Other Minds*. Springer (2010)
5. Davies, Martin and Stone, Tony. 1995. *Folk Psychology: The Theory of Mind Debate*. Wiley-Blackwell.
6. Davies, Martin and Stone, Tony. 1995. *Mental Simulation: Evaluation and Applications*. Wiley-Blackwell.
7. Carruthers, Peter and Smith, Peter K. 1996. *Theories of Theories of Mind*. Cambridge University Press.
8. Chapter 1 & 2, *Mindware: An Introduction to the Philosophy of Cognitive Science*: Andy Clark.
9. "Computing Machinery and Intelligence" Alan Turing in *Philosophy of Mind, A guide and Anthology*, (ed.) John Heil.
10. "Can Machines Think?", D.C. Dennett, *Brainchildren*, D.C. Dennett.



