

**FOUR YEAR UNDER GRADUATE PROGRAMMES (FYUGP)**

**IN**

**PHILOSOPHY HONOURS/ RESEARCH**

**(ACADEMIC SESSION: 2022-2026 & Onwards)**



**VINOBA BHAVE UNIVERSITY  
HAZARIBAG, JHARKHAND (INDIA) - 825301**

**Members of Board of Studies for preparing Provisional Syllabus of the Four Year Undergraduate Programme (FYUGP)**

Meeting of Board of Studies (Philosophy)

A meeting of Board of Studies held on 08-08-2023 at 11: 00 AM onwards in the University Department of Philosophy, Vinoba Bhave University, Hazaribag under the Chairmanship of Dr. Amit Kumar Singh, Head, University Department of Philosophy, Vinoba Bhave University, Hazaribag to modify the syllabus of Four Year Undergraduate Programme (FYUGP) in Philosophy Honours / Research as per National Education Policy (NEP) 2020.

On the recommendation of Head of the Department, University Department of Philosophy, Vinoba Bhave University, Hazaribag (vide letter no. PHIL-451/Dated: 05/07/2023), the Vice-Chancellor is pleased to constitute the Board of Course of Studies (Memo No. VBU/Esstt./1936/2023/Dated: 13/07/2023) for Four Year Undergraduate Programme (FYUGP).

The Syllabus was thoroughly discussed and modification were suggested by the members present in the meeting. In the light of the suggestion of the members the draft of the syllabus is prepared.

The following members were present in the meeting:

1. Dr. Amit Kumar Singh (Head & Chairman)

*A.K.S.*  
08/08/2023

EXTERNAL EXPERT

2. Prof. (Dr.) Ravindra K.S. Choudhary  
S.K.M. University, Dumka

*Ravindra K.S. Choudhary*  
08.08.2023

MEMBERS

3. Dr. Yamini Sahay  
University Department of Philosophy, VBU

*Yamini Sahay*  
08.08.23

4. Prof. Vijay Kujur  
University Department of Philosophy, VBU

*Vijay Kujur*  
08.08.23

5. Dr. Ramanand Pandey  
Chatra College, Chatra

6. Dr. J.R. Das  
St. Columba's College, Hazaribag

*J.R. Das*  
08/08/2023

7. Dr. Pradeep Prasad  
St. Columba's College, Hazaribag

*Pradeep Prasad*  
08/08/23

8. Dr. Raj Kumar Choubey  
St. Columba's College, Hazaribag

*R.K. Choubey*  
08-08-2023

9. Dr. Jay Prakash Ravidas  
St. Columba's College, Hazaribag

*Jay Prakash Ravidas*  
08/08/2023

## **ABBREVIATIONS**

**ABC:** ACADEMIC BANK OF CREDITS  
**AMJ:** ADVANCED MAJOR DISCIPLINARY/INTERDISCIPLINARY COURSES  
**BOS:** BOARD OF STUDIES  
**CBCS:** CHOICE BASED CREDIT SYSTEM  
**CC:** COMMON COURSES  
**CE:** CONTROLLER OF EXAMINATION  
**CGPA:** CUMULATIVE GRADE POINT AVERAGE  
**ESE:** END SEMESTER EXAMINATION  
**FM:** FULL MARKS  
**FYUGP:** FOUR YEAR UNDERGRADUATE PROGRAMME  
**GP:** GRADE POINT  
**GPA:** GRADE POINT AVERAGE  
**IAP:** INTERNSHIP/ APPRENTICESHIP/ PROJECT  
**IKS:** INDIAN KNOWLEDGE SYSTEM  
**LOCF:** LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK  
**MIL:** MODEM INDIAN LANGUAGE  
**MJ:** MAJOR DISCIPLINARY/INTERDISCIPLINARY COURSES  
**MN:** MINOR DISCIPLINARY/INTERDISCIPLINARY COURSES  
**NCC:** NATIONAL CADET CORPS  
**NEP:** NATIONAL EDUCATION POLICY  
**NH:** NON-HINDI  
**NSS:** NATIONAL SERVICE SCHEME  
**PM:** PASS MARKS  
**RC:** RESEARCH COURSES  
**SGPA:** SEMESTER GRADE POINT AVERAGE  
**SIA:** SEMESTER INTERNAL ASSESSMENT  
**TRL:** TRIBAL & REGIONAL LANGUAGE  
**UG:** UNDERGRADUATE  
**UGC:** UNIVERSITY GRANTS COMMISSION  
**VBU:** VINOBA BHAVE UNIVERSITY  
**VS:** VOCATIONAL STUDIES

## CONTENTS

Members of Core Committee	I
Abbreviations	II
Contents	III-IV
Highlights of Regulation of FYUGP	V
Course Structure for FYUGP ‘Honours/ Research’	VI
Course of Study for Four Year Undergraduate Programme	VII
Semester Wise Course of Study for FYUGP	VIII
Semester Wise Examination Structure for SIE & ESUE	IX
Introductory & Minor Courses	X
Aims of Bachelor’s Degree Programme in Philosophy	XI
Program Learning Outcomes	XII

SERIAL NUMBER	COURSE STRUCTURE FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)	PAGE NUMBER
------------------	---	----------------

### MAJOR COURSE-MJ

#### SEMESTER I

I	MAJOR COURSE-MJ I-PHI-01	1-3
---	--------------------------	-----

#### SEMESTER II

II	MAJOR COURSE-MJ II-PHI-02	4-6
III	MAJOR COURSE-MJ III-PHI 03	7-9

#### SEMESTER III

IV	MAJOR COURSE-MJ IV-PHI-04	10-12
V	MAJOR COURSE-MJ V-PHI-05	13-15

#### SEMESTER IV

VI	MAJOR COURSE-MJ VI-PHI-06	16-18
VII	MAJOR COURSE-MJ VII-PHI-07	19-20
VIII	MAJOR COURSE-MJ VIII-PHI-08	21-22

#### SEMESTER V

IX	MAJOR COURSE-MJ IX-PHI-09	23-25
X	MAJOR COURSE-MJ X-PHI-10	26-28
XI	MAJOR COURSE-MJ XI-PHI-11	29-31

## SEMESTER VI

XII	MAJOR COURSE-MJ XII-PHI-12	32-34
XIII	MAJOR COURSE-MJ XIII-PHI-13	35-37
XIV	MAJOR COURSE-MJ XIV-PHI-14	38-40
XV	MAJOR COURSE-MJ XV-PHI-15	41-43

## SEMESTER VII

XVI	MAJOR COURSE-MJ XVI-PHI-16	44-46
XVII	MAJOR COURSE-MJ XVII-PHI-17	47-48
XVIII	MAJOR COURSE-MJ XVIII-PHI-18	49-51
XIX	MAJOR COURSE-MJ XIX-PHI-19	52-54

## SEMESTER VIII

XX	MAJOR COURSE-MJ XX-PHI-20	55-57
----	---------------------------	-------

## ADVANCE MAJOR COURSE-AMJ

XXI	ADVANCE MAJOR COURSE-AMJ 1	58-60
XXII	ADVANCE MAJOR COURSE-AMJ 2	61-62
XXIII	ADVANCE MAJOR COURSE-AMJ 3	63

## MINOR COURSE-MN

XXIV	MINOR COURSE-MN-IA	64-66
XXV	MINOR COURSE-MN-IIB	67-69
XXVI	MINOR COURSE-MN-IIIC	70-72
XXVII	MINOR COURSE-MN-IVD	73-75

## HIGHLIGHTS OF REGULATIONS OF FYUGP

The National Education Policy (NEP) 2020 proposes significant reforms in the higher education, including the introduction of a Four-Year Undergraduate Programme (FYUGP). Here are some of the key highlights of the regulation of the Four-Year Undergraduate Programme according to NEP 2020:

- 1. Duration:** The Four-Year Undergraduate Programme extends the duration of undergraduate degrees from the traditional three years to four years.
- 2. Multiple Exit Options:** The FYUGP offers multiple exit options for students, allowing them to receive recognition for their academic accomplishments even if they do not complete the full four-year program. Students who complete one year will receive a certificate, those who complete two years will receive a diploma, and those who complete three years will be awarded a bachelor's degree.
- 3. Flexibility and Choice:** The FYUGP provides greater flexibility and choice to students in selecting their courses. Students can choose from a wide range of subjects and disciplines, including both core and elective courses, to design a curriculum that aligns with their interests and career aspirations.
- 4. Multidisciplinary Approach:** The FYUGP promotes a multidisciplinary approach to education, allowing students to combine courses from different disciplines and encouraging a holistic understanding of various subjects.
- 5. Research and Internship Opportunities:** The regulation emphasizes the integration of research and internship opportunities within the curriculum to enhance students' practical skills and experiential learning.
- 6. Academic Credit Bank:** The FYUGP introduces an Academic Credit Bank, which allows students to accumulate credits for completed courses. These credits can be transferred or recognized if students wish to pursue further education or if they decide to return to complete their degree after a break.
- 7. Professional Development:** The FYUGP emphasizes the importance of continuous professional development and offers opportunities for skill development and vocational training to enhance employability.
- 8. Language Learning:** The regulation encourages the learning of multiple languages to promote linguistic diversity and cultural understanding.
- 9. Holistic Development:** The FYUGP aims to foster holistic development among students by integrating sports, arts, and other co-curricular activities into the curriculum.

Overall, the FYUGP is designed to offer greater flexibility and multidisciplinary to students pursuing undergraduate degrees.

**COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'**

Jharkhand, NEP Regulations for FYUGP, 2022 onwards

**Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]**

Level of Course	Semester	Credits												Credits	Double Major (DMJ)					
		1	2	3	4	5	6	7	8	9	10	11	12			13	14			
100-199: Foundation or Introductory courses	I		4				3	2	3	4								20	4+4	
	II		4+4				3	2	3									20	4+4	
200-299: Intermediate-level courses	Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)																			
	III		4+4		4		3	2	3									20	4+4	
	IV		4+4+4			4		2		2								20	4+4	
	Exit Point: Undergraduate Diploma provided with Summer Internship in 1 <sup>st</sup> or 2 <sup>nd</sup> year/ Project (4 credits)																			
300-399: Higher-level courses	Exit Point: Bachelor's Degree																			
	V		4+4+4.		4									4				20	4+4	
	VI		4+4+4+4			4												20	4+4	
400-499: Advanced courses	Exit Point: Bachelor's Degree with Hons. /Hons. with Research																			
	VII		4+4+4+4		4													20	4+4	
	VIII		4			4										12	4+4+4	20	4+4	
	Exit Point: Bachelor's Degree with Hons. /Hons. with Research																			
																			160	224

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

## COURSE OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME

Jharkhand, NEP Regulations for FYUGP. 2022 onwards

### COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME 2022 onwards

**Table 2: Semester wise Course Code and Credit Points for Single Major:**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
<b>I</b>	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language including TRL)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
<b>II</b>	AEC-2	Language and Communication Skills (English)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
<b>III</b>	AEC-3	Language and Communication Skills (MIL-2; Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
<b>IV</b>	AEC-3	Language and Communication Skills (MIL-2/ English-2)	4
	VAC-2	Value Added Course-2	2
	MN-2B	Minor from Vocational Studies/Discipline-2	4



Jharkhand, NEP Regulations for FYUGP. 2022 onwards

	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/ AMJ-1 AMJ-2 AMJ-3	Research Internship/Field Work/Dissertation OR Advanced Major paper-1 (Disciplinary/Interdisciplinary Major) Advanced Major paper-2 (Disciplinary/Interdisciplinary Major) Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	12/ 4 4 4
		<b>Total Credit</b>	<b>160</b>

**EXAMINATION STRUCTURE FOR SIE & ESUE**

Subjects	Credits	FM		Semester Internal Examination	End Semester University Examination	
Ability Enhancement Courses	2	50		---	50	
Value Added Courses	2	50		---	50	
Skill Enhancement Courses	3	75		---	75	
Multidisciplinary Courses	3	75		---	75	
Minor Courses	4	100		25	75	
Advanced Major	4	100		25	75	
Research Courses						
i. Research Methodology (F.M.=100)	12	100 + 200		25 + ---	75 + 200	
ii. Synopsis, Thesis & others (F.M.=200)						
Vocational Courses including Internship	4	100		---	100/ (Grade point awarded by the concerned organisation)	
Non- Practical Subjects (MJ/MN)	4	100		25	75	
Practical Subjects (MJ/MN)	4	<b>T</b>	<b>P</b>	<b>T</b>	<b>T</b>	<b>P</b>
		75	25	15	60	25

**CONSOLIDATED LIST OF MAJOR (MJ), ADVANCE MAJOR (AMJ), MINOR (MN), AND  
MULTIDISCIPLINARY (MDC) COURSES**

**MAJOR (MJ) COURSES**

Semester	Major Paper	Paper Name	Paper code	Credits	Internal Marks	External Marks
I	MJ-I	Outlines of Indian Philosophy	Phil -1	04	25	75
II	MJ-II	Ancient Greek Philosophy	Phil -2	04	25	75
	MJ- III	Indian Metaphysics & Epistemology	Phil- 3	04	25	75
III	MJ - IV	History of Western Philosophy	Phil -4	04	25	75
	MJ - V	Indian Ethics	Phil - 5	04	25	75
IV	MJ - VI	Western Metaphysics & Epistemology	Phil - 6	04	25	75
	MJ - VII	Indian Logic	Phil - 7	04	25	75
	MJ - VIII	Philosophy of Religion	Phil - 8	04	25	75
V	MJ – IX	Social & Political Philosophy	Phil – 9	04	25	75
	MJ – X	Contemporary Western Philosophy	Phil – 10	04	25	75
	MJ – XI	Deductive Logic	Phil - 11	04	25	75
VI	MJ - XII	Symbolic Logic	Phil - 12	04	25	75
	MJ - XIII	Contemporary Indian Philosophy	Phil – 13	04	25	75
	MJ - XIV	Comparative Religion	Phil – 14	04	25	75
	MJ - XV	Western Ethics	Phil - 15	04	25	75
VII	MJ - XVI	Contemporary Debates in Philosophy	Phil – 16	04	25	75
	MJ - XVII	Classical Indian Text <i>Srimadbhagwadgita</i>	Phil - 17	04	25	75
	MJ - XVIII	Analytical Philosophy	Phil – 18	04	25	75
	MJ XIX	Continental Philosophy	Phil – 19	04	25	75
VIII	MJ XX	Philosophical Foundation of Indian Knowledge System (IKS)	Phil - 20	04	25	75
	AMJ – I	Research Methodology	AMJ - 1	04	25	75
	AMJ – II	Research Project/Synopsis	AMJ - 2	04		
	AMJ - III	Research Report	AMJ - 3	04		

**MINOR (MN) COURSES**

Semester	Minor Paper	Paper Name	Paper code	Credits	Internal Marks	External Marks
I	MN – I	Outlines of Indian Philosophy	MN – 1A	04	25	75
III	MN – II	History of Western Philosophy	MN – 1B	04	25	75
V	MN – III	Indian Ethics	MN – 1C	04	25	75
VII	MN – IV	Western Ethics	MN – 1D	04	25	75

## AIMS OF FYUGP IN PHILOSOPHY

The aims of a FYUGP in Philosophy are to provide students with a comprehensive and foundational understanding of philosophical principles, methodologies, and theories. Through this course, students are exposed to a wide range of philosophical topics and develop critical thinking, analytical, and communication skills. The specific aims may vary depending on the course structure and the program's focus, but some common aims include:

1. **Understanding Philosophical Concepts:** Introduce students to the fundamental concepts and themes in philosophy, such as ethics, metaphysics, epistemology, logic, and political philosophy.
2. **Developing Critical Thinking Skills:** Foster the ability to think critically, analyse complex arguments, and identify logical fallacies in philosophical discourse.
3. **Ethical Reasoning and Moral Awareness:** Encourage students to engage in ethical reasoning and consider moral implications in various contexts.
4. **Historical and Cultural Awareness:** Provide insights into the historical development of philosophical thought, exploring the works of influential philosophers from different periods and cultures.
5. **Interdisciplinary Connections:** Highlight the interdisciplinary nature of philosophy and its connections to other academic fields, such as science, literature, politics, and the arts.
6. **Problem-Solving and Decision-Making:** Equip students with the capacity to apply philosophical methodologies to real-world issues and make informed and reasoned decisions.
7. **Appreciating Diverse Perspectives:** Encourage open-mindedness and respect for different philosophical viewpoints, promoting an inclusive and tolerant learning environment.
8. **Preparation for Advanced Studies:** Lay the groundwork for students interested in pursuing further studies in philosophy or related disciplines at the graduate level.
9. **Engagement with Contemporary Issues:** Enable students to apply philosophical concepts to contemporary social, political, and ethical challenges, encouraging active citizenship and critical engagement with societal issues.

Overall, the Four Year Undergraduate Programme in Philosophy aims to instill a strong philosophical foundation that enables students to think critically, engage in philosophical inquiry, and apply philosophical perspectives to various aspects of life. The course aims to prepare students for a broad range of career paths, as well as for further academic pursuits in philosophy or related fields.

## **THE LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF) FOR FYUGP IN PHILOSOPHY**

Course learning outcomes for a philosophy course will depend on the specific level and focus of the course. Below are some general learning outcomes that could be applicable to the complete course structure:

1. **Critical Thinking and Analysis:**
  - Evaluate and analyse philosophical arguments and theories.
  - Identify logical fallacies and weak points in philosophical reasoning.
  - Develop and present well-reasoned counterarguments.
2. **Understanding Philosophical Concepts:**
  - Demonstrate an understanding of fundamental philosophical concepts, such as truth, knowledge, ethics, justice, and reality.
  - Explain various philosophical theories and their implications.
3. **Ethical Reasoning:**
  - Apply ethical theories to analyse and address ethical dilemmas.
  - Recognize the moral dimensions of real-world situations.
4. **Interdisciplinary Connections:**
  - Recognize the relationship between philosophy and other disciplines, such as science, politics, literature, and art.
5. **Cultural Awareness and Open-mindedness:**
  - Appreciate diverse philosophical perspectives from different cultures and traditions.
  - Engage in open-minded and respectful discussions of philosophical viewpoints.
6. **Problem-Solving and Application:**
  - Apply philosophical methodologies to address complex issues and questions.
  - Utilize philosophical reasoning in decision-making and problem-solving.
7. **Metacognition and Self-Reflection:**
  - Reflect on personal philosophical beliefs and their development throughout the course.
  - Evaluate and critique one's own philosophical assumptions.
8. **Research Skills:**
  - Conduct independent research on philosophical topics using reputable sources.
  - Cite and reference philosophical literature correctly.

## SEMESTER I

MAJOR PAPER I

PAPER CODE- PHI-1

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01 will be very short answer type** consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03 will be short answer type** of five (05) marks. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

## OUTLINES OF INDIAN PHILOSOPHY

60 Lectures

The course "Outlines of Indian Philosophy" provides an introductory exploration of the diverse philosophical traditions that have emerged in the Indian subcontinent throughout history. It offers an overview of the major schools of thought, their key concepts, and their contributions to the understanding of existence, reality, knowledge, ethics, and spirituality. By the end of this course, students will have gained a fundamental understanding of the fundamental philosophical ideas that have shaped the intellectual and spiritual landscape of India.

### **COURSE OBJECTIVE:**

1. **Explore Key Philosophical Schools:** Examine major schools of Indian philosophy, including but not limited to *Nyāya*, *Vaiśeṣika*, *Sāṃkhya*, *Yoga*, *Mīmāṃsā*, *Vedānta*, and Buddhism. Delve into their unique perspectives on metaphysics, epistemology, ethics, and the nature of the self.
2. **Engage with Primary Texts:** Encounter selected excerpts from foundational texts of Indian philosophy, enabling students to engage directly with original philosophical writings.

## **COURSE LEARNING OUTCOMES:**

By the completion of the course "Outlines of Indian Philosophy," students will be able to:

1. **Contextualize Philosophical Ideas:** Understand the historical, cultural, and social contexts in which various Indian philosophical traditions emerged, recognizing the influence of these factors on the development of philosophical thought.
2. **Evaluate Contemporary Relevance:** Assess the relevance of Indian philosophical concepts in addressing contemporary societal and ethical challenges, such as environmental ethics, social justice, and the pursuit of happiness.
3. **Foster Cross-Cultural Understanding:** Cultivate an open and respectful appreciation for cultural diversity, encouraging cross-cultural dialogue and the integration of Indian philosophical insights into broader global discourse.

## **COURSE CONTENT:**

**UNIT I:** Chief characteristics of Indian Philosophy; The *Cārvāka* School: Metaphysics, Epistemology and Ethics

**07 LECTURES**

**UNIT II:** Jainism: Concept of *Jīva*, Bondage and Liberation; Buddhism: The Four Noble Truths, Theory of No-self

**08 LECTURES**

**UNIT III:** *Nyāya* Philosophy: Theory of *Pramāṇas*, The Idea of God and Proofs for the Existence of God. *Vaiśeṣika* Philosophy: Concept of *Padārtha* and its kinds. The Atomic Theory according to the *Vaiśeṣika* School (*Parmāṇuvada*)

**15 LECTURES**

**UNIT IV:** *Sāṃkhya* Philosophy: Causation theory (*Satkāryavāda*); *Prakṛti* & *Puruṣa*; Theory of Evolution (*vikasvada*).

Yoga Philosophy: *Cittā* and *Cittāvṛtti*; *Aṣṭāṅgayoga* (the eight limbs of yoga); Concept of God in Yoga School.

**15 LECTURES**

**UNIT V:** *Purva Mīmāṃsā*: *Pramanyavada*, *Parataḥ-prāmāṇya* and *Svataḥ-prāmāṇya* doctrines; *Advaita Vedānta*: *Nirguna Brahman*; *Vivartavada*; *Maya*. *Viśiṣṭādvaita*: *Saguna Brahman*; Refutation of *Maya*.

**15 LECTURES**

## **SUGGESTED READINGS:**

1. Chatterjee, Satishchandra & Datta, Dheerendramohan. *“An Introduction to Indian Philosophy”*. Motilal Banarsidass. 2015
2. Chaturvedi, Swami Rajeshwaranand. *“Bharatiya Darshan ki Rooprekha”*. Vani Prakashan, 2022.
3. Datta, D.M. & Chatterjee, S. C. *“Bhartiya Darshan”*. Pustak Mahal, Patna, 2013.
4. Krishna, Daya. *“Indian Philosophy: A Counter Perspective”* (Revised and Enlarged Edition) Sri Satguru Publications, 2006
5. Nigam, Shobha. *“Bharatiya Darshan”*. Motilal Banarsidas; Fourth edition. 2011
6. Pandey, S.L., *“Bhartiya Darshan ka Sarvekshana”*, Central Publishing House, Allahabad, 2008.
7. Radhakrishnan, Sarvapalli. *“Indian Philosophy”*. Vol. I & II. Oxford India (2nd Edition). 2004
8. Sharma, C.D. *“Bharatiya Darshan Alochana Aur Anusheelan”*. Motilal Banarsidas Publishers Private Limited; 6th edition. 2013
9. Sharma, C.D. *“A Critical Survey of Indian Philosophy”*. Motilal Banarsidas, New Delhi. 2016
10. Sinha, Jadunath. *“Bharatiya Darshan: Indian Philosophy”*. Motilal Banarsidas Publishers Private Limited. 2004
11. Sinha, Harendra Prasad. *“Bharatiya Darshan Ki Rooprekha”*. Motilal Banarsidas Publishers Private Limited; 13th edition. 2018
12. Upadhyaya, Acharya Baldev. *“Bharatiya Darshan”*. Sharda Mandir Publication, Varanasi. 2016





## SEMESTER II

MAJOR PAPER II

PAPER CODE- PHI-02

CREDITS-03

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

ANCIENT GREEK PHILOSOPHY

60 Lectures

The course in “Ancient Greek Philosophy” is to explore the foundational ideas, concepts, and theories developed by the ancient Greek philosophers during the classical period. The study of ancient Greek philosophy typically focuses on the period from the 6th century BCE to the 4th century BCE and includes renowned figures such as Socrates, Plato, and Aristotle, among others.

### **COURSE OBJECTIVES:**

The main objectives of such a course may include:

1. **Philosophical theories:** Examining the major philosophical theories and ideas proposed by ancient Greek thinkers, such as metaphysics, epistemology, ethics, politics, and aesthetics.
2. **Influence on Western thought:** Recognizing the significant influence of ancient Greek philosophy on the development of Western philosophical traditions and intellectual history.

### **COURSE LEARNING OUTCOMES:**

Upon completing a course in Ancient Greek Philosophy, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter. Some of the key learning outcomes may include:

- 1. Critical analysis:** Students should be able to critically analyse and evaluate philosophical arguments presented by ancient Greek thinkers, identifying logical fallacies, assessing the strength of their reasoning, and recognizing underlying assumptions.
- 2. Comparative analysis:** Students should be able to compare and contrast the ideas of different ancient Greek philosophers, highlighting similarities and differences between their philosophical systems.
- 3. Appreciation of diversity in thought:** Students should appreciate the diversity of philosophical perspectives within ancient Greek philosophy and recognize the value of intellectual diversity in shaping philosophical inquiry.

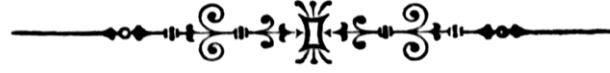
### **COURSE CONTENT:**

- UNIT I:** Milesians: Reality and metaphysical view of Thales and Anaximander.  
Fundamental metaphysical reality according to Pythagorean society. **08 LECTURES**
- UNIT II:** Heraclitus and its theory of Momentariness, Eleatic school: The concept on  
“*Nous*”. Metaphysical and Epistemological view of Parmenides and Zeno. **15 LECTURES**
- UNIT III:** Philosophical view of Empedocles and Anaxagoras **07 LECTURES**
- UNIT IV:** Democritus and his theory of Atomism. Epistemological view of Protagoras.  
Epistemological & Ethical view of Socrates’ **15 LECTURES**
- UNIT V:** Plato’s Theory of Ideas; Aristotle’s Metaphysics & theory of Causation. **15 LECTURES**

### **SUGGESTED READINGS:**

1. D.J.O’Conner, “*A Critical History of Western Philosophy*”, Free Press of Glencoe, New York, 1964
2. Guthrie, W. K. C. “*The Pre-Socratic Philosophers.*” Cambridge University Press, 1993.
3. Krishna, Daya. “*Paschatya Darshan Ka Itihas (Vol.-02)*” Rajasthan Hindi Granth Academy. 2014
4. Lal, B.K. “*Samkalin Pashchatya Darshan*”. Motilal Banarsidas. 1990
5. Masih. Y. “*Paschatya Darshan Ka Sameekshatamak Itihas: Yunani, Madhyayugeen, Aadhunik Aur Hegal Darshan*”. Motilal Banarsidas. 1992
6. Sharma, Chandradhar. “*Pashchatya Darshan*”. Motilal Banarsidas. 1992.
7. Srivastava, J.S., “*Greek Evam Madhyakalin Darshan ka Vaigyanik Itihas*”, Kitab Mahal, Allahabad, 1968.

8. Taylor, C. C. W. "*The Atomists: Leucippus and Democritus.*" University of Toronto Press, 1999.
9. Thilly and Wood, "*A History of Philosophy*", Central Book Depot, Allahabad, 1965.
10. Tiwari, Naresh Prasad. "*Greek evam Madhyayugeen Darshan: Ek Avlokan*". Motilal Banarsidass Publishers; 2nd edition. 2019
11. Tripathi, C.L., "*Greek Evam Madhyakalin Darshan*", Prayag PustakSadan, Allahabad, 2006
12. Upadhyay, H.S., "*Pashchatya Darshan Ka Udbhaw aur Vikas*", Darshan Anusheelan Kendra, Allahabad, 1999.
13. W.T. Stace, "*A Critical History of Greek Philosophy*", Macmillan Martin's Press, 1969



## SEMESTER II

MAJOR PAPER III

PAPER CODE- PHI-03

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. Question No. 01 will be very short answer type in Group A consisting of five (05) questions of one (01) mark each. Question No. 02 will be short answer type of five (05) marks. Group B will contain descriptive type two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks each. Group B will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

## INDIAN METAPHYSICS & EPISTEMOLOGY

60 Lectures

The course in “Indian Metaphysics & Epistemology” is to explore the foundational concepts, theories, and methodologies related to metaphysics and epistemology as developed within the diverse and rich philosophical traditions of India. Indian philosophy encompasses a wide range of schools of thought, each offering unique perspectives on the nature of reality and the sources of knowledge. The course aims to provide students with a comprehensive understanding of these philosophical systems and their significance in the broader context of Indian intellectual history.

### **COURSE OBJECTIVE:**

1. **Metaphysical concepts and debates:** Examining the fundamental questions in Indian metaphysics, including the nature of reality, the self (*atman*), the ultimate reality (*Brahman*), the concept of causation (*karma*), and the relationship between the physical and spiritual realms.
2. **Epistemological theories:** Exploring the various theories of knowledge (*pramana*) proposed in Indian philosophy, including perception, inference, testimony, comparison, and non-apprehension, and understanding how these differ from Western epistemological frameworks.

## **COURSE LEARNING OUTCOMES:**

- 1. Philosophical implications:** Investigating the practical and ethical implications of metaphysical and epistemological concepts in Indian thought, including their influence on ethical theories, religious practices, and the quest for liberation (*moksha*).
- 2. Academic research and presentation:** Developing students' research skills in the context of Indian philosophy, including the ability to conduct scholarly research, present arguments effectively, and write academic papers on related topics.

The course seeks to provide students with a deeper appreciation of the rich philosophical heritage of India, foster critical thinking about fundamental questions concerning reality and knowledge, and facilitate cross-cultural philosophical exploration. By the end of the course, students should have a comprehensive understanding of Indian metaphysics and epistemology and its significance in the broader landscape of global philosophical thought

## **COURSE CONTENT:**

**UNIT I:** Nature of Cognition: Valid and Invalid Cognition. *Pramā*: Definitions and Types of *Pramāṇa*. **15 LECTURES**

**UNIT II:** *Pramāṇaya*: Origin and Ascertainment, *Pramāṇasamplava* and *Pramāṇavyastha*. **07 LECTURES**

**UNIT III:** Theories of Perceptual Error (*Khyātivāda*) and Kinds of *Khyātivāda*, Concepts of *Prameya* and kinds of *Padārtha*. **15 LECTURES**

**UNIT IV:** Causality: *Pariṇāmavāda*, *Aarambhvāda*, *Vivartavāda*, *Paṭīccasamuppādavāda*. **08 LECTURES**

**UNIT V:** *Sāmānya*: *Nyāya* and Buddhist Debate, *Abhāva*, The Self in Indian Schools. **15 LECTURES**

## **SUGGESTED READINGS:**

1. Chaturvedi, Swami Rajeshwaranand. "*Bharatiya Darshan ki Rooprekha*". Vani Prakashan, 2022.
2. Dasgupta, Surendranath. "*A History of Indian Philosophy, Vol. 1-5*". Motilal Banarsidass, New Delhi. 1975.

3. Hiriyanna, M. *"The Essentials of Indian Philosophy"*. Motilal Banarsidass, New Delhi. 1995.
4. Matilal, Bimal Krishna. *"Perception: An Essay on Classical Indian Theories of Knowledge"*. Oxford University Press, 1986.
5. \_\_\_\_\_ . *"The Character of Logic in India"*. Oxford University Press, 1998.
6. Mohanty, J.N. *"Classical Indian Philosophy"*. Rowman & Littlefield. 2000.
7. Murti, T.R.V. *"The Central Philosophy of Buddhism: A Study of the Mādhyamika System"*. Motilal Banarsidass, New Delhi. 1955.
8. Nigam, Shobha. *"Bharatiya Darshan"*. Motilal Banarsidas; Fourth edition. 2011
9. Radhakrishnan, Sarvepalli. *"Indian Philosophy, Volume 1: With an Introduction by J.N. Mohanty"*. Oxford University Press, 2005.
10. Sinha, Jadunath. *"Bharatiya Darshan: Indian Philosophy"*. Motilal Banarsidass Publishers Private Limited. 2004
11. Sinha, Harendra Prasad. *"Bharatiya Darshan Ki Rooprekha"*. Motilal Banarsidass Publishers Private Limited; 13th edition. 2018
12. Sinha, Nilima. *"Bharatiya Gyanmimansa"*. Motilal Banarsidass, 2010
13. Sharma, C.D. *"Bharatiya Darshan Alochana Aur Anusheelan"*. Motilal Banarsidas Publishers Private Limited; 6th edition. 2013
14. Tiwari, Kedar Nath. *"Bharatiya Tarkashastra Parichay: An Introduction to Indian Logic"*. Motilal Banarsidass Publishers, 2016



## SEMESTER III

MAJOR PAPER IV

PAPER CODE- PHI-04

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

## HISTORY OF WESTERN PHILOSOPHY

60 Lectures

The course for the “History of Western Philosophy” is to provide students with a comprehensive and chronological exploration of the major philosophical ideas, movements, and thinkers that have shaped the Western intellectual tradition. This course typically covers a wide range of philosophical periods and examines the development of philosophical thought from ancient times to the modern era.

### **COURSE OBJECTIVE:**

1. **Key philosophical concepts:** Introducing students to fundamental philosophical concepts, such as metaphysics, epistemology, ethics, political philosophy, logic, and aesthetics.
2. **Connections between periods:** Examining the interconnections between different historical periods and how earlier philosophical ideas influenced later philosophical developments.
3. **Relevance to contemporary issues:** Exploring how the historical ideas and debates in Western philosophy continue to be relevant to contemporary ethical, political, and metaphysical discussions.

## **COURSE LEARNING OUTCOMES:**

Upon completing a course in History of Western Philosophy, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and critical engagement with philosophical ideas. The learning outcomes may include:

- 1. Knowledge of philosophical history:** Students should possess a comprehensive knowledge of the major philosophical periods, movements, and thinkers that have contributed to the development of Western philosophy.
- 2. Synthesis of philosophical ideas:** Students should be capable of synthesizing and comparing philosophical ideas from different periods, recognizing connections, continuities, and changes in philosophical thought over time.

## **COURSE CONTENT:**

**UNIT I:** Plato's Epistemology: Difference between Episteme and Doxa. Aristotle: Matter and forms, potentiality and actuality. St. Thomas Aquinas: Proofs for the Existence of God

**07 LECTURES**

**UNIT II:** Descartes: Method of Doubt, *Cogito ergo sum*, Mind and Matter, Interactionism, God and Proofs for Existence; Spinoza: Substance, Attributes and Modes, Pantheism.

**15 LECTURES**

**UNIT III:** Leibnitz: Monadology, Pre-established Harmony. Locke: Refutation of Innate Ideas, Primary and Secondary Qualities.

**15 LECTURES**

**UNIT IV:** Berkeley: Refutation of Materialism, *Esse est percipi*. Hume: Impression and Ideas, Relations of Ideas and Matters of Fact, Skepticism

**08 LECTURES**

**UNIT V:** Kant: Conception of critical Philosophy, Synthetic a priori judgments, Space and Time, Categories of the Understanding, Phenomena and Noumena.

**15 LECTURES**

## **SUGGESTED READINGS:**

1. Durant, Will. *"The Story of Civilization: Part VII - The Age of Reason Begins."* Simon & Schuster, 1961
2. Grayling, A. C. *"The History of Philosophy."* Penguin Books, 2019.
3. Hospers, John. *"An Introduction to Philosophical Analysis."* Routledge, 1997.
4. Krishna, Daya. *"Paschatya Darshan Ka Itihas (Vol.-02)"* Rajasthan Hindi Granth Academy. 2014
5. Lal, B.K. *"Samkalin Pashchatya Darshan"*. Motilal Banarsidas. 1990
6. Masih. Y. *"Paschatya Darshan Ka Sameekshatamak Itihas: Yunani, Madhyayugeen, Aadhunik Aur Hegal Darshan"*. Motilal Banarsidas. 1992



7. Nigam, Shobha. "*Pashchatya Darshan Ke Sampraday*". Motilal Banarsidass Publishing House, 2013
8. \_\_\_\_\_ . "*Pashchatya Darshan Ka Aetihāsik Sarvekshan: Theylis Se Heegal Tak*". Motilal Banarsidass Publishers, 2016
9. Russell, Bertrand. "*A History of Western Philosophy*." Simon & Schuster, 1945.
10. Srivastava, Jagdish Sahay. "*Pashchatya Darshan ki Darshnik Pravrittiyan*". Abhivyakti Prakashan, 2017
11. Sharma Chandradhar. "*Pashchatya Darshan*". Motilal Banarsidas, New Delhi, 2016
12. Sharma, Chandradhar. "*Pashchatya Darshan*". Motilal Banarsidas. 1992.
13. Upadhyay, H.S., "*Pashchatya Darshan Ka Udbhaw aur Vikas*", Darshan Anusheelan Kendra, Allahabad, 1999.
14. Verma, Ashok Kumar. "*Nitishastra ki Rooparekha: Pashchatya aur Bharatiya*". Motilal Banarsidass Publishing House, 2017



## SEMESTER III

MAJOR PAPER V

PAPER CODE- PHI-05

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Question No. 02 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten mark each, out of which any one to answer.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five questions of 01 mark each. **Question No. 02 & 03** will be short answer type of five marks each. **Group B** will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

**INDIAN ETHICS**

**60 Lectures**

The course for “Indian Ethics” is to provide students with an in-depth understanding of the ethical theories and frameworks developed within the diverse and rich philosophical traditions of India. Indian ethics is deeply rooted in ancient scriptures, religious texts, and philosophical treatises, offering unique perspectives on morality, virtue, and the good life. The course aims to explore these ethical systems and their significance in the broader context of Indian intellectual history and contemporary ethical debates.

### **COURSE OBJECTIVE:**

1. **Ethical implications of religious and cultural practices:** Examining how Indian religious and cultural practices influence ethical beliefs and behavior, including the concepts of dharma in Hinduism and ahimsa in Jainism.
2. **Moral reasoning and decision-making:** Developing students' ability to engage in moral reasoning and ethical decision-making using insights from Indian ethical traditio

### **COURSE LEARNING OUTCOMES:**

Upon completing a course in Indian Ethics, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and engagement with ethical theories and frameworks developed within Indian philosophical traditions. The learning outcomes may include:

1. **Knowledge of Indian ethical traditions:** Students should possess a comprehensive knowledge of the major Indian philosophical schools that have contributed to the development of ethical theories in India.
2. **Understanding of ethical concepts:** Students should be familiar with foundational ethical concepts in Indian thought, such as *dharma* (moral duty/righteousness), *karma* (action and its consequences), *ahimsa* (non-violence), *moksha* (liberation), and the pursuit of virtue.
3. **Ethical engagement and personal growth:** Students should reflect on their own ethical values and beliefs, fostering personal growth and moral development.
4. **Ethical awareness and sensitivity:** Students should develop a heightened awareness of ethical issues in various contexts and demonstrate sensitivity to the ethical dimensions of personal, social, and professional life.

### **COURSE CONTENT:**

**UNIT I:** Introduction to Ethics, Meaning and Nature of Ethics & Its relation with Other Subjects. **07 LECTURES**

**UNIT II:** Theory of *Rta*, Law of *Karma*, Kinds of *Karma*, Importance of *Karma* in Indian Ethics. **15 LECTURES**

**UNIT III:** Ideas of *Rn*, Meaning of *Dharma*, Definition and Classification of *Dharma*. **15 LECTURES**

**UNIT IV:** Eightfold path of Buddhism (*Āryāṣṭāṅgikamārga*), *Aṇuvratas* and *Mahavratas* of Jainism **08 LECTURES**

**UNIT V:** Meaning of *Puruṣārtha*, Four kinds of *Puruṣārthas*, Inner-relation between *Puruṣārthas*, and Significance of *Puruṣārthas*. **15 LECTURES**

### **SUGGESTED READINGS:**

1. Bhattacharyya, Haridas. *"The Cultural Heritage of India: Ethics."* The Ramakrishna Mission Institute of Culture, 2016.
2. Bhushan, Nalini, and Jay L. Garfield. *"Indian Philosophy: From Renaissance to Independence."* Oxford University Press, 2011.
3. Bilimoria, Purushottama, ed. *"Indian Ethics: Classical Traditions and Contemporary Challenges."* Ashgate, 2007.
4. Chatterjee, Margaret. *"Ethics and Social Responsibility in Indian Philosophy."* Routledge, 2017.
5. Gupta, Bina. *"An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom."* Routledge, 2012.

6. Jha, Anirudh & Mishra, Ramnandan. "*Aachara Shastra Ke Mool Siddhanta*". Motilal Banarsidas, 2017
7. Matilal, Bimal Krishna. "*Ethics and Epics: The Collected Essays of Bimal Krishna Matilal, Volume II.*" Oxford University Press, 2002.
8. Mishra, Nityanand. "*Nitishastra: Siddhant Aur Vyavahar*". Motilal Banarsidass Publishers, 2017
9. Nicholson, Andrew J. "*Unifying Hinduism: Philosophy and Identity in Indian Intellectual History.*" Columbia University Press, 2010.
10. Pathak, Diwakar. "*Bharatiya Nitishashtra: Indian Ethics*". Bihar Hindi Granth Academy, Patna, 1994
11. Potter, Karl H., ed. "*Encyclopedia of Indian Philosophies: Volume VII: Abhidharma Buddhism to 150 A.D.*" Princeton University Press, 1996.
12. Ram-Prasad, Chakravarthi. "*Indian Philosophy and the Consequences of Knowledge: Themes in Ethics, Metaphysics, and Soteriology.*" Ashgate, 2007.
13. Sharma, Karyanand. "*Bharatiya Darshan ke Mool Sampratyay*". Motilal Banarsidass Publishers, 2018



## SEMESTER IV

MAJOR PAPER VI

PAPER CODE- PHI-06

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

**WESTERN METAPHYSICS & EPISTEMOLOGY**

**60 Lectures**

The course in “Western Metaphysics and Epistemology” is to explore the foundational concepts, theories, and methodologies related to metaphysics and epistemology within the Western philosophical tradition. This course typically focuses on the study of the nature of reality, knowledge, and the fundamental principles underlying human understanding and inquiry.

### **COURSE OBJECTIVE:**

1. **Metaphysical concepts and debates:** Examining fundamental metaphysical questions, such as the nature of reality, existence, causation, substance, time, space, and free will.
2. **Epistemological theories:** Exploring the nature and sources of knowledge, theories of truth, skepticism, and the limits of human understanding.
3. **Comparison with other philosophical traditions:** Contrasting Western metaphysical and epistemological ideas with those found in non-Western philosophical traditions, recognizing the diversity of philosophical inquiry.

## **COURSE LEARNING OUTCOMES:**

Upon completing a course in Western Metaphysics and Epistemology, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and engagement with metaphysical and epistemological theories within the Western philosophical tradition. The learning outcomes may include:

- 1. Understanding of metaphysical concepts:** Students should be familiar with fundamental metaphysical concepts, such as the nature of reality, existence, substance, causation, time, space, and the relationship between mind and body.
- 2. Epistemological theories and sources of knowledge:** Students should understand the nature and sources of knowledge, theories of truth, and the epistemological challenges and limitations of human understanding.
- 3. Comparative perspectives:** Students should be able to compare and contrast Western metaphysical and epistemological ideas with those from non-Western philosophical traditions, recognizing the diversity and universality of philosophical inquiry.

## **COURSE CONTENT:**

**UNIT I:** Definition and Kinds of Knowledge, Propositional and Non-propositional Knowledge, Necessary Conditions of Knowledge. **07 LECTURES**

**UNIT II:** Theories of Knowledge; Rationalism, Empiricism and Criticism, *a priori* and *a posteriori*, Analytic and Synthetic Knowledge, The Problem of Synthetic *a priori* knowledge.

**15 LECTURES**

**UNIT III:** Theories of Truth; Correspondence, Coherence, and Pragmatic theories, Nature of Metaphysics. **08 LECTURES**

**UNIT IV:** Substance in Western philosophy, Time & Space of Kant.

**15 LECTURES**

**UNIT V:** Causation Theories of Aristotle, Mill and Hume; Mind and Body relationship according to Rationalists: **15 LECTURES**

## **SUGGESTED READINGS:**

1. Armstrong, D. M. *"Universals: An Opinionated Introduction."* Westview Press, 1989
2. Audi, Robert. *"Epistemology: A Contemporary Introduction to the Theory of Knowledge."* Routledge, 2011.
3. Chalmers, David J. *"The Character of Consciousness."* Oxford University Press, 2010.
4. Kripke, Saul. *"Naming and Necessity."* Harvard University Press, 1980.
5. Lewis, David. *"On the Plurality of Worlds."* Wiley-Blackwell, 2001.

6. Prasad, Rajendra. "*Darshanshastra ki Rooprekha*". Motilal Banarsidas, 2007
7. Putnam, Hilary. "*Reason, Truth and History*." Cambridge University Press, 1981.
8. Quine, W. V. "*Word and Object*." MIT Press, 2013.
9. Sharma, R.N. "*Western and Indian Metaphysics and Epistemology*". Surjeet Publications, 2019
10. Sosa, Ernest, and Jaegwon Kim, editors. "*Epistemology: An Anthology*." Blackwell, 2000.
11. Strawson, P. F. "*Individuals: An Essay in Descriptive Metaphysics*." Routledge, 2008.
12. Tiwari, Kedar Nath. "*Tattvamimamsa Evam Gyanmimamsa: Metaphysics and Epistemology*". Motilal Banarsidas, 2017.
13. Upadhyay, H.S., "*Pashchatya Darshan ka Udbhaw aur Vikas*", Darshan Anusheelan Kendra, Allahabad, 1999.
14. Verma, Ashok Kumar. "*Tattvamimamsa evam Gyanmimamsa*". Motilal Banarsidas, 2017
15. Williamson, Timothy. "*Knowledge and Its Limits*." Oxford University Press, 2000.



## SEMESTER IV

MAJOR PAPER VII

PAPER CODE- PHI-07

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01** will be very short answer type in **Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02** will be short answer type of five (05) marks. **Group B** will contain descriptive type two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

INDIAN LOGIC

60 Lectures

The semester course in “Indian Logic” is to introduce students to the foundational principles, theories, and methodologies of traditional Indian logic systems. Indian logic, also known as *Nyāya* or *Tarkashastra*, is an ancient and sophisticated system of logical reasoning that has played a crucial role in shaping Indian philosophical and intellectual traditions. The course aims to provide students with a comprehensive understanding of Indian logical concepts and their significance in the broader context of Indian intellectual history.

### **COURSE OBJECTIVE:**

1. **Introduction to Indian logical systems:** Familiarizing students with the major Indian logical systems, including *Nyāya* and *Vaiśeṣika*, and their historical development.
2. **Logical concepts and methodologies:** Exploring the fundamental logical concepts in Indian logic, such as *pramana* (sources of knowledge), *anumana* (inference), *upamana* (analogy), *shabda* (testimony), and *tarka* (reasoning).
3. **Application of logical principles:** Applying Indian logical principles to analyse and evaluate philosophical arguments and epistemological claims within Indian philosophical traditions.



## **COURSE LEARNING OUTCOMES:**

Upon completing a semester course in Indian Logic, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and engagement with the foundational principles of traditional Indian logic systems. The learning outcomes may include:

1. **Knowledge of Indian logical systems:** Students should possess a comprehensive knowledge of the major Indian logical systems, such as *Nyāya* and *Vaiśeṣika*, their historical development, and their significance within Indian philosophical and intellectual traditions.
2. **Understanding of logical concepts:** Students should be familiar with fundamental logical concepts in Indian logic, such as *pramana* (sources of knowledge), *anumana* (inference), *upamana* (analogy), *shabda* (testimony), and *tarka* (reasoning), and their applications in different contexts.
3. **Logical reasoning and problem-solving skills:** Students should develop improved logical reasoning skills, including the ability to construct well-structured arguments and evaluate the validity of various logical claims.

## **COURSE CONTENT:**

**UNIT I: 'Logic' according to Indian Philosophy, The Meaning and Nature of Anuman** **08 LECTURES**

**UNIT II: Constituents and types of Anuman (According to Prachin & Navya Nyāya and Buddhism)** **15 LECTURES**

**UNIT III: Paksata, Paramarsa. (According to Nyāya and Buddhism)** **15 LECTURES**

**UNIT IV: Vyaptigrahopaya. (According to Nyāya and Buddhism)** **07 LECTURES**

**UNIT V: Hetvabhasa. (According to Nyāya and Buddhism)** **15 LECTURES**

## **SUGGESTED READINGS:**

1. Matilal, Bimal Krishna. *Logic, Language, and Reality: An Introduction to Indian Philosophical Studies.* Motilal Banarsidass, 1985.
2. Matilal, Bimal Krishna. *Perception: An Essay on Classical Indian Theories of Knowledge.* Oxford University Press, 1986.
3. Mohanty, Jitendranath. *Classical Indian Philosophy of Mind: The Nyāya Dualist Tradition.* SUNY Press, 1987
4. Siderits, Mark, and Katsura Shōryū. *Nāgārjuna's Middle Way: Mūlamadhyamakakārikā.* Wisdom Publications, 2013.



<b>SEMESTER IV</b>
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<b>MAJOR PAPER VIII</b>
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<b>PAPER CODE- PHI-08</b>
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<b>CREDITS-04</b>
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<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100</b>
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<b>Pass Marks: 40 (SIE+ESE)</b>
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*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>PHILOSOPHY OF RELIGION</b>
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<b>60 Lectures</b>
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The course objective of the Philosophy of Religion is to explore and critically examine the major philosophical issues, concepts, and arguments related to religion and its various aspects. This course typically delves into the intersection between philosophy and religion, aiming to provide students with a deeper understanding of religious beliefs, experiences, and practices from a philosophical perspective.

**COURSE OBJECTIVES:**

1. **Critical analysis of religious beliefs:** Encouraging students to critically analyze the logical coherence, plausibility, and evidence for various religious claims, including theism, atheism, agnosticism, and religious pluralism.
2. **Arguments for and against the existence of God:** Analyzing classical and contemporary arguments for the existence of God, including cosmological, teleological, ontological, and moral arguments, as well as counterarguments from atheism and skepticism.
3. **Understanding religious language:** Investigating the nature of religious language, symbolism, and the challenges of describing the ineffable or transcendent in religious discourse.

4. **Comparative religion and religious pluralism:** Studying different religious traditions and their philosophical underpinnings, as well as engaging with the philosophical challenges of religious pluralism and interfaith dialogue.

### **COURSE LEARNING OUTCOMES:**

1. **Knowledge of central philosophical concepts:** Students should possess a comprehensive knowledge of the fundamental concepts and questions explored in the field of philosophy of religion, such as the nature of God, religious experience, faith and reason, religious language, and the problem of evil.
2. **Evaluation of arguments for and against the existence of God:** Students should be capable of analysing classical and contemporary arguments for the existence of God, as well as counterarguments from atheism and scepticism, and understanding the strengths and weaknesses of these positions.
3. **Appreciation for religious diversity:** Students should recognize and appreciate the diversity of religious beliefs and practices across cultures and historical periods, fostering intercultural understanding and respect.

Overall, the learning outcomes of a course in Philosophy of Religion aim to equip students with a deeper understanding of the philosophical issues related to religion, critical thinking abilities, and an appreciation for the complexities and significance of religious beliefs in human experience and culture.

### **COURSE CONTENT:**

**UNIT I:** Nature of Philosophy of Religion, Religion and Science.      **08 LECTURES**

**UNIT II:** Concept of God, Attributes of God, Arguments of the Existence of God:

Indian and Western.      **15 LECTURES**

**UNIT III:** Reason, Faith, Revelation, Jnana, *Bhakti*.      **15 LECTURES**

**UNIT IV:** Religious Pluralism, Secularism, Religious Tolerance.      **07 LECTURES**

**UNIT V:** Religious Experience, Mysticism, Religious Language.      **15 LECTURES**

### **SUGGESTED READINGS:**

1. Bhattacharya, Vidhusekhar. *"Studies in the Philosophy of the Puranas."* Motilal Banarsidass, 2000.
2. Radhakrishnan, S. *"An Idealist View of Life."* HarperCollins India, 2014.
3. Krishna, Daya. *"Indian Philosophy: A Counter Perspective."* Oxford University Press, 2015.



## SEMESTER V

MAJOR PAPER IX

PAPER CODE- PHI-09

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01** will be very short answer type in **Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02** will be short answer type of five (05) marks. **Group B** will contain descriptive type two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

**SOCIAL & POLITICAL PHILOSOPHY**

**60 Lectures**

The course of Social & Political Philosophy is to explore and critically examine the foundational concepts, theories, and ideas related to society, politics, and governance from a philosophical perspective. This course aims to provide students with a deeper understanding of the moral, ethical, and political questions that arise in the context of human societies and the ways in which philosophical analysis can shed light on social and political issues.

### **COURSE OBJECTIVES:**

1. **Introduction to Social & Political Philosophy:** Familiarizing students with the central themes and questions explored in the field of social and political philosophy, such as justice, authority, rights, freedom, equality, and the nature of the state.
2. **Theories of power and authority:** Analysing different conceptions of power, authority, and the legitimacy of political rule, including discussions on civil disobedience and resistance to unjust regimes.
3. **Global justice and cosmopolitanism:** Examining philosophical perspectives on global issues, international relations, and the responsibilities of individuals and states in a globalized world.

## **COURSE LEARNING OUTCOMES:**

1. **Understanding of central themes and questions:** Students should be familiar with the central themes and questions explored in social and political philosophy, such as justice, authority, rights, freedom, equality, and the nature of the state.
2. **Ethical citizenship and personal development:** Students should reflect on the ethical implications of social and political theories, fostering personal growth and considering their role as ethical citizens in society.

Overall, the learning outcomes of a course in Social & Political Philosophy aim to equip students with a deeper understanding of social and political theories, critical thinking abilities, and an appreciation for the complexities of social and political issues. Moreover, students should develop the ability to engage in thoughtful and respectful discussions about social and political matters from a philosophical standpoint.

## **COURSE CONTENT:**

**UNIT I:** Meaning & Concept of Social and Political Philosophy, Scope, Concerns, Individual, Society and their relationship **08 LECTURES**

**UNIT II:** Political Ideologies; Democracy, Socialism, Communism, *Sarvodaya* **15 LECTURES**

**UNIT III:** Sovereignty, Power, Authority, Political Ideals; Liberty, Equality and Justice. **15 LECTURES**

**UNIT IV:** Rights & Duties, Obligation, Tradition, Change and Modernity **07 LECTURES**

**UNIT V:** Political Action, Constitutionism, Revolutionism, Terrorism, *Satyagraha* **15 LECTURES**

## **SUGGESTED READINGS:**

1. Rawls, John. *"A Theory of Justice."* Harvard University Press, 1971.
2. Mill, John Stuart. *"On Liberty."* Penguin Classics, 2006.
3. Marx, Karl, and Friedrich Engels. *"The Communist Manifesto."* Penguin Classics, 2002.
4. Taylor, Charles. *"The Ethics of Authenticity."* Harvard University Press, 1992.
5. Ambedkar, B.R. *"Annihilation of Caste."* Verso, 2014.
6. Gandhi, Mohandas K. *"Hind Swaraj or Indian Home Rule."* Penguin Classics, 1997.
7. Tagore, Rabindranath. *"Nationalism."* Rupa Publications India, 2017.

8. Nanda, Meera. "*Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalism in India.*" Rutgers University Press, 2003..
9. Radhakrishnan, S. "*The Ideal of Human Unity.*" Routledge, 2018.
10. Young, Iris Marion. "*Justice and the Politics of Difference.*" Princeton University Press, 1990.
11. Walzer, Michael. "*Spheres of Justice: A Defense of Pluralism and Equality.*" Basic Books, 1983.



<b>SEMESTER V</b>		
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<b>MAJOR PAPER X</b>	<b>PAPER CODE- PHI-10</b>	<b>CREDITS-04</b>
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<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100</b>	<b>Pass Marks: 40 (SIE+ESE)</b>
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*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01** will be very short answer type in **Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02** will be short answer type of five (05) marks. **Group B** will contain descriptive type two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>CONTEMPORARY WESTERN PHILOSOPHY</b>	<b>60 Lectures</b>
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The course of Contemporary Western Philosophy is to explore and critically examine the major philosophical movements, ideas, and debates that have emerged in the Western philosophical tradition from the late 19th century to the present day. This course aims to provide students with a deeper understanding of the diverse and influential philosophical theories and thinkers that have shaped contemporary philosophical thought.

**COURSE OBJECTIVES:**

1. **Introduction to Contemporary Western Philosophy:** Familiarizing students with the historical context and intellectual climate that gave rise to contemporary philosophical movements, such as analytic philosophy, existentialism, phenomenology, postmodernism, and critical theory.
2. **Examination of major philosophical movements:** Exploring the central themes and contributions of significant philosophical movements, such as logical positivism, linguistic philosophy, deconstruction, and hermeneutics.
3. **Contemporary relevance:** Applying contemporary philosophical theories to address and understand current societal, cultural, and ethical challenges.

## **COURSE LEARNING OUTCOMES:**

Upon completing a course in Contemporary Western Philosophy, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and critical engagement with the philosophical ideas and movements that have shaped contemporary thought. The learning outcomes may include:

- 1. Knowledge of key philosophical figures:** Students should be familiar with the works of significant contemporary philosophers, such as Ludwig Wittgenstein, Jean-Paul Sartre, Martin Heidegger, Michel Foucault, Judith Butler, and others, and understand their contributions to philosophical thought.
- 2. Reflective engagement:** Students should be capable of engaging in thoughtful and reflective discussions about contemporary philosophical ideas, fostering an appreciation for the complexities of philosophical inquiry.
- 3. Intellectual openness and respect for diverse perspectives:** Students should have cultivated intellectual openness and a respect for diverse philosophical perspectives, recognizing the value of engaging with different philosophical traditions and interpretations.

## **COURSE CONTENT:**

**UNIT I:** F. H. Bradley; Appearance and Reality, Degrees of truth and reality

**08 LECTURES**

**UNIT II:** C. S. Peirce; Belief, faith, operational theory of meaning **15 LECTURES**

**UNIT III:** William James; Pragmatism, Will to believe and free will. **15 LECTURES**

**UNIT IV:** H. Bergson; Creativity, Duration, Intuition and Elan Vital. **07 LECTURES**

**UNIT V:** Russell: Logical Atomism; Ludwig Wittgenstein: Picture theory, Language game, Use theory of Meaning **15 LECTURES**

## **SUGGESTED READINGS:**

1. Wittgenstein, Ludwig. *"Philosophical Investigations."* Translated by G.E.M. Anscombe, Blackwell Publishing, 2001.
2. Sartre, Jean-Paul. *"Being and Nothingness."* Translated by Hazel E. Barnes, Routledge, 2003.
3. Heidegger, Martin. *"Being and Time."* Translated by Joan Stambaugh, State University of New York Press, 2010.
4. Foucault, Michel. *"Discipline and Punish: The Birth of the Prison."* Translated by Alan Sheridan, Vintage Books, 1995.
5. Butler, Judith. *"Gender Trouble: Feminism and the Subversion of Identity."* Routledge, 1999.



6. Derrida, Jacques. *"Writing and Difference."* Translated by Alan Bass, University of Chicago Press, 1978.
7. Kuhn, Thomas S. *"The Structure of Scientific Revolutions."* University of Chicago Press, 2012.
8. Rorty, Richard. *"Philosophy and the Mirror of Nature."* Princeton University Press, 1980.
9. Nussbaum, Martha C. *"Upheavals of Thought: The Intelligence of Emotions."* Cambridge University Press, 2003.
10. Taylor, Charles. *"A Secular Age."* Belknap Press, 2007.
11. Ricoeur, Paul. *"Time and Narrative."* Translated by Kathleen McLaughlin and David Pellauer, University of Chicago Press, 1990.
12. Habermas, Jürgen. *"The Theory of Communicative Action."* Translated by Thomas McCarthy, Beacon Press, 1984



## SEMESTER V

MAJOR PAPER XI

PAPER CODE- PHI-11

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three (03) questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

**DEDUCTIVE LOGIC**

**60 LECTURES**

The course for Deductive Logic is to introduce students to the fundamental principles and methods of deductive reasoning and formal logic. Deductive logic is a branch of logic that deals with valid reasoning and the study of arguments in which the conclusion follows necessarily from the premises. The course aims to equip students with the necessary tools to analyse and evaluate deductive arguments, identify logical fallacies, and construct valid deductive arguments.

### **COURSE OBJECTIVES:**

1. **Learning deductive reasoning:** Teaching students how to recognize and apply deductive reasoning patterns, including syllogisms, hypothetical syllogisms, and disjunctive syllogisms.
2. **Identifying logical fallacies:** Enabling students to identify common logical fallacies and errors in deductive arguments, and to critically evaluate the validity of an argument.
3. **Developing formal proofs:** Teaching students how to construct formal proofs using logical rules of inference, such as modus ponens, modus tollens, and the law of excluded middle.
4. **Using truth tables:** Introducing truth tables as a method to assess the validity of arguments and to determine the truth or falsehood of propositions in different logical situations.

- 5. Analysing formal languages:** Familiarizing students with formal languages, including propositional logic and first-order predicate logic, and understanding their use in representing arguments.

### **COURSE LEARNING OUTCOMES:**

Upon completing a course in Deductive Logic, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and proficiency in applying deductive reasoning and formal logic. The learning outcomes may include:

- 1. Knowledge of logical concepts:** Students should possess a solid understanding of the basic concepts of deductive logic, including propositions, premises, conclusions, validity, soundness, logical connectives, and quantifiers.
- 2. Proficiency in deductive reasoning:** Students should be able to recognize and apply deductive reasoning patterns, such as modus ponens, modus tollens, hypothetical syllogism, disjunctive syllogism, and others, to evaluate and construct deductive arguments.
- 3. Identification of logical fallacies:** Students should be capable of identifying common logical fallacies and errors in deductive arguments, enhancing their ability to critically assess the validity of an argument.

### **COURSE CONTENT:**

- UNIT I:** Term and Word, Sentence and Proposition, Rules of Changing from Sentence to Proposition, Logical Form. **08 LECTURES**
- UNIT II:** Definition and its Rules, Division, Classification of Proposition, Classification of Proposition according to Modern Logic, Square of Opposition, Distribution of Terms. **15 LECTURES**
- UNIT III:** Kinds of Direct Inference as a Conversion, Obversion, Contraposition, Inversion, Categorical Syllogism, Figures and Moods, Rules of Validity, Mixed Syllogism. **15 LECTURES**
- UNIT IV:** Meaning and Kinds of Dilemma, Breaking of Dilemma. **07 LECTURES**
- UNIT V:** Laws of Thought, Attributes of Deduction **15 LECTURES**

### **SUGGESTED READINGS:**

1. Hurley, Patrick J. *"A Concise Introduction to Logic."* Cengage Learning, 2016.
2. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *"Introduction to Logic."* Routledge, 2017.
3. Matilal, Bimal Krishna. *"Logic, Language, and Reality: An Introduction to Indian Philosophical Studies."* Motilal Banarsidass, 1990.

4. Bhattacharya, P. T. *"The Logic of Personal Knowledge: Essays Presented to M. R. De Alwis."* Kegan Paul International, 1988.
5. Bandyopadhyaya, Jayanta. *"The Logic of Discovery: A Theory of the Rationality of Scientific Research."* Oxford University Press, 1991.
6. Lemmon, E.J. *"Beginning Logic."* Hackett Publishing Company, 1978.
7. Smith, Peter. *"An Introduction to Formal Logic."* Cambridge University Press, 2003.
8. Beall, Jc, and Greg Restall. *"Logical Pluralism."* Oxford University Press, 2006.
9. Ebbinghaus, H.D., J. Flum, and W. Thomas. *"Mathematical Logic."* Springer, 1994.
10. Hájek, Petr, and Pavel Pudlák. *"Metamathematics of First-Order Arithmetic."* Springer, 1998.
11. Priest, Graham. *"An Introduction to Non-Classical Logic."* Cambridge University Press, 2001.
12. Quine, W.V. *"Methods of Logic."* Harvard University Press, 1982.
13. Tarski, Alfred. *"Introduction to Logic and to the Methodology of Deductive Sciences."* Oxford University Press, 1994
14. Goldfarb, Warren. *"Deductive Logic."* Hackett Publishing Company, 2003.



## SEMESTER VI

MAJOR PAPER XII

PAPER CODE- PHI-12

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

SYMBOLIC LOGIC

60 LECTURES

The course objective of a semester course in Symbolic Logic is to introduce students to the principles and techniques of formal symbolic logic. Symbolic logic is a branch of logic that uses symbols and mathematical notation to represent and analyse logical relationships and arguments. The course aims to equip students with the necessary tools to understand and manipulate logical expressions, evaluate the validity of arguments, and develop strong critical thinking and analytical skills.

### **COURSE OBJECTIVES:**

1. **Introduction to Symbolic Logic:** Familiarizing students with the basic concepts and principles of symbolic logic, including propositions, logical connectives, truth tables, and inference rules.
2. **Propositional Logic:** Introducing students to propositional logic, where they learn how to represent complex statements using symbols and construct truth tables to evaluate the validity of logical expressions.
3. **Predicate Logic:** Exploring predicate logic, which includes quantifiers and predicates, and allows students to reason about relationships between objects and properties.
4. **Logical Proofs:** Teaching students how to construct formal proofs using deductive reasoning, rules of inference, and strategies such as direct proof, proof by contradiction, and proof by induction.

5. **Logical Equivalences:** Familiarizing students with logical equivalences and how to use them to simplify logical expressions and arguments.
6. **Applications of Symbolic Logic:** Demonstrating the practical applications of symbolic logic in various fields, including mathematics, computer science, linguistics, and philosophy.

### **COURSE LEARNING OUTCOMES:**

Upon completing a semester course in Symbolic Logic, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and proficiency in applying formal symbolic logic. The learning outcomes may include:

1. **Propositional Logic Proficiency:** Students should be able to represent complex statements using symbolic notation and construct truth tables to evaluate the validity and logical relationships of propositions.
2. **Predicate Logic Proficiency:** Students should demonstrate the ability to work with quantifiers and predicates to reason about relationships between objects and properties in predicate logic.
3. **Recognizing Logical Fallacies:** Students should be capable of recognizing common logical fallacies and errors in reasoning, enhancing their ability to identify weak or flawed arguments.

### **COURSE CONTENT:**

<b>UNIT I:</b> Basic Five Symbols, Uses and Relevancy of Symbols, Truth Value of Proposition.	<b>08 LECTURES</b>
<b>UNIT II:</b> Argument and Argument Form; Statement and Statement Form; Method of making Truth Table, Truth Function, Negation, Conjunction, Disjunction, Implication, Equivalence, Validity and Invalidity of Argument.	<b>15 LECTURES</b>
<b>UNIT III:</b> Tautology, Contradiction and Implication of Statement, Logical Equivalence of Statement.	<b>15 LECTURES</b>
<b>UNIT IV:</b> Boolean Interpretation of Proposition, Venn diagram technique of Testing the Validity of Syllogism	<b>15 LECTURES</b>
<b>UNIT V:</b> Rules of Inference and Substitu	<b>07 LECTURES</b>

**SUGGESTED READINGS:**

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *"Introduction to Logic."* Routledge, 2017.
2. Bandyopadhyaya, Jayanta. *"Logic, Meaning, and Conversation: Semantical Underdeterminacy, Implicature, and Their Interface."* Oxford University Press, 1991.
3. Quine, W.V. *"Methods of Logic."* Harvard University Press, 1982.



## SEMESTER VI

MAJOR PAPER XIII

PAPER CODE- PHI-13

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01** will be very short answer type in **Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02** will be short answer type of five (05) marks. **Group B** will contain descriptive type two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks: 65<Attd.<75, 04 marks: 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

CONTEMPORARY INDIAN PHILOSOPHY

60 Lectures

The course of Contemporary Indian Philosophy is to explore and critically examine the major philosophical developments, ideas, and debates that have emerged in India from the late 19th century to the present day. This course aims to provide students with a deeper understanding of the diverse and influential philosophical theories and thinkers that have shaped contemporary Indian philosophical thought.

### **COURSE OBJECTIVES:**

1. **Introduction to Contemporary Indian Philosophy:** Familiarizing students with the historical context and intellectual climate that gave rise to contemporary philosophical movements in India.
2. **Engagement with Contemporary Debates:** Exploring the central themes and contributions of contemporary Indian philosophers in areas such as metaphysics, epistemology, ethics, philosophy of religion, and social and political philosophy.
3. **Relevance in Modern Context:** Examining how contemporary Indian philosophical thought addresses contemporary societal, cultural, and ethical challenges.



## **COURSE LEARNING OUTCOMES:**

- 1. Knowledge of Contemporary Indian Philosophical Movements:** Students should possess a comprehensive knowledge of the major philosophical movements that have emerged in India from the late 19th century to the present, including the works of influential modern Indian philosophers.
- 2. Engagement with Contemporary Debates:** Students should understand the central themes and contributions of contemporary Indian philosophers in areas such as metaphysics, epistemology, ethics, philosophy of religion, and social and political philosophy.
- 3. Application to Contemporary Issues:** Students should be able to apply insights from contemporary Indian philosophy to address current issues and challenges in a global context, fostering a practical understanding of the relevance of Indian thought.

Overall, the learning outcomes of a course in Contemporary Indian Philosophy aim to equip students with a deeper understanding of contemporary Indian philosophical movements, critical thinking abilities, and an appreciation for the enduring relevance of Indian philosophical thought in addressing contemporary issues and understanding the complexities of human existence. Moreover, students should develop the ability to engage in thoughtful and respectful discussions about philosophical ideas and their impact on various aspects of human thought and culture.

## **COURSE CONTENT:**

**UNIT I:** Swami Vivekanand: Universal Religion, Practical Vedanta; Aurobindo:

Reality as sat-chit-ananda, Evolution, Mind and Supermind.

**08 LECTURES**

**UNIT II:** Ravindranath Tagore: Religion of Man; Vinoba Bhave: Bhoodan Andolan

**15 LECTURES**

**UNIT III:** S. Radhakrishnan: Intellect and Intuition, The Idealist View of Life.

Mohammad Iqbal; Intellect and Intuition, Self.

**15 LECTURES**

**UNIT IV:** M. K. Gandhi: Truth, God, Non-violence, Mean & End relationship,

Trusteeship Theory.

**08 LECTURES**

**UNIT V:** B. R. Ambedkar: Neo-Buddhism, Critique of Caste system. **07 LECTURES**

## **SUGGESTED READINGS:**

1. Vivekananda, Swami. *"The Complete Works of Swami Vivekananda."* Advaita Ashrama, 1997.
2. Rolland, Romain. *"The Life of Swami Vivekananda."* Advaita Ashrama, 2008.
3. Aurobindo, Sri. *"The Life Divine."* Lotus Press, 2000.
4. Aiyar, K.P. *"Sri Aurobindo: A Biography and a History."* Penguin Books India, 2006.
5. Tagore, Rabindranath. *"The Religion of Man."* Harvard University Press, 2008.
6. Chakraborty, Uma Das. *"Rabindranath Tagore: A Biography."* Oxford University Press, 2004.
7. Bhave, Vinoba. *"Autobiography of Acharya Vinoba Bhave."* Sarva Seva Sangh Prakashan, 1982.
8. Bhave, Vinoba. *"Bhoodan Yagna: The Greatest Revolution."* Jaico Publishing House, 1986.
9. Radhakrishnan, Sarvepalli. *"The Idealist View of Life."* George Allen & Unwin, 1932.
10. Iqbal, Muhammad. *"The Secrets of the Self."* Kessinger Publishing, 2003.
11. Gandhi, Mahatma. *"The Story of My Experiments with Truth."* Dover Publications, 1983.
12. Tendulkar, D.G. *"Mahatma: Life of Mohandas Karamchand Gandhi."* Publication Division, Ministry of Information and Broadcasting, Government of India, 1951.
13. Fischer, Louis. *"Gandhi: His Life and Message for the World."* New American Library, 1983.
14. Nanda, B.R. *"Mahatma Gandhi: A Biography."* Oxford University Press, 2002.
15. Ambedkar, B. R. *"Annihilation of Caste."* Verso, 2014.
16. Moon, Vasant. *"Dr. Ambedkar and Social Justice."* Commonwealth Publishers, 1995.
17. Zelliot, Eleanor. *"From Untouchable to Dalit: Essays on the Ambedkar Movement."* Manohar Publishers, 1996.
18. Moon, Vasant. *"The Philosophy of B. R. Ambedkar."* Critical Quest, 2011.



## SEMESTER VI

**MAJOR PAPER XIV**

**PAPER CODE- PHI-14**

**CREDITS-04**

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100**

**Pass Marks: 40 (SIE+ESE)**

*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks: 65<Attd.<75, 04 marks: 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

## COMPARATIVE RELIGION

**60 Lectures**

The course for a semester course in Comparative Religion is to provide students with a comprehensive understanding of various religious traditions, their beliefs, practices, and cultural contexts. Through comparative analysis, the course aims to explore the similarities and differences between different religions, promoting intercultural understanding, tolerance, and critical thinking.

**COURSE OBJECTIVES:**

1. **Introduction to Religious Diversity:** Introduce students to the major religious traditions around the world, including but not limited to Christianity, Islam, Hinduism, Buddhism, Judaism, Sikhism, and others.
2. **Comparative Analysis:** Analyse and compare the foundational beliefs, sacred texts, rituals, symbols, and practices of different religions, highlighting their unique characteristics and common themes.
3. **Cross-Cultural Communication:** Encourage effective cross-cultural communication, recognizing the significance of religious diversity in a globalized world.

## **COURSE LEARNING OUTCOMES:**

The learning outcomes of a semester course in Comparative Religion aim to equip students with a comprehensive understanding of various religious traditions, their historical and cultural contexts, and their impact on societies. By the end of the course, students should be able to achieve the following learning outcomes:

1. **Interreligious Dialogue:** Engage in respectful and open dialogue about religious diversity, demonstrating an appreciation for different perspectives and fostering an atmosphere of tolerance.
2. **Ethical and Moral Awareness:** Recognize the ethical and moral teachings of different religions and evaluate their contributions to the formation of moral principles and values in various societies.

## **COURSE CONTENT:**

**UNIT I:** Nature and Scope of Comparative Religion, Commonality and Differences

Among major religions: Hinduism, Buddhism, Jainism, Judaism, Christianity,  
and Islam **15 LECTURES**

**UNIT II:** Religious experience in different religions, God-man relation in religions,

World-view in religions. **15 LECTURES**

**UNIT III:** Immortality, incarnation, prophet-hood. **08 LECTURES**

**UNIT IV:** Religious, Moral and Social Values, Conversion, Religion and Secular

Society. **15 LECTURES**

**UNIT V:** Possibility and relevancy of Universal Religion; Nature of Interreligious

Dialogue and Understanding; *Vasudhaiv Kutumbakam* **07 LECTURES**

## **SUGGESTED READINGS:**

1. Smith, Huston. *"The World's Religions."* HarperOne, 1991.
2. Bowker, John. *"World Religions: The Great Faiths Explored and Explained."* DK, 2017.
3. Smart, Ninian. *"The World's Religions."* Cambridge University Press, 1998.

4. Eastman, Roger, and Lawrence Sullivan. *"The Religious Traditions of Asia: Religion, History, and Culture."* Macmillan Reference USA, 1999.
5. Fisher, Mary Pat. *"Living Religions."* Pearson, 2020.
6. Parrinder, Geoffrey. *"World Religions: From Ancient History to the Present."* Facts on File, 1983.
7. Prothero, Stephen. *"God Is Not One: The Eight Rival Religions That Run the World."* HarperOne, 2010.
8. Esposito, John L., Darrell J. Fasching, and Todd Lewis. *"World Religions Today."* Oxford University Press, 2015.
9. Hopkins, Dwight N. *"Religions of the World."* Macmillan Publishing Company, 1981.
10. Bowker, John. *"The Oxford Dictionary of World Religions."* Oxford University Press, 1997.
11. Malory, Thomas. *"Le Morte d'Arthur."* Penguin Classics, 2003.
12. Jaffrelot, Christophe. *"Religion, Caste, and Politics in India."* Primus Books, 2011.
13. Malhotra, Rajiv. *"Being Different: An Indian Challenge to Western Universalism."* HarperCollins India, 2011.
14. Mohanty, Jitendranath. *"Classical Indian Philosophy of Mind: The Nyaya Dualist Tradition."* State University of New York Press, 1987.
15. Balasubramanian, R. *"Ethics in Indian and Tibetan Buddhism."* Sri Satguru Publications, 1993.
16. Sharma, Arvind. *"Our Religions: The Seven World Religions Introduced by Preeminent Scholars from Each Tradition."* HarperOne, 1994.
17. Chatterjee, Margaret. *"The Concept of Dharma in Valmiki Ramayana."* Munshiram Manoharlal, 1975.
18. Panikkar, Raimundo. *"The Intrareligious Dialogue."* Orbis Books, 1999.
19. Nicholson, Andrew J. *"Unifying Hinduism: Philosophy and Identity in Indian Intellectual History."* Columbia University Press, 2010.



## SEMESTER VI

MAJOR PAPER XV

PAPER CODE- PHI-15

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

**WESTERN ETHICS**

**60 Lectures**

The course in Western Ethics is to provide students with a comprehensive understanding of the major ethical theories and perspectives that have emerged in Western philosophical thought. The course aims to explore various ethical concepts, principles, and dilemmas and to encourage critical thinking and ethical reasoning.

### **COURSE OBJECTIVES:**

1. **Introduction to Western Ethical Thought:** Introduce students to the historical development of ethical theories in Western philosophy, from ancient times to the modern era.
2. **Ethical Theories:** Familiarize students with the major ethical theories, including virtue ethics, deontology, consequentialism, and relativism, and their key proponents.
3. **Ethical Challenges in a Global Context:** Analyse ethical challenges in a globalized world, considering issues related to global justice, human rights, and cultural relativism.

By the end of the course, students should have a solid foundation in Western ethical theories, be able to engage in ethical discussions, and apply ethical reasoning to address complex moral issues in both personal and professional contexts.

## **COURSE LEARNING OUTCOMES:**

The learning outcomes from the course in Western Ethics are designed to ensure that students gain a deep understanding of Western ethical thought and develop the skills to critically analyse ethical issues and apply ethical theories in practical situations. By the end of the course, students should be able to achieve the following learning outcomes:

1. **Knowledge of Western Ethical Theories:** Demonstrate knowledge of the major ethical theories in Western philosophy, including virtue ethics, deontology, consequentialism, and relativism, and understand their historical development and key concepts.
2. **Ethical Application in Professions:** Recognize the relevance of ethical principles in various professional contexts and discuss the ethical responsibilities of individuals in different fields.
3. **Ethical Decision Making:** Develop practical skills in ethical decision making, considering various ethical frameworks and the potential consequences of actions.

## **COURSE CONTENT:**

<b>UNIT I:</b> Introduction to Ethics, Meaning and Definition of Ethics, Its Necessity & Importance.	<b>07 LECTURES</b>
<b>UNIT II:</b> Moral Judgement, The Concepts of Free Will, Desire, Motive, Intention, Good, Right, Duties.	<b>15 LECTURES</b>
<b>UNIT III:</b> Teleological Theories; Egoism, Hedonism, Utilitarianism, Perfectionism.	<b>15 LECTURES</b>
<b>UNIT IV:</b> Deontological Theories; Kant's Duty for Duty's Sake, Categorical Imperative.	<b>15 LECTURES</b>
<b>UNIT V:</b> Theories of Punishment: Retributive, Preventive and Reformative; Free will and Determinism.	<b>08 LECTURES</b>

## **SUGGESTED READINGS:**

1. Aristotle. *"Nicomachean Ethics."* Translated by Terence Irwin, Hackett Publishing Company, 1999.
2. Kant, Immanuel. *"Groundwork for the Metaphysics of Morals."* Translated by Allen W. Wood, Yale University Press, 2002.
3. Mill, John Stuart. *"Utilitarianism."* Edited by George Sher, Hackett Publishing Company, 2001.
4. Nietzsche, Friedrich. *"On the Genealogy of Morality."* Translated by Maudemarie Clark and Alan J. Swensen, Hackett Publishing Company, 1998.
5. Rawls, John. *"A Theory of Justice."* Revised Edition, Harvard University Press, 1999.

6. Foot, Philippa. *"Natural Goodness."* Oxford University Press, 2001.
7. MacIntyre, Alasdair. *"After Virtue: A Study in Moral Theory."* University of Notre Dame Press, 1984.
8. Nussbaum, Martha C. *"The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy."* Cambridge University Press, 2001.
9. Sandel, Michael J. *"Justice: What's the Right Thing to Do?"* Farrar, Straus, and Giroux, 2010.
10. Williams, Bernard. *"Ethics and the Limits of Philosophy."* Harvard University Press, 1985.
11. Scanlon, T. M. *"What We Owe to Each Other."* Harvard University Press, 1998.
12. Hursthouse, Rosalind. *"On Virtue Ethics."* Oxford University Press, 2001.
13. Sharma, Arvind. *"Ethics in the World Religions."* Oxford University Press, 1995.
14. Sircar, D.C. *"Ethics in the History of Indian Philosophy."* Motilal Banarsidass, 1998.
15. Chakravarthi, Ram-Prasad. *"Human Being, Bodily Being: Phenomenology from Classical India."* Oxford University Press, 1999.
16. Bhargava, Rajeev. *"The Promise of India's Secular Democracy."* Oxford University Press, 2010.
17. Ganeri, Jonardon. *"The Concealed Art of the Soul: Theories of Self and Practices of Truth in Indian Ethics and Epistemology."* Oxford University Press, 2007.
18. Dasgupta, Surendranath. *"Ethics."* Cambridge University Press, 1940.
19. Mohanty, Jitendranath. *"Classical Indian Ethics: A Philosophical Study."* Rowman & Littlefield Publishers, 2001.





## SEMESTER VII

MAJOR PAPER XVI

PAPER CODE- PHI-16

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

CONTEMPORARY DEBATES IN PHILOSOPHY

60 Lectures

The course in Contemporary Debates in Philosophy is to engage students in critical discussions and explorations of some of the most pressing and contentious philosophical debates and issues that are relevant in the contemporary world. The course aims to introduce students to a wide range of philosophical topics, debates, and perspectives, encouraging them to think critically and analytically about complex philosophical questions.

### **COURSE OBJECTIVES:**

1. **Introduction to Contemporary Philosophical Debates:** Introduce students to the major philosophical debates and issues that are prominent in current philosophical discourse.
2. **Exploration of Diverse Philosophical Topics:** Examine a variety of philosophical topics such as ethics, epistemology, metaphysics, political philosophy, philosophy of mind, philosophy of science, and others.
3. **Ethical and Civic Responsibility:** Encourage students to reflect on the ethical and civic responsibility of engaging in philosophical debates and the broader implications of philosophical ideas.
4. **Development of Analytical Thinking:** Enhance students' abilities to think analytically and critically about complex philosophical problems and questions.

## **COURSE LEARNING OUTCOMES:**

The learning outcomes for the course in Contemporary Debates in Philosophy are designed to enable students to engage critically with complex philosophical debates and develop a deeper understanding of contemporary issues in the field. By the end of the course, students should be able to achieve the following learning outcomes:

1. **Critical Thinking:** Demonstrate enhanced critical thinking skills and the ability to critically analyse and evaluate complex philosophical arguments and positions.
2. **Understanding Diverse Perspectives:** Gain a comprehensive understanding of various philosophical perspectives and schools of thought on contemporary issues, appreciating the diversity of philosophical discourse.
3. **Cultural and Contextual Awareness:** Appreciate the cultural and contextual factors that shape contemporary philosophical debates and influence philosophical perspectives.
4. **Meta-Philosophical Reflection:** Engage in meta-philosophical reflection, critically examining the nature and limits of philosophical inquiry itself.

## **COURSE CONTENT:**

**UNIT I:** The Patriarchal versus Feminist turn in Philosophy

**UNIT II:** Issues concerning Sex and Gender

**UNIT III:** The Shallow versus Deep Ecology Movement

**UNIT IV:** Philosophical debate concerning Man-nature relationship with reference to Aristotle, Descartes and Mahatma Gandhi

**UNIT V:** War and Peace: The Marxist-Gandhian Debate

## **SUGGESTED READINGS:**

1. Singer, Peter. *Practical Ethics.* Cambridge University Press, 2011.
2. Searle, John. *Mind, Language, and Society: Philosophy in the Real World.* Basic Books, 1998.
3. Williams, Bernard. *Ethics and the Limits of Philosophy.* Harvard University Press, 1985.
4. Rich, Adrienne. *Of Woman Born: Motherhood as Experience and Institution.* W. W. Norton & Company, 1976.
5. Firestone, Shulamith. *The Dialectic of Sex: The Case for Feminist Revolution.* Farrar, Straus and Giroux, 1970.
6. Davis, Angela. *Women, Race & Class.* Vintage Books, 1983.
7. Young, Iris Marion. *Justice and the Politics of Difference.* Princeton University Press, 1990.
8. Mohanty, Chandra Talpade, et al. *Third World Women and the Politics of Feminism.* Indiana University Press, 1991.
9. Naess, Arne. *Ecology, Community, and Lifestyle: Outline of an Ecosophy.* Cambridge University Press, 1989.

10. Devall, Bill, and George Sessions. *"Deep Ecology: Living As If Nature Mattered."* Gibbs M. Smith, Inc., 1985.
11. Drengson, Alan, and Yuichi Inoue. *"The Deep Ecology Movement: An Introductory Anthology."* North Atlantic Books, 1995.
12. Drengson, Alan, and Bill Devall (Editors). *"The Ecology of Wisdom: Writings by Arne Naess."* Counterpoint, 2008.
13. Descartes, René. *"Meditations on First Philosophy."* Translated by Donald A. Cress, Hackett Publishing Company, 1993.
14. Weber, Thomas. *"Gandhi as Disciple and Mentor."* Cambridge University Press, 2004.
15. Roy, Ramashray. *"Socialist Thought: A Documentary History."* Navrang, 1991.
16. Arora, Ranjit. *"Gandhi and Marxism."* Oxford University Press, 1985.
17. Mukherjee, Ramkrishna. *"Marxism and Gandhi: A Comparative Study."* South Asia Books, 1991.
18. Ghosh, Bishnupriya. *"Gandhi and Marx."* Oxford University Press, 2007.



## SEMESTER VII

MAJOR PAPER XVII

PAPER CODE- PHI-17

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

CLASSICAL INDIAN TEXT SRIMADBHAGAVAD-GĪTĀ

60 Lectures

The course in "Srimadbhagavad-gītā" is to provide students with a comprehensive and in-depth understanding of the sacred scripture and its profound philosophical, spiritual, and ethical teachings. The Bhagavad Gita is a significant text in Hinduism and one of the most influential philosophical works in Indian history. The course aims to explore the themes, concepts, and practical wisdom presented in the Gita.

### **COURSE OBJECTIVES:**

1. **Study of Sacred Text:** Introduce students to the study of sacred texts in the context of the Bhagavad Gita as a foundational scripture in Hinduism.
2. **Leadership and Decision-Making:** Analyse the Gita's teachings on leadership, decision-making, and selfless action (karma yoga) in various life situations.
3. **Relevance to Modern Life:** Relate the timeless wisdom of the Gita to contemporary issues and challenges, highlighting its relevance in navigating the complexities of modern life.

### **COURSE LEARNING OUTCOMES:**

The learning outcomes from the course in "Srimad Bhagavad Gita" are designed to equip students with a comprehensive understanding of the sacred scripture's philosophical,

spiritual, and ethical teachings. By the end of the course, students should be able to achieve the following learning outcomes:

1. **Understanding of Philosophical Concepts:** Grasp the fundamental philosophical concepts presented in the Gita, including the nature of the self (atman), dharma (duty/righteousness), karma (action), and moksha (liberation).
2. **Application in Daily Life:** Apply the ethical and moral values advocated in the Gita to real-life situations and decision-making processes.
3. **Development of Personal Values:** Cultivate a deeper understanding of personal values such as non-violence, compassion, and self-discipline, inspired by the Gita's teachings.

### **COURSE CONTENT:**

**UNIT I:** Role & Importance of *Srimadbhagavad-gītā*, Moral Dilemma, Chapter I of *Srimadbhagavad-gītā*. **07 LECTURES**

**UNIT II:** Chapter II of *Srimadbhagavad-gītā*: *Karma, Nishkam Karma* **08 LECTURES**

**UNIT III:** Chapter III of *Srimadbhagavad-gītā*: *Sthitipragya, Swadharm* **15 LECTURES**

**UNIT IV:** Chapter IV of *Srimadbhagavad-gītā*: *Jnana, Karma and Bhakti Yoga* **15 LECTURES**

**UNIT V:** Chapter V of *Srimadbhagavad-gītā*: *Pravritti & Nivritti Marg* **15 LECTURES**

### **SUGGESTED READINGS:**

1. Swami Prabhupada. "*Bhagavad-gita As It Is.*" The Bhaktivedanta Book Trust, 1972.
2. Swami Vivekananda. "*Bhagavad Gita: As Interpreted by Swami Vivekananda.*" Advaita Ashrama, 2015.
3. Ramananda Prasad. "*Bhagavad Gita: As It Is.*" American Gita Society, 2012.



## SEMESTER VII

MAJOR PAPER XVIII

PAPER CODE- PHI-18

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

ANALYTICAL PHILOSOPHY

60 Lectures

The course objective for the course in Analytical Philosophy is to introduce students to the fundamental principles, methods, and concepts of analytical philosophy. Analytical philosophy is a modern philosophical tradition that emphasizes the use of logical analysis, conceptual clarity, and rigorous argumentation to address philosophical questions. The course aims to provide students with a solid foundation in the key areas of analytical philosophy and develop their critical thinking and analytical skills.

### **COURSE OBJECTIVES:**

1. **Introduction to Analytical Philosophy:** Introduce students to the historical development and major figures of the analytical philosophical tradition.
2. **Language and Meaning:** Explore the relationship between language and meaning, including the analysis of linguistic expressions and their implications.
3. **Philosophy of Mind and Language:** Discuss issues in philosophy of mind and philosophy of language, including the nature of consciousness, mental representation, and communication.

## **COURSE LEARNING OUTCOMES:**

1. **Critically Evaluating Arguments:** Evaluate and critically assess philosophical arguments, identifying strengths, weaknesses, and logical fallacies.
2. **Problem-Solving:** Apply analytical methods to problem-solving in philosophical inquiries and other disciplines.
3. **Contemporary Debates:** Engage in contemporary debates within analytical philosophy and critically assess different positions.
4. **Philosophical Inquiry:** Develop a reflective and systematic approach to philosophical inquiry and appreciate the value of philosophical questioning.

By achieving these learning outcomes, students should gain a strong analytical foundation in philosophy, enhancing their ability to think critically, engage in rigorous philosophical analysis, and contribute to contemporary debates in philosophy and beyond. The course aims to cultivate lifelong skills that are valuable in academic, professional, and personal contexts, as well as a deep appreciation for the analytical tradition within philosophy.

## **COURSE CONTENT:**

<b>UNIT I:</b>	Linguistic turn in Philosophy; G. E. Moore: Common Sense, Refutation of Idealism	<b>07 LECTURES</b>
<b>UNIT II:</b>	Theories of Meaning: Referential, Ideational, Use theory	<b>08 LECTURES</b>
<b>UNIT III:</b>	Frege, G.: Sense and Reference, Russell, B.: Knowledge by Acquaintance and Knowledge by Description, Theory of Description.	<b>15 LECTURES</b>
<b>UNIT IV:</b>	Ayer, A.J.: Elimination of metaphysics, Verification theory of meaning, Function of Philosophy, Wittgenstein, L.: Meaning and use, Language	<b>15 LECTURES</b>
<b>UNIT V:</b>	Ryle, G.: Descartes' Myth, 'Knowing how' and 'Knowing that', Austin, J.L.: Performatives, Speech-acts	<b>15 LECTURES</b>

## **SUGGESTED READINGS:**

1. Russell, Bertrand. *"A History of Western Philosophy."* Simon & Schuster, 1972.
2. Moore, G. E. *"Principia Ethica."* Prometheus Books, 1993.
3. Ayer, A. J. *"Language, Truth, and Logic."* Dover Publications, 1952.

4. Quine, W. V. O. *"Word and Object."* MIT Press, 2013.
5. Kripke, Saul. *"Naming and Necessity."* Harvard University Press, 1980.
6. Davidson, Donald. *"Essays on Actions and Events."* Oxford University Press, 2001.
7. Putnam, Hilary. *"Reason, Truth, and History."* Cambridge University Press, 1981.
8. Searle, John R. *"Speech Acts: An Essay in the Philosophy of Language."* Cambridge University Press, 1969.
9. Lewis, David. *"On the Plurality of Worlds."* Wiley-Blackwell, 1986.
10. Williams, Bernard. *"Ethics and the Limits of Philosophy."* Routledge, 2011.
11. Parfit, Derek. *"Reasons and Persons."* Oxford University Press, 1986.
12. McDowell, John. *"Mind and World."* Harvard University Press, 1996.
13. Williamson, Timothy. *"Knowledge and Its Limits."* Oxford University Press, 2002.
14. van Fraassen, Bas C. *"The Scientific Image."* Oxford University Press, 1980.
15. Churchland, Paul M. *"A Neurocomputational Perspective: The Nature of Mind and the Structure of Science."* MIT Press, 1992.
16. Chalmers, David J. *"The Conscious Mind: In Search of a Fundamental Theory."* Oxford University Press, 1996.
17. Dummett, Michael. *"The Logical Basis of Metaphysics."* Harvard University Press, 1991.
18. Mackie, J. L. *"Ethics: Inventing Right and Wrong."* Penguin Books, 1977.
19. Lewis, David. *"Counterfactuals."* Wiley-Blackwell, 1973.
20. Anscombe, G. E. M. *"Intention."* Harvard University Press, 2000.





## SEMESTER VII

MAJOR PAPER XIX

PAPER CODE- PHI-19

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

*\*\*There may be subdivisions in each question asked in Theory Examinations.*

**CONTINENTAL PHILOSOPHY**

**60 Lectures**

The course in Continental Philosophy is to introduce students to the major philosophical movements and thinkers within the Continental tradition. Continental philosophy is a diverse and influential philosophical tradition primarily associated with European thinkers, including phenomenology, existentialism, hermeneutics, and critical theory. The course aims to provide students with a comprehensive understanding of the key themes, concepts, and debates within Continental philosophy.

### **COURSE OBJECTIVES:**

1. **Introduction to Continental Philosophy:** Introduce students to the historical development and foundational ideas of Continental philosophy as a distinct philosophical tradition.
2. **Phenomenology and Existentialism:** Understand the phenomenological method and existentialist themes, including questions about human existence, subjectivity, freedom, and responsibility.

3. **Hermeneutics and Interpretation:** Explore the hermeneutic approach to understanding texts, language, and cultural meaning, with a focus on figures like Gadamer and Ricoeur.
4. **Ontological and Epistemological Themes:** Discuss ontological and epistemological questions raised within Continental philosophy, including issues related to being, truth, and knowledge.

### **COURSE LEARNING OUTCOMES:**

The learning outcomes from the course in Continental Philosophy are designed to equip students with a comprehensive understanding of the major movements, thinkers, and philosophical themes within this influential philosophical tradition. Upon completing the course, students should be able to achieve the following learning outcomes:

1. **Familiarity with Continental Philosophical Movements:** Demonstrate knowledge and understanding of the major philosophical movements within Continental philosophy, such as phenomenology, existentialism, hermeneutics, and critical theory.
2. **Ontological and Epistemological Considerations:** Comprehend ontological and epistemological questions raised within Continental philosophy, including the nature of being, truth, and knowledge.
3. **Interdisciplinary Connections:** Recognize the interdisciplinary nature of Continental philosophy and its connections to literature, art, politics, and history.

### **COURSE CONTENT:**

**UNIT I:** Nature of Phenomenology, The ideal of a Presuppositionless or Radical  
Philosophy

**15 LECTURES**

**UNIT II:** The critique of naturalism by Husserl, The Critique of Psychologism by  
Husserl

**07 LECTURES**

**UNIT III:** The method of Suspension according to Husserl, The intentionality,  
objects and Acts of pure consciousness according to Husserl, The stages of  
Phenomenological reduction

**15 LECTURES**

**UNIT IV:** The rise of Existentialism as a Philosophical movement, The conception of  
'Existence Precedes Essence'

**15 LECTURES**

**UNIT V:** The Problem of Freedom in Sartre's Philosophy

**08 LECTURES**

**SUGGESTED READINGS:**

1. Husserl, Edmund. *"Logical Investigations."* Routledge, 2001.
2. Heidegger, Martin. *"Being and Time."* Harper Perennial Modern Thought, 2008.
3. Sartre, Jean-Paul. *"Being and Nothingness."* Washington Square Press, 1993.
4. Merleau-Ponty, Maurice. *"Phenomenology of Perception."* Routledge, 2012.



## SEMESTER VIII

MAJOR PAPER XX

PAPER CODE- PHI-20

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. Question No. 01 will be very short answer type in Group A consisting of five (05) questions of one (01) mark each. Question No. 02 will be short answer type of five (05) marks. Group B will contain descriptive type two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks each. Group B will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>PHILOSOPHICAL FOUNDATION OF INDIAN KNOWLEDGE SYSTEM (IKS)</b>	<b>60 Lectures</b>
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The course "Philosophical Foundation of Indian Knowledge System" aims to provide students with a comprehensive understanding of the philosophical underpinnings that have shaped the diverse and rich knowledge systems originating from the Indian subcontinent.

### **COURSE OBJECTIVE:**

1. **Engage with Ethical and Moral Discourses:** Discuss the ethical and moral dimensions present in Indian philosophy, including discussions on ethical conduct, moral principles, and the pursuit of virtuous living.
2. **Examine Synthesis and Divergence:** Explore how Indian philosophical thought has both synthesized various ideas within its own tradition and interacted with external influences, leading to cultural exchanges and the formation of new schools of thought.
3. **Cultural and Global Perspective:** Help students understand how Indian philosophical ideas have influenced not only Indian culture and society

## **COURSE LEARNING OUTCOMES:**

Upon successful completion of the course "Philosophical Foundation of Indian Knowledge System," students should be able to:

1. **Demonstrate Knowledge:** Exhibit a comprehensive understanding of the historical development, major philosophical schools, and key concepts within Indian philosophical traditions.
2. **Participate in Constructive Dialogue:** Participate in constructive discussions and debates about philosophical concepts, demonstrating an ability to listen, articulate, and respect differing viewpoints.
3. **Cultivate Open-Mindedness:** Cultivate an open-minded and exploratory attitude toward philosophical inquiry, recognizing that different philosophical traditions offer valuable insights into the human experience.

## **COURSE CONTENT:**

<b>UNIT I:</b> Carvaka: Materialism & Positivism	<b>07 LECTURES</b>
<b>UNIT II:</b> Buddhism: Theory of Dependent Origination & Relativism of <i>Nagarjuna</i> ; Jainism: <i>Syadvaad</i>	<b>15 LECTURES</b>
<b>UNIT III:</b> <i>Samkhya</i> : Evolutionism; Yoga: Holistic and Integral Self-Development	<b>15 LECTURES</b>
<b>UNIT IV:</b> Naya: Logic Methods; Vaisheshika: Padarthas, Atomism	<b>15 LECTURES</b>
<b>UNIT V:</b> Mimansa: Hermunitics; Advaita Vedanta: Advaitic Vision and World view	<b>08 LECTURES</b>

## **SUGGESTED READINGS:**

1. Olivelle, Patrick. *The Early Upanishads: Annotated Text and Translation*. Oxford University Press, 1998.
2. Larson, Gerald James. *Classical Sāṃkhya: An Interpretation of Its History and Meaning*. Motilal Banarsidass, 2014.
3. Deutsch, Eliot, and Rohit Dalvi. *The Essential Vedānta: A New Source Book of Advaita Vedānta*. World Wisdom, 2004.

4. Radhakrishnan, S. *Indian Philosophy. Volume 1: With an Introduction by J.N. Mohanty*. Oxford University Press, 2005.
5. Chatterjee, Satishchandra & Datta, Dheerendramohan. "An Introduction to Indian Philosophy". Motilal Banarsidass, 2015
6. Chaturvedi, Swami Rajeshwaranand. "Bharatiya Darshan ki Rooprekha". Vani Prakashan, 2022.
7. Datta, D.M. & Chatterjee, S. C. "Bhartiya Darshan". Pustak Mahal, Patna, 2013.



<b>SEMESTER VIII</b>		
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<b>AMJ-I</b>	<b>PAPER CODE- AMJ-PHI-01</b>	<b>CREDITS-04</b>
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<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100</b>	<b>Pass Marks: 40 (SIE+ESE)</b>
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*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of five (05) marks. **Group B will contain descriptive type** two (02) questions of ten (10) marks each, out of which any one (01) to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01** will be very short answer type consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03** will be short answer type of five (05) marks each. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>RESEARCH METHODOLOGY</b>	<b>60 Lectures</b>
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The course in Research Methodology in Philosophy is to equip students with the essential skills and knowledge required to conduct philosophical research effectively and rigorously. The course aims to introduce students to various research methods, techniques, and approaches used in philosophical inquiry.

**COURSE OBJECTIVES:**

1. **Understanding Philosophical Methods:** Familiarize students with different research methods and approaches used in philosophical investigations, such as analytical, phenomenological, hermeneutic, and empirical methods.
2. **Formulating Research Questions:** Train students to develop clear and well-defined research questions in philosophy, which can guide their investigations and analysis.

3. **Literature Review:** Teach students how to conduct a comprehensive literature review to identify existing philosophical scholarship and situate their research within the broader philosophical context.
4. **Data Collection and Analysis:** Introduce students to methods of data collection and analysis relevant to philosophical research, including textual analysis, interviews, and surveys.
5. **Logical Reasoning and Philosophical Rigor:** Develop students' abilities to apply logical reasoning and maintain philosophical rigor in their research process and arguments.
6. **Interdisciplinary Connections:** Explore the interdisciplinary nature of philosophical research and its connections to other academic disciplines, such as psychology, literature, sociology, and neuroscience.
7. **Research Ethics and Integrity:** Foster an understanding of the ethical responsibilities of conducting research and the importance of academic integrity in philosophical inquiry.

By the end of the course, students should be equipped with the essential tools and methodologies necessary for conducting independent philosophical research. The course aims to cultivate critical thinking, analytical skills, and the ability to engage in thoughtful and rigorous philosophical inquiry. Additionally, students should develop a deeper appreciation for the diverse research methods employed within philosophy and their significance in advancing knowledge and understanding in the field.

### **COURSE LEARNING OUTCOMES:**

The learning outcomes from the course in Research Methodology in Philosophy are designed to equip students with the skills and knowledge necessary to conduct philosophical research effectively and ethically. Upon completing the course, students should be able to achieve the following learning outcomes:

1. **Understanding of Philosophical Research:** Demonstrate a clear understanding of the nature, scope, and significance of philosophical research as a distinct form of inquiry within the field of philosophy.
2. **Knowledge of Research Methods:** Acquire knowledge of various research methods, approaches, and techniques used in philosophical investigations, including analytical, phenomenological, hermeneutic, and empirical methods.
3. **Research Design and Ethics:** Apply principles of research design and ethical considerations to develop well-structured and ethically sound research projects in philosophy.
4. **Critical Thinking and Philosophical Writing:** Demonstrate critical thinking skills in analysing philosophical arguments and effectively communicate their research findings through well-structured and persuasive philosophical writing.



5. **Engaging with Primary Texts:** Engage critically with primary philosophical texts, demonstrating the ability to interpret, analyse, and critically assess philosophical arguments from historical and contemporary sources.
6. **Logical Reasoning and Philosophical Rigor:** Apply logical reasoning and maintain philosophical rigor throughout the research process, ensuring the validity and soundness of their arguments.
7. **Research Presentation Skills:** Present their philosophical research effectively in oral and written formats, including academic presentations, papers, and articles.
8. **Research Independence:** Develop the ability to conduct independent philosophical research and contribute to the advancement of knowledge within the field.

By achieving these learning outcomes, students should be well-prepared to engage in rigorous and ethical philosophical research, advancing their analytical and critical thinking skills, and contributing to the ongoing scholarly discourse within the field of philosophy. The course aims to cultivate a strong foundation in research methodology, enabling students to approach philosophical questions and investigations with academic rigor and intellectual integrity.

### **COURSE CONTENT:**

**UNIT I:** Research: Definition, objective and characteristics **07 LECTURES**

**UNIT II:** Types of Research, Nature of Philosophical Research, Deductive and Inductive Methods **08 LECTURES**

**UNIT III:** Research Methodology; Basics of Computer Application in Research **15 LECTURES**

**UNIT IV:** Research Ethics & Research virtues **15 LECTURES**

**UNIT V:** Research related activities e.g.: Seminar, field work, conference, Workshops & Journal **15 LECTURES**

### **SUGGESTED READINGS:**

1. Cothari, C.R. & Garg, Gaurav. *“Research Methodology: Methods and Techniques”*. New Age International Publishers (6<sup>th</sup> Edition), 2019.
2. Creswell, John W. *“Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.”* Sage Publications, 2014.

3. Maxwell, Joseph A. *"Qualitative Research Design: An Interactive Approach."* Sage Publications, 2012.
4. Punch, Keith F. *"Introduction to Social Research: Quantitative and Qualitative Approaches."* Sage Publications, 2019



<b>SEMESTER VIII</b>		
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<b>AMJ-2</b>	<b>PAPER CODE- AMJ-PHI-02</b>	<b>CREDITS-04</b>
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<b>RESEARCH PROPOSAL/SYNOPSIS</b>
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The course for Research Proposal/Synopsis is to equip students with the necessary skills and knowledge to develop a well-structured and comprehensive research proposal or synopsis for an academic research project. The course aims to guide students through the process of conceptualizing a research idea, formulating research questions or objectives, and presenting a clear and convincing plan for conducting the research. Here are some specific course learning outcomes:

1. **Identifying Research Topics:** Assist students in identifying and refining research topics that are relevant, significant, and feasible within the scope of their academic program.
2. **Formulating Research Questions/Objectives:** Develop the ability to formulate clear and focused research questions or objectives that guide the research proposal.
3. **Research Design and Framework:** Introduce students to different research designs and theoretical frameworks that align with their research goals.
4. **Data Collection and Analysis:** Familiarize students with various methods of data collection and analysis suitable for their research topic and objectives.
5. **Structuring the Proposal/Synopsis:** Guide students in structuring their research proposal or synopsis in a logical and coherent manner, including appropriate headings and sections.
6. **Writing Style and Presentation:** Enhance students' writing skills, emphasizing clarity, conciseness, and academic conventions in presenting the research proposal.
7. **Critical Appraisal:** Foster critical thinking skills, enabling students to critically evaluate their own research ideas and proposals.
8. **Research Feasibility and Limitations:** Evaluate the feasibility of the research proposal and identify potential limitations and challenges.
9. **Peer Review and Feedback:** Provide opportunities for peer review and constructive feedback on research proposals, allowing students to improve their work based on feedback.
10. **Research Proposal Presentation:** Prepare students to present their research proposals or synopses effectively, both in written and oral formats.

By the end of the course, students should be able to develop a well-structured and comprehensive research proposal or synopsis, demonstrating a clear understanding of their research topic, research questions, research design, and the significance of their proposed research. The course aims to prepare students for independent research and to equip them with the essential skills needed to pursue further research in their academic or professional careers.

## GUIDELINES FOR THE DESIGN OF RESEARCH PROPOSAL/SYNOPSIS

1. **Title:** Precise so as to indicate the specific aspect of research.
2. **Introduction:** Around 200 words. Providing a brief background to the topic.
3. **Preliminary Review of Literature/State of the Art:** Around 1000 words. This portion will review the research work done earlier/contemporaneously in the field by mentioning the *relevant* theses/books/research articles and the analyses/conclusions, etc., therein so as to set the perspective. Research gaps are to be indicated.
4. **Statement of the Problem:** Around 400 words.
5. **Objective:** Objectives should preferably be bulleted. It should describe the scope of the research work. Around 100 words.
6. **Research Questions and/or Hypothesis:** Around 200 words. Aspects to be discussed to be presented in the form of bulleted questions/assertions. Research questions must be related to the objectives. Research question are mandatory for any research work.
7. **Research Limitations/Delimitations:** Around 100 words. This part will define the range within which the research is to be conducted.
8. **Research Methodology:** This part will discuss methods/tools to be adopted. Around 100 words.
9. **Significance/Expected Contribution of this research.** The expected new domains this research is likely to open. Around 100 words
10. **Work Plan:** This part will present an outline of the timeline within which the respective stages of the thesis work shall be accommodated. Around 200 words.
11. **Tentative Thesis Chapter Outline:** Around 600 words.
12. **References/Bibliography**

*(Word limits are merely indicative. However, excluding endnotes and bibliography the proposal ought not to exceed 3000 words.)*



<b>SEMESTER VIII</b>		
<b>AMJ-3</b>	<b>PAPER CODE- AMJ-PHI-03</b>	<b>CREDITS-04</b>

<b>RESEARCH REPORT</b>
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The course for the Research Report is to equip students with the skills and knowledge required to conduct a thorough research study and effectively communicate their findings through a comprehensive research report. The course aims to guide students through the process of conducting research, analysing data, and presenting their results in a structured and coherent manner. Here are some specific course learning outcomes:

1. **Research Planning:** Assist students in developing a well-defined research plan, including clear research objectives, research questions, and a detailed research proposal.
2. **Research Design and Framework:** Provide guidance on selecting an appropriate research design and theoretical framework that aligns with the research objectives.
3. **Data Interpretation:** Develop skills in interpreting research data, drawing conclusions, and making well-supported recommendations based on the findings.
4. **Report Structure and Formatting:** Teach students to organize their research report in a logical and coherent structure, including appropriate headings, sections, and formatting.
5. **Writing Style and Clarity:** Enhance students' writing skills, emphasizing clarity, precision, and academic conventions in presenting the research report.
6. **Data Visualization:** Introduce students to effective ways of presenting data through tables, graphs, and charts, enhancing the clarity and visual appeal of the research report.
7. **Citation and Referencing:** Familiarize students with proper citation and referencing styles, ensuring the academic integrity of the research report.
8. **Peer Review and Feedback:** Provide opportunities for peer review and constructive feedback on research reports, allowing students to improve their work based on feedback.
9. **Research Contribution:** Encourage students to reflect on the significance of their research findings and the potential contribution of their study to the existing body of knowledge in their field.
10. **Research Report Presentation:** Prepare students to present their research report in a clear and engaging manner, both in written and oral presentations.

By the end of the course, students should be able to produce a well-structured and comprehensive research report that demonstrates a clear understanding of their research topic, methodology, data analysis, and the implications of their findings. The course aims to prepare students for independent research and to equip them with the essential skills needed to communicate research findings effectively to their intended audience



## SEMESTER I

MINOR PAPER IA

PAPER CODE- MN-1A

CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100

Pass Marks: 40 (SIE+ESE)

*Important Instruction to Question Setter for*

### **Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. **Question No. 01 will be very short answer type** consisting of five (05) questions of one (01) mark each. **Question No. 02 & 03 will be short answer type** of five (05) marks. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

## OUTLINES OF INDIAN PHILOSOPHY

60 Lectures

The course "Outlines of Indian Philosophy" provides an introductory exploration of the diverse philosophical traditions that have emerged in the Indian subcontinent throughout history. It offers an overview of the major schools of thought, their key concepts, and their contributions to the understanding of existence, reality, knowledge, ethics, and spirituality. By the end of this course, students will have gained a fundamental understanding of the fundamental philosophical ideas that have shaped the intellectual and spiritual landscape of India.

### **COURSE OBJECTIVE:**

3. **Explore Key Philosophical Schools:** Examine major schools of Indian philosophy, including but not limited to *Nyāya*, *Vaiśeṣika*, *Sāṃkhya*, *Yoga*, *Mīmāṃsā*, *Vedānta*, and Buddhism. Delve into their unique perspectives on metaphysics, epistemology, ethics, and the nature of the self.
4. **Engage with Primary Texts:** Encounter selected excerpts from foundational texts of Indian philosophy, enabling students to engage directly with original philosophical writings.

### **COURSE LEARNING OUTCOMES:**

By the completion of the course "Outlines of Indian Philosophy," students will be able to:

4. **Contextualize Philosophical Ideas:** Understand the historical, cultural, and social contexts in which various Indian philosophical traditions emerged, recognizing the influence of these factors on the development of philosophical thought.
5. **Evaluate Contemporary Relevance:** Assess the relevance of Indian philosophical concepts in addressing contemporary societal and ethical challenges, such as environmental ethics, social justice, and the pursuit of happiness.
6. **Foster Cross-Cultural Understanding:** Cultivate an open and respectful appreciation for cultural diversity, encouraging cross-cultural dialogue and the integration of Indian philosophical insights into broader global discourse.

### **COURSE CONTENT:**

**UNIT I:** Chief characteristics of Indian Philosophy; The *Cārvāka* School: Metaphysics, Epistemology and Ethics

**07 LECTURES**

**UNIT II:** Jainism: Concept of *Jīva*, Bondage and Liberation; Buddhism: The Four Noble Truths, Theory of No-self

**08 LECTURES**

**UNIT III:** *Nyāya* Philosophy: Theory of *Pramāṇas*, The Idea of God and Proofs for the Existence of God. *Vaiśeṣika* Philosophy: Concept of *Padārtha* and its kinds. The Atomic Theory according to the *Vaiśeṣika* School (*Parmāṇuvada*)

**15 LECTURES**

**UNIT IV:** *Sāṃkhya* Philosophy: Causation theory (*Satkāryavāda*); *Prakṛti* & *Puruṣa*; Theory of Evolution (*vikasvada*). Yoga Philosophy: *Cittā* and *Cittāvṛtti*; *Aṣṭāṅgayoga* (the eight limbs of yoga); Concept of God in Yoga School.

**15 LECTURES**

**UNIT V:** *Purva Mīmāṃsā*: *Pramanyavada*, *Parataḥ-prāmāṇya* and *Svataḥ-prāmāṇya* doctrines; *Advaita Vedānta*: *Nirguna Brahman*; *Vivartavada*; *Maya*. *Viśiṣṭādvaita*: *Saguna Brahman*; Refutation of *Maya*.

**15 LECTURES**

### **SUGGESTED READINGS:**

1. Chatterjee, Satishchandra & Datta, Dheerendramohan. “*An Introduction to Indian Philosophy*”. Motilal Banarsidass. 2015
2. Chaturvedi, Swami Rajeshwaranand. “*Bharatiya Darshan ki Rooprekha*”. Vani Prakashan, 2022.

3. Datta, D.M. & Chatterjee, S. C. “*Bhartiya Darshan*”. Pustak Mahal, Patna, 2013.
4. Krishna, Daya. “*Indian Philosophy: A Counter Perspective*” (Revised and Enlarged Edition) Sri Satguru Publications, 2006
5. Nigam, Shobha. “*Bharatiya Darshan*”. Motilal Banarsidas; Fourth edition. 2011
6. Pandey, S.L., “*Bhartiya Darshan ka Sarvekshana*”, Central Publishing House, Allahabad, 2008.
7. Radhakrishnan, Sarvapalli. “*Indian Philosophy*”. Vol. I & II. Oxford India (2nd Edition). 2004
8. Sharma, C.D. “*Bharatiya Darshan Alochana Aur Anusheelan*”. Motilal Banarsidas Publishers Private Limited; 6th edition. 2013
9. Sharma, C.D. “*A Critical Survey of Indian Philosophy*”. Motilal Banarsidas, New Delhi. 2016
10. Sinha, Jadunath. “*Bharatiya Darshan: Indian Philosophy*”. Motilal Banarsidas Publishers Private Limited. 2004
11. Sinha, Harendra Prasad. “*Bharatiya Darshan Ki Rooprekha*”. Motilal Banarsidas Publishers Private Limited; 13th edition. 2018
12. Upadhyaya, Acharya Baldev. “*Bharatiya Darshan*”. Sharda Mandir Publication, Varanasi. 2016



### SEMESTER III

**MINOR PAPER-II-B**

**PAPER CODE-1B**

**CREDITS-04**

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100**

**Pass Marks: 40 (SIE+ESE)**

*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01** will be very short answer type in **Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02** will be short answer type of 5 marks. **Group B** will contain descriptive type two questions of ten (10) marks each, out of which any one to be answered.*



- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

### **End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>HISTORY OF WESTERN PHILOSOPHY</b>
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<b>60 Lectures</b>
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The course for the “History of Western Philosophy” is to provide students with a comprehensive and chronological exploration of the major philosophical ideas, movements, and thinkers that have shaped the Western intellectual tradition. This course typically covers a wide range of philosophical periods and examines the development of philosophical thought from ancient times to the modern era.

### **COURSE OBJECTIVE:**

- 4. Key philosophical concepts:** Introducing students to fundamental philosophical concepts, such as metaphysics, epistemology, ethics, political philosophy, logic, and aesthetics.
- 5. Connections between periods:** Examining the interconnections between different historical periods and how earlier philosophical ideas influenced later philosophical developments.
- 6. Relevance to contemporary issues:** Exploring how the historical ideas and debates in Western philosophy continue to be relevant to contemporary ethical, political, and metaphysical discussions.

### **COURSE LEARNING OUTCOMES:**

Upon completing a course in History of Western Philosophy, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and critical engagement with philosophical ideas. The learning outcomes may include:

- 3. Knowledge of philosophical history:** Students should possess a comprehensive knowledge of the major philosophical periods, movements, and thinkers that have contributed to the development of Western philosophy.
- 4. Synthesis of philosophical ideas:** Students should be capable of synthesizing and comparing philosophical ideas from different periods, recognizing connections, continuities, and changes in philosophical thought over time.

### **COURSE CONTENT:**

**UNIT I:** Plato's Epistemology: Difference between Episteme and Doxa. Aristotle: Matter and forms, potentiality and actuality. St. Thomas Aquinas: Proofs for the Existence of God

**07 LECTURES**

**UNIT II:** Descartes: Method of Doubt, *Cogito ergo sum*, Mind and Matter, Interactionism, God and Proofs for Existence; Spinoza: Substance, Attributes and Modes, Pantheism.

**15 LECTURES**

**UNIT III:** Leibnitz: Monadology, Pre-established Harmony. Locke: Refutation of Innate Ideas, Primary and Secondary Qualities.

**15 LECTURES**

**UNIT IV:** Berkeley: Refutation of Materialism, *Esse est percipi*. Hume: Impression and Ideas, Relations of Ideas and Matters of Fact, Skepticism

**08 LECTURES**

**UNIT V:** Kant: Conception of critical Philosophy, Synthetic a priori judgments, Space and Time, Categories of the Understanding, Phenomena and Noumena.

**15 LECTURES**

### **SUGGESTED READINGS:**

1. Durant, Will. *"The Story of Civilization: Part VII - The Age of Reason Begins."* Simon & Schuster, 1961
2. Grayling, A. C. *"The History of Philosophy."* Penguin Books, 2019.
3. Hospers, John. *"An Introduction to Philosophical Analysis."* Routledge, 1997.
4. Krishna, Daya. *"Paschatya Darshan Ka Itihas (Vol.-02)"* Rajasthan Hindi Granth Academy. 2014
5. Lal, B.K. *"Samkalin Pashchatya Darshan"*. Motilal Banarsidas. 1990
6. Masih. Y. *"Paschatya Darshan Ka Sameekshatamak Itihas: Yunani, Madhyayugeen, Aadhunik Aur Hegal Darshan"*. Motilal Banarsidas. 1992
7. Nigam, Shobha. *"Pashchatya Darshan Ke Sampraday"*. Motilal Banarsidass Publishing House, 2013
8. \_\_\_\_\_ . *"Pashchatya Darshan Ka Aetihashik Sarvekshan: Theylis Se Heegal Tak"*. Motilal Banarsidass Publishers, 2016
9. Russell, Bertrand. *"A History of Western Philosophy."* Simon & Schuster, 1945.
10. Srivastava, Jagdish Sahay. *"Pashchatya Darshan ki Darshnik Pravrittiyan"*. Abhivyakti Prakashan, 2017
11. Sharma Chandradhar. *"Pashchatya Darshan"*. Motilal Banarsidas, New Delhi, 2016
12. Sharma, Chandradhar. *"Pashchatya Darshan"*. Motilal Banarsidas. 1992.
13. Upadhyay, H.S., *"Pashchatya Darshan Ka Udbhaw aur Vikas"*, Darshan Anusheelan Kendra, Allahabad, 1999.
14. Verma, Ashok Kumar. *"Nitishastra ki Rooparekha: Pashchatya aur Bharatiya"*. Motilal Banarsidass Publishing House, 2017



<b>SEMESTER V</b>		
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<b>MINOR PAPER 1C</b>	<b>PAPER CODE-MN-1C</b>	<b>CREDITS-04</b>
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<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100</b>	<b>Pass Marks: 40 (SIE+ESE)</b>
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*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>INDIAN ETHICS</b>	<b>60 Lectures</b>
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The course for “Indian Ethics” is to provide students with an in-depth understanding of the ethical theories and frameworks developed within the diverse and rich philosophical traditions of India. Indian ethics is deeply rooted in ancient scriptures, religious texts, and philosophical treatises, offering unique perspectives on morality, virtue, and the good life. The course aims to explore these ethical systems and their significance in the broader context of Indian intellectual history and contemporary ethical debates.

### **COURSE OBJECTIVE:**

- 3. Ethical implications of religious and cultural practices:** Examining how Indian religious and cultural practices influence ethical beliefs and behavior, including the concepts of dharma in Hinduism and ahimsa in Jainism.
- 4. Moral reasoning and decision-making:** Developing students' ability to engage in moral reasoning and ethical decision-making using insights from Indian ethical tradition

### **COURSE LEARNING OUTCOMES:**

Upon completing a course in Indian Ethics, students should have achieved various learning outcomes that demonstrate their understanding of the subject matter and engagement with ethical theories and frameworks developed within Indian philosophical traditions. The learning outcomes may include:

- 5. Knowledge of Indian ethical traditions:** Students should possess a comprehensive knowledge of the major Indian philosophical schools that have contributed to the development of ethical theories in India.
- 6. Understanding of ethical concepts:** Students should be familiar with foundational ethical concepts in Indian thought, such as *dharma* (moral duty/righteousness), *karma* (action and its consequences), *ahimsa* (non-violence), *moksha* (liberation), and the pursuit of virtue.
- 7. Ethical engagement and personal growth:** Students should reflect on their own ethical values and beliefs, fostering personal growth and moral development.
- 8. Ethical awareness and sensitivity:** Students should develop a heightened awareness of ethical issues in various contexts and demonstrate sensitivity to the ethical dimensions of personal, social, and professional life.

### **COURSE CONTENT:**

**UNIT I:** Introduction to Ethics, Meaning and Nature of Ethics & Its relation with Other Subjects. **07 LECTURES**

**UNIT II:** Theory of *Rta*, Law of *Karma*, Kinds of *Karma*, Importance of *Karma* in Indian Ethics. **15 LECTURES**

**UNIT III:** Ideas of *Rñ*, Meaning of *Dharma*, Definition and Classification of *Dharma*. **15 LECTURES**

**UNIT IV:** Eightfold path of Buddhism (*Āryāṣṭāṅgikamārga*), *Aṇuvratas* and *Mahavratas* of Jainism **08 LECTURES**

**UNIT V: Meaning of *Puruṣārtha*, Four kinds of *Puruṣārthas*, Inner-relation between *Puruṣārthas*, and Significance of *Puruṣārthas*. **15 LECTURES****

**SUGGESTED READINGS:**

1. Bhattacharyya, Haridas. *"The Cultural Heritage of India: Ethics."* The Ramakrishna Mission Institute of Culture, 2016.
2. Bhushan, Nalini, and Jay L. Garfield. *"Indian Philosophy: From Renaissance to Independence."* Oxford University Press, 2011.
3. Bilimoria, Purushottama, ed. *"Indian Ethics: Classical Traditions and Contemporary Challenges."* Ashgate, 2007.
4. Chatterjee, Margaret. *"Ethics and Social Responsibility in Indian Philosophy."* Routledge, 2017.
5. Gupta, Bina. *"An Introduction to Indian Philosophy: Perspectives on Reality, Knowledge, and Freedom."* Routledge, 2012.
6. Jha, Anirudh & Mishra, Ramnandan. *"Aachara Shastra Ke Mool Siddhanta"*. Motilal Banarsidas, 2017
7. Matilal, Bimal Krishna. *"Ethics and Epics: The Collected Essays of Bimal Krishna Matilal, Volume II."* Oxford University Press, 2002.
8. Mishra, Nityanand. *"Nitishastra: Siddhant Aur Vyavahar"*. Motilal Banarsidass Publishers, 2017
9. Nicholson, Andrew J. *"Unifying Hinduism: Philosophy and Identity in Indian Intellectual History."* Columbia University Press, 2010.
10. Pathak, Diwakar. *"Bharatiya Nitishashtra: Indian Ethics"*. Bihar Hindi Granth Academy, Patna, 1994
11. Potter, Karl H., ed. *"Encyclopedia of Indian Philosophies: Volume VII: Abhidharma Buddhism to 150 A.D."* Princeton University Press, 1996.
12. Ram-Prasad, Chakravarthi. *"Indian Philosophy and the Consequences of Knowledge: Themes in Ethics, Metaphysics, and Soteriology."* Ashgate, 2007.
13. Sharma, Karyanand. *"Bharatiya Darshan ke Mool Sampratyay"*. Motilal Banarsidass Publishers, 2018



**SEMESTER VII**

<b>MINOR PAPER I D</b>	<b>PAPER CODE- MN-1D</b>	<b>CREDITS-04</b>
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<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100</b>	<b>Pass Marks: 40 (SIE+ESE)</b>
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*Important Instruction to Question Setter for*

**Semester Internal Examination (SIE 20+5=25 marks):**

- *There will be two groups of questions. **Question No. 01 will be very short answer type in Group A** consisting of five (05) questions of one (01) mark each. **Question No. 02 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten (10) marks each, out of which any one to be answered.*
- *The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 01 mark; 45<Attd. <55, 02 marks; 55<Attd. <65, 03 marks; 65<Attd.<75, 04 marks; 75<Attd., 05 marks)*

**End Semester Examination (ESE 75 marks):**

*There will be two groups of questions. **Group A** is compulsory which will contain three questions. Question No. 01 will be very short answer type consisting of five (05) questions of one (01) mark each. Question No. 02 & 03 will be short answer type of five (05) marks. **Group B** will contain descriptive type seven (07) questions of fifteen (15) marks each, out of which any four (04) are to be answered.*

<b>WESTERN ETHICS</b>	<b>60 Lectures</b>
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The course in Western Ethics is to provide students with a comprehensive understanding of the major ethical theories and perspectives that have emerged in Western philosophical thought. The course aims to explore various ethical concepts, principles, and dilemmas and to encourage critical thinking and ethical reasoning.

**COURSE OBJECTIVES:**

4. **Introduction to Western Ethical Thought:** Introduce students to the historical development of ethical theories in Western philosophy, from ancient times to the modern era.
5. **Ethical Theories:** Familiarize students with the major ethical theories, including virtue ethics, deontology, consequentialism, and relativism, and their key proponents.
6. **Ethical Challenges in a Global Context:** Analyse ethical challenges in a globalized world, considering issues related to global justice, human rights, and cultural relativism.

By the end of the course, students should have a solid foundation in Western ethical theories, be able to engage in ethical discussions, and apply ethical reasoning to address complex moral issues in both personal and professional contexts.

**COURSE LEARNING OUTCOMES:**

The learning outcomes from the course in Western Ethics are designed to ensure that students gain a deep understanding of Western ethical thought and develop the skills to critically analyse ethical issues and apply ethical theories in practical situations. By the end of the course, students should be able to achieve the following learning outcomes:

4. **Knowledge of Western Ethical Theories:** Demonstrate knowledge of the major ethical theories in Western philosophy, including virtue ethics, deontology, consequentialism, and relativism, and understand their historical development and key concepts.
5. **Ethical Application in Professions:** Recognize the relevance of ethical principles in various professional contexts and discuss the ethical responsibilities of individuals in different fields.
6. **Ethical Decision Making:** Develop practical skills in ethical decision making, considering various ethical frameworks and the potential consequences of actions.

### **COURSE CONTENT:**

<b>UNIT I:</b> Introduction to Ethics, Meaning and Definition of Ethics, Its Necessity & Importance.	<b>07 LECTURES</b>
<b>UNIT II:</b> Moral Judgement, The Concepts of Free Will, Desire, Motive, Intention, Good, Right, Duties.	<b>15 LECTURES</b>
<b>UNIT III:</b> Teleological Theories; Egoism, Hedonism, Utilitarianism, Perfectionism.	<b>15 LECTURES</b>
<b>UNIT IV:</b> Deontological Theories; Kant's Duty for Duty's Sake, Categorical Imperative.	<b>15 LECTURES</b>
<b>UNIT V:</b> Theories of Punishment: Retributive, Preventive and Reformative; Free will and Determinism.	<b>08 LECTURES</b>

### **SUGGESTED READINGS:**

1. Aristotle. *"Nicomachean Ethics."* Translated by Terence Irwin, Hackett Publishing Company, 1999.
2. Kant, Immanuel. *"Groundwork for the Metaphysics of Morals."* Translated by Allen W. Wood, Yale University Press, 2002.
3. Mill, John Stuart. *"Utilitarianism."* Edited by George Sher, Hackett Publishing Company, 2001.
4. Nietzsche, Friedrich. *"On the Genealogy of Morality."* Translated by Maudemarie Clark and Alan J. Swensen, Hackett Publishing Company, 1998.
5. Rawls, John. *"A Theory of Justice."* Revised Edition, Harvard University Press, 1999.
6. Foot, Philippa. *"Natural Goodness."* Oxford University Press, 2001.
7. MacIntyre, Alasdair. *"After Virtue: A Study in Moral Theory."* University of Notre Dame Press, 1984.

8. Nussbaum, Martha C. *"The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy."* Cambridge University Press, 2001.
9. Sandel, Michael J. *"Justice: What's the Right Thing to Do?"* Farrar, Straus, and Giroux, 2010.
10. Williams, Bernard. *"Ethics and the Limits of Philosophy."* Harvard University Press, 1985.
11. Scanlon, T. M. *"What We Owe to Each Other."* Harvard University Press, 1998.
12. Hursthouse, Rosalind. *"On Virtue Ethics."* Oxford University Press, 2001.
13. Sharma, Arvind. *"Ethics in the World Religions."* Oxford University Press, 1995.
14. Sircar, D.C. *"Ethics in the History of Indian Philosophy."* Motilal Banarsidass, 1998.
15. Chakravarthi, Ram-Prasad. *"Human Being, Bodily Being: Phenomenology from Classical India."* Oxford University Press, 1999.
16. Bhargava, Rajeev. *"The Promise of India's Secular Democracy."* Oxford University Press, 2010.
17. Ganeri, Jonardon. *"The Concealed Art of the Soul: Theories of Self and Practices of Truth in Indian Ethics and Epistemology."* Oxford University Press, 2007.
18. Dasgupta, Surendranath. *"Ethics."* Cambridge University Press, 1940.
19. Mohanty, Jitendranath. *"Classical Indian Ethics: A Philosophical Study."* Rowman & Littlefield Publishers, 2001.

