

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 Up to 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 *Nyaya, 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; Astik and Nastik Darshan, Vedas and their Significance, Upanishad: Concept of Bhraman and Atman

07 LECTURES

UNIT II: Carvaka: Epistemology, Ethics, Ontology, Buddhism: Four Noble Truths, Anatmavada. Jainism: Jiva, Bondage and Liberation;

08 LECTURES

UNIT III: *Nyāya Philosophy: Theory of Pramāṇas, The Idea of God and Proofs for the Existence of God. Vaiśeṣika Philosophy: Concept of Padārthas-The Bhāva Padārthas: Dravya (substance), Guṇa (quality), Karma (activity), Sāmānya(generality), Viśeṣa(particularity), Samavāya (inherence); and the AbhāvaPadārtha. The Atomic Theory according to the Vaiśeṣika School (Paramāṇuvada)*

15 LECTURES

UNIT IV: *Sāṃkhya Philosophy: Theory of Causation (Satkāryavāda); Prakṛti, Puruṣa; Concept of God; Theory of Evolution (vikasvada). Yoga Philosophy: Cittā and Cittāvṛtti; Aṣṭāṅgayoga (the Eightfold path of yoga); Concept of God.*

15 LECTURES

UNIT V: *Purva Mīmāṃsā: Pramānyavada- The Parataḥ-prāmāṇya and Svataḥ-prāmāṇya. Advaita Vedānta: Brahman; Vivartavada, World, Maya. Viśiṣṭādvaita: Brahman; Refutation of Sankar's Mayavada.*

15 LECTURES

SUGGESTED READINGS:

1. Chatterjee, Satish Chandra & Datta, Dheerendra Mohan. *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*, Motilal Banarsidass Publishers Private Limited. 2004
11. Sinha, Jadunath. *Indian Philosophy*, Motilal Banarsidass Publishers Private Limited. 2004
12. Sinha, Harendra Prasad. *Bharatiya Darshan Ki Rooprekha*, Motilal Banarsidass Publishers Private Limited; 13th edition. 2018
13. Upadhyaya, Acharya Baldev. *Bharatiya Darshan*, Sharda Mandir Publication, Varanasi. 2016
14. Singh, B.N. *Bhartiya Darshan*, Asha Prakashan, Varanasi



SEMESTER II

MAJOR PAPER II

PAPER CODE- PHI-02

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 Up to 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: Metaphysical view of Thales and Anaximander. Metaphysical Views of Pythagorean school.

08 LECTURES

UNIT II: Heraclitus and its Momentariness, Eleatic school: The concept of *Nous*, Metaphysical and Epistemological view of Parmenides and Zeno.

15 LECTURES

UNIT III: Philosophical views of Empedocles and Anaxagoras

07 LECTURES

UNIT IV: Democritus and its Atomism. Epistemological views of Protagoras. Socratic Method, Ethical views of Socrates.

15 LECTURES

UNIT V: Theory of Knowledge, Plato's theory of Idea. Aristotle: Form and Matter, 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 Pustak Sadan, 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.
14. Singh, B.N. *Paschatya Darshan ki samasyayein evam Samkalin Darshan*, Asha Prakashan, Varanasi.
15. Singh, B.N. *Paschatya Darshan ki Ruprekha*, Asha Prakashan, Varanasi.



SEMESTER III

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 up to 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: Concept of God, Atman, World, Causation in Indian Philosophy, Samanya: Nyaya and Buddhist Concept **15 LECTURES**

UNIT II: Nature of Cognition: Valid and Invalid Cognition (Prama and Aprama). Pramana: Definitions and Types of Pramana. **07 LECTURES**

UNIT III: Definition, Kinds and Significance of Anuman according to Nyaya Philosophy. **15 LECTURES**

UNIT IV: Definition and Kinds of Perception according to Nyaya Philosophy. **08 LECTURES**

UNIT V: Sabda Pramana, Upmana Pramana, Arthapatti Pramana, Anuplabdhi Pramana **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. Mohanty, J.N. *Classical Indian Philosophy*, Rowman & Littlefield. 2000.
6. Murti, T.R.V. *The Central Philosophy of Buddhism: A Study of the Mādhyamika System*, Motilal Banarsidass, New Delhi. 1955.
7. Nigam, Shobha. *Bharatiya Darshan*, Motilal Banarsidas; Fourth edition. 2011
8. Radhakrishnan, Sarvapalli. *Indian Philosophy, Volume 1: With an Introduction by J.N. Mohanty*, Oxford University Press, 2005.

9. Sinha, Jadu Nath. *Bharatiya Darshan*. Motilal Banarsidas Publishers Private Limited. 2004
10. Sinha, Jadu Nath. *Indian Philosophy*. Motilal Banarsidas 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 Banarsidas Publishers, 2016.
15. Mishra, Sunil Chandra. *Bhartiya Darshan Ki Avadharnayein*, Janki Prakashan, Patna



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 Up to 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: Ancient Western Philosophy

Plato: Theory of Substance. Aristotle: Potentiality and Actuality.

07 LECTURES

UNIT II: Medieval Western Philosophy

St. Thomas Aquinas: Proofs for the Existence of God,

St. Augustine: Proofs for the Existence of God.

08 LECTURES

UNIT III: Rationalism

Descartes: Method of Doubt, *Cogito ergo sum*, Mind- Body Interactionism, Substance
Spinoza: Geometrical Method, Substance, Attributes, Modes, Parallelism, Pantheism.

Leibnitz: Theory of Knowledge, Monadology, Doctrine of Pre-established Harmony.

15 LECTURES

UNIT IV: Empiricism

Locke: Refutation of Innate Ideas, Primary and Secondary Qualities.

Berkeley: Refutation of the distinction between Primary and Secondary qualities, *Esse est percipi*.

Hume: Impression and Ideas, Relation of Ideas and Matters of Fact, Skepticism

15 LECTURES

UNIT V: Criticism

Kant: Conception of Critical Philosophy, Synthetic Judgment Apriori, Space and Time, Categories of 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 Banarsidas Publishing House, 2013
8. Russell, Bertrand. *A History of Western Philosophy*, Simon & Schuster, 1945.
9. Srivastava, Jagdish Sahay. *Pashchatya Darshan ki Darshnik Pravrittiyan*, Abhivyakti Prakashan, 2017
10. Sharma Chandradhar. *Pashchatya Darshan*, Motilal Banarsidas, New Delhi, 2016
11. Sharma, Chandradhar, *Pashchatya Darshan*, Motilal Banarsidas. 1992.
12. Upadhyay, H.S. *Pashchatya Darshan Ka Udbhaw aur Vikas*, Darshan Anusheelan Kendra, Allahabad, 1999.
13. Singh, B.N. *Paschatya Darshan ki Ruprekha*, Asha Prakashan, Varanasi.
14. Singh, B.N. *Paschatya Darshan ki Samasyayein evam Samkalin Darshan*, Asha Prakashan, Varanasi.



SEMESTER IV

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 Up to 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 KNOWLEDGE SYSTEM

60 Lectures

The course for Indian Knowledge System 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 Knowledge System 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 knowledge systems and their significance in the broader context of Indian intellectual history and contemporary knowledge 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 traditions.

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:

Unit 1

1. Introduction to Indian Knowledge System - What is Knowledge System, Features of IKS.
2. Macaulay's Education Policy & its Impact, Need for Revisiting Ancient Indian Traditions.
3. Features of Four Vedas & Vedic Life.

Unit 2

1. Scope of IKS, The Universality of IKS from Micro to Macro.
2. Development from Ancient period to 20th century in the field of Knowledge Systems.
3. Indian Philosophical Systems - Its features in Purana. Itihas and Subhashitas.

Unit 3

Traditions of IKS, Ancient Indian Systems: Home, Gurukul, Pathshala, Universities and Ancient Educational Centres.

Unit-4

1. Ayurveda
2. Vedic Mathematics.
3. Ancient Indian Logic.
4. Arthashastra (Kautilya) - Art of Governance in Public Administration and effective Governance.

Unit 5

1. Aesthetics.
2. Strategic Studies.
3. Astronomy-Aryabhatta & Varah Mihir.
4. Yoga & Wellbeing, Importance of Yog: Way of living in maintaining a sound physical, emotional and mental health.

5. Linguistics.

Suggested Readings

1. Bose, D.M. & Sen, S.N. *Concise History of Science in India*
2. Seal, B.N. *Positive Sciences of the Ancient Hindus*, Motilal Banarsidas, Delhi
3. Donnell, Mac A.A. *History of Sanskrit Literature*,
4. Winternitz, *History of Sanskrit Literature*, Vol. III & III
5. Mazumdar, R.C. & Pushalkar A.D. *History & Culture of the Indian People*, Vol I, II & III
6. Ray, P. & Gupta, H.N. *Charak Samhita*, National Institute of Science of India, New Delhi.
7. Datta B. & Singh, A. N. *History of Hindu Mathematics*, Asia Publishing House, Bombay.
8. Mahadevan, B. Bhatt, V. R & Nagendra, R. N. *Indian Knowledge System Concepts and Application*, PHI Private Learning.
9. Mishra, J. *Prachin Bharat ka Itihas*, Bihar Hindi Granth Academy, Bihar,
10. Shastri, G. *Shabdarth Darshan*, Sampurnanand Sanskrit Viswavidyala, Varanasi,
11. Shastri, G. *Philosophy of Word and Meaning*, Sampurnanand Sanskrit Viswavidyala, Varanasi,
12. Kundhan Raja. *Indian Theory of Meaning*
13. Mishra, K. *Bhartiya Bhasha Darshan*
14. Mishra, Vidyanivas, *Bhartiya Bhasha Darshan*, Rajasthan Hindi Granth Academy, Jaipur,
15. Tiwari, D.N. *Bhartiya Bhasha Darshan: Ek Vishleshanatmak Darshan*, DK Print World, New Delhi,



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 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 Up to 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 traditions.

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 of Ethics, Meaning and Nature of Ethics & Its relation with Philosophy, Aesthetics, Political Philosophy .

07 LECTURES

UNIT II: Theory of *Karma*, Kinds of *Karma*, *Niskama Karma* Importance of *Karma* in Indian Ethics.

15 LECTURES

UNIT III: Meaning of *Dharma*, Definition and Classification of *Dharma*, Difference between *Dharma* and Religion, Kinds of Bondage and liberation.

15 LECTURES

UNIT IV: Carvak: Hedonism, Eightfold path of Buddhism (*āṣṭāṅgikamārga*), *Brahmavihar*. Anuvratas and *Mahavratas* of Jainism. Yoga: Yama and Niyama

08 LECTURES

UNIT V: Meaning of *Puruṣārtha*, Four kinds of *Puruṣārthas*, Varanashrama *Dharma*.

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, Aniruddh & 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.
14. Verma, A.K. *Nitishastra*, Motilal Banarsidass Publishers,
15. Maitra, S.K. *The Ethics of The Hindus*,
16. Sharma, I. C. *Ethical Philosophies of India*



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 (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 Up to 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: Substance in Western philosophy, Relation between World and Ultimate Reality. **15 LECTURES**

UNIT II: Theories of Causation: Aristotle, Mill and Hume **15 LECTURES**

UNIT III: Definition and Kinds of Knowledge, Necessary conditions of Knowledge, Validity of Knowledge **10 LECTURES**

UNIT IV: Theories of Knowledge; Rationalism, Empiricism and Criticism, **13 LECTURES**

UNIT V: Theories of Truth; Correspondence, Coherence, Pragmatic. **07 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.
16. Singh, B.N. *Paschatya Darshan ki Rooprekha*, Asha Prakashan, Varanasi.
17. Singh, B.N. *Paschatya Darshan ki Samasyayein evam Samkalin Darshan*, Asha Prakashan, Varanasi.



SEMESTER V

MAJOR PAPER VIII

PAPER CODE- PHI-08

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 Up to 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: Relation Between Indian Epistemology and Indian Logic, The Meaning and Nature of *Anuman*.

08 LECTURES

UNIT II: Definition and Kinds of Perception according to Jainism and Buddhism.

Constituents and types of *Anuman* (According to *Prachin & Navya Nyāya* and Buddhism)

15 LECTURES

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

12 LECTURES

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

UNIT V: *Pramanya: Pramansampalava and Praman-vyavastha, Hetvabhasa, Khyativada and its Kinds*.

18 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.
5. Mishra, Sunil Chandra. *Bhartiya Darshan Ki Avadharna*, Janki Prakashan, Patna
6. Sharma, Karyanand, *Bhartiya Darshan Ki Avadharna*, Motilal Banarasidas, Patna.
7. Sharma, Karyanand, *Bhartiya Darshan Ke Mool Samprataya*, Motilal Banarasidas, Patna.



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 Up to 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.*

PHILOSOPHY OF RELIGION

60 Lectures

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: Definition and Nature of Philosophy of Religion, Relation between Religion and Science. **08 LECTURES**

UNIT II: Arguments for the Existence of God: Ontological, Cosmological, Teleological, Moral Arguments. Theistic solution of problem of Evil. **15 LECTURES**

UNIT III: Reason, Revelation, Faith and Mystic Experience. **15 LECTURES**

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

UNIT V: Religious Experience, 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*, Harper Collins India, 2014.
3. Krishna, Daya. *Indian Philosophy: A Counter Perspective*, Oxford University Press, 2015.
4. Singh, B.N. *Dharm Darshan Ki Rooprekha*, Asha Prakashan, Varanasi.
5. Sinha, H.P. *Dharmdarshan*, Motilal Banarasidas, Varanasi
6. Verma, Ved Prakash. *Dharmdarshan ki Mool Samasayein*, Hindi Madhyam Kriyanvanyan Nideshalaya, Delhi.



SEMESTER V

MAJOR PAPER X

PAPER CODE- PHI-10

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 Up to 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: Nature and Scope of Social Philosophy, Its Relation with Sociology and Psychology, Individual and Society and its relationship **08 LECTURES**

UNIT II: Social Change and Factors of Social Change, Tradition and Modernity, Social Stratification (Varna and Class), Social Mobility, Social concept of Tribal thinkers (Birsa Munda, Sidho Kanhu, Jaipal Singh Munda, Kartik Uraon) **15 LECTURES**

UNIT III: Political Philosophy: Its Definition, Nature and difference from Political Science. Political Concepts: Liberty, Equality, Fraternity, Justice, Rights, Duties and Political Obligation, Sovereignty, Power and Authority. **15 LECTURES**

UNIT IV: Political Ideologies: Democracy, Socialism, Communism, Sarvodaya, Secularism, Humanism, Integral Humanism (Ekatma Manav-vada). **07 LECTURES**

UNIT V: Method of Political Action: Constitutionism, Revolutionism, Terrorism, Satyagraha, Antyodaya, International Morality. **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.
12. Sahay, Y. *The Progress of Justice*, Pareek Book Publishers, Jaipur, 2015.
13. Mishra, S.C. *Samajik evam Rajnitik Darshan*, Janki Prakashan, Patna, 2006.
14. Verma, A.K. *Samajik evam Rajnitik Darshan*, Motilal Banarasidas, Patna.
15. Singh, B.N. & Shankar, Dr. Uday. *Samaj Darshan evam Rajniti Darshan*, Asha Prakashan, Varanasi.



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 (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 Up to 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:

UNIT I: Introduction of Ethics. Meaning and Definition of Ethics, Its Necessity & Importance. **07 LECTURES**

UNIT II: The Concept of Free Will, Desire, Motive, Intention, Good, Right, Duties. **15 LECTURES**

UNIT III: Teleological Theories; Egoism, Hedonism, Utilitarianism, Universalism. **15 LECTURES**

UNIT IV: Deontological Theories; Kant's Duty for Duty's Sake, Categorical Imperative. **15 LECTURES**

UNIT V: Theories of Punishment; Retributive, Preventive and Reformative, Freedom and Determinism. **08 LECTURES**

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.
20. Singh, B.N. *Nitishastra*, Asha Prakashan, Varanasi.
21. Verma, A.K. *Nitishastra*, Motilal Banarasidas, Patna.



SEMESTER VI		
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MAJOR PAPER XII	PAPER CODE- PHI-12	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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.*

CONTEMPORARY WESTERN PHILOSOPHY	60 Lectures
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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.
Hegel: Theory of Absolute

12 LECTURES

UNIT II: B. Russell: Logical Atomism

08 LECTURES

UNIT III: H. Bergson; Intuitionism, Elan vital

10 LECTURES

UNIT IV: A. J. Ayer: Verification Theory of Meaning, Elimination of Metaphysics.
Ludwig Wittgenstein; Picture theory, Language game, Use theory of meaning.

16 LECTURES

UNIT V: Phenomenology: Husserl's theory of Phenomenology

Existentialism: Kirkegaard, Sartre

14 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.
13. Ayer, A.J. *Language, Truth and Logic*, Penguin Modern Classics Publication.
14. Mishra, Nityanand, *Samkalin Paschatya Darshan*, Motilal Banarasidas, Patna.
15. Dutta, D.M. *Chief Current of Contemporary Philosophy*,



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 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 Up to 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: Subject Matter, Definition and Branches of Logic, Term and Word. Nature and Classification of Terms, Denotation & Connotation of a Term. Sentence and Proposition, Proposition and Argument, Kinds of proposition, Rules for changing from Sentence to Proposition, Logical Form, Truth and Validity.

10 LECTURES

UNIT II: Classification of Categorical Propositions according to Quality and Quantity, Distribution of Terms, Opposition of Propositions, Immediate Inference: Conversion, Obversion, Contraposition and Inversion.

12 LECTURES

UNIT III: Categorical Syllogism, Kinds of Syllogism, Figures and Moods, Syllogistic Rules and Fallacies.

15 LECTURES

UNIT IV: Boolean Interpretation of Propositions. Venn Diagram, Technique of Testing the validity of Syllogism.

08 LECTURES

UNIT V: Meaning and kinds of Dilemma, Breaking of Dilemma.

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.
15. Mishra, S.C. *Nigaman Tarkshatra*, Motilal Banarasidas International, New Delhi, 2025
16. Roy, B.N. *Textbook of Indian Logic*, S.C. Sarkar and Books Private Ltd, Kolkata,



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 Up to 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 Vivekananda: Universal Religion, Four kinds of Yoga. Aurobindo: Reality as Sat-Cit-Ananda,	15 LECTURES
UNIT II: Rabindranath Tagore: Religion of Man, Sant Vinoba Bhave: Bhoodan Andolan	12 LECTURES
UNIT III: S. Radhakrishnan: Intellect and Intuition. Mohammad Iqbal: Intellect and Intuition.	13 LECTURES
UNIT IV: M. K. Gandhi: Truth, God, Non-violence.	10 LECTURES
UNIT V: B. R. Ambedkar: Neo-Buddhism, Caste system. Pandit Deen Dayal Upadhyaya: Integral Humanism (Ekatma Manav-vad)	10 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 Yajna: 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.
19. Lal, B.K. *Samkalin Bhartiya Darshan*, Motilal Banarasidas, Patna.
20. Lal, B.K. *Contemporary Indian Philosophy*, Motilal Banarasidas, Patna.
21. Singh, B.N. *Bhartiya Darshan ki Samasyayien aur Samkalin Darshan*, Asha Publication, Varanasi.



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 Up to 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 Religions, The Nature of Inter-Religious Dialogue and Understanding.

15 LECTURES

UNIT II: Religious Experience in different Religions, God-Man relation in Religions, World views in Religions.

15 LECTURES

UNIT III: Immortality, Incarnation, Prophet-hood.

08 LECTURES

UNIT IV: Bhakti and Faith in different Religions, Prayers and Worships in different Religions.

15 LECTURES

UNIT V: Possibility and Relevance of Universal Religion

07LECTURES

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.
20. Masih, Y. *Tulanatmak Dharm Darshan*, Motilal Banarasidas, Patna,
21. Tiwari, K. N. *Tulanatmak Dharm Darshan*, Motilal Banarasidas, Patna,
22. Tiwari, K. N. *Comparative Religions*, Motilal Banarasidas, Patna,
23. Srivastava, R.S. *Comparative Religions*, Motilal Banarasidas, Patna,
24. Srivastava, R.S. *Tulanatmak Dharm Darshan*,



There are three types or dimension which can be chosen by students in 7th and 8th semester

- 1. Bachelor's Degree with Honours with Research**
- 2. Bachelor's Degree with Honours and**
- 3. P.G. Diploma Degree**

1. Bachelor's degree with Honours with Research

SEMESTER VII

MJ-16	PAPER CODE- MJ-16	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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.***

RESEARCH METHODOLOGY	60 Lectures
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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	08 LECTURES
UNIT III: Research Methodology and Basics of Computer	15 LECTURES
UNIT IV: Research Ethics & Research Virtue	15 LECTURES
UNIT V: Research Related Activities e.g.: Seminar, Field work, Conference, Workshops & Journal	15 LECTURES

SUGGESTED READINGS:

1. Kothari, C.R. & Garg, Gaurav. *Research Methodology: Methods and Techniques*, New Age International Publishers (6th 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



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 Up to 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:

UNIT I: Basic Five Symbols, Uses and Relevancy of Symbols, Truth Value of Proposition. **08 LECTURES**

UNIT II: Argument and Argument Form; Statement and Statement Form; Method of making Truth Table, Truth Function, Negation, Conjunction, Disjunction, Implication, Logical And Material Equivalence of Statement, Validity and Invalidity of Argument. **18 LECTURES**

UNIT III: Tautology, Contradiction, Contingent and Implication of Statement, Logical Equivalence of Statement. **12 LECTURES**

UNIT IV: Boolean Interpretation of Proposition, Venn diagram Technique of testing the validity of Syllogism **15 LECTURES**

UNIT V: Introduction to Rules of Inference and Rules of Replacement **07 LECTURES**

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.
4. Verma, A.K. *Pratikatmak Tarkshatra*, Motilal Banarasidas, Patna



1. Bachelor's Degree with Honors with Research

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 Up to 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	12 LECTURES
UNIT II: Issues concerning Sex and Gender	12 LECTURES
UNIT III: Ecology and Sustainable Development	12 LECTURES
UNIT IV: Secularism and Sarva Dharma Sambhaav	12 LECTURES
UNIT V: War and Peace: Conflict Resolution	12 LECTURES

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.
19. Shubhra. Ling, Samaj aur Vidyalaya, Motilal Banarasi Das International, New Delhi.



SEMESTER VIII		
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RC-1	PAPER CODE- RC-PHI-01	CREDITS-04
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RESEARCH PROPOSAL -PLANNING AND TECHNIQUE

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 25 (Term Paper) + 50 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+TP+ESE)
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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.



2. Bachelor's Degree with Honours and 3. P.G. Diploma Degree

SEMESTER VII

AMJ-I	PAPER CODE- AMJ-I	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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.***

ANALYTIC PHILOSOPHY	60 Lectures
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The course objective for the course in Analytic Philosophy is to introduce students to the fundamental principles, methods, and concepts of analytical philosophy. Analytic 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 Analytic 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:

UNIT I: G.E. Moore: Defense of Common Sense, Refutation of Idealism
A.J. Ayer: Function and New Role of Philosophy **10 LECTURES**

UNIT II: Linguistic trends in Philosophy:
Wittgenstein: Meaning and Use of Language.
Ryle : Cartesian Myth, 'Knowing How' and 'Knowing That'
12 LECTURES

UNIT III: Theories of Meaning : Referential, Ideational, Use Theory
10 LECTURES

UNIT IV: B. Russell: Knowledge by Acquaintance and Knowledge by Description,
Theory of Description.
10 LECTURES

UNIT V: Phenomenology: a Movement of thought; a Radical method of Investigation; a Presupposition-less philosophy.
Edmund Husserl: the Natural world thesis; Essence and Essential Intuition; Noema and Noesis, Phenomenological Reduction and its stages; Pure consciousness and Transcendental Subjectivity; Intentionality of Consciousness.
18 LECTURES

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.
21. Ayer, A.J. *Language, Truth and Logic*, Penguin Modern Classics Publication.
22. Mishra, Nityanand, *Samkalin Paschatya Darshan*, Motilal Banarasidas, Patna.
23. Lal, B.K., *Samkalin Paschatya Darshan*, Motilal Banarasidas, Patna.



SEMESTER VIII

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 Up to 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: Introduction to the Bhagavad Gita. Overview of the Bhagavad Gita as a sacred text in Hinduism. Historical context and significance of the Bhagavad Gita. Key themes and teachings of the Gita. **07 LECTURES**

UNIT II: Chapter 2 - Sankhya Yoga: Read and discuss verses from Chapter 2 of the Bhagavad Gita (*Sankhya Yoga*). Explore the concept of dharma and its relevance in modern life. The importance of self-realization and the path of knowledge. **08 LECTURES**

UNIT III: Chapter 12 - Bhakti Yoga: Read and discuss verses from Chapter 12 of the Bhagavad Gita (*Bhakti Yoga*). Understand the concept of devotion (bhakti) and its significance in spiritual practice. Discuss the different paths of yoga and their relationship to one's personality and temperament. **15 LECTURES**

UNIT IV: Chapter 3 - Karma Yoga: Read and discuss verses from Chapter 3 of the Bhagavad Gita (*Karma Yoga*). Explore the concept of selfless action and its role in attaining spiritual growth. Discuss the idea of detached action and its application in daily life. **15 LECTURES**

UNIT V: Chapter 18 - Moksha and Conclusion: Read and discuss verses from Chapter 18 of the Bhagavad Gita (*Moksha*). Understand the concept of liberation (*Moksha*) and the culmination of the Gita's teachings. Reflect on the overall message of the Bhagavad Gita and its practical implications. **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 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 Up to 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.
5. Ayer, A.J. *Language, Truth and Logic*, Penguin Modern Classics Publication.
6. Mishra, Nityanand, *Samkalin Paschatya Darshan*, Motilal Banarasidas, Patna.
7. Lal, B.K., *Samkalin Paschatya Darshan*, Motilal Banarasidas, Patna.



1. Bachelor's degree with Honors with Research

SEMESTER VIII

RC-2	PAPER CODE- RC-PHI-02	CREDITS-08
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METHOD OF RESEARCH REPORT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100+100= 200

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 Up to 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.*

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.



2. Bachelor's degree with Honours and 3. P.G. Diploma degree

SEMESTER VIII

AMJ-2	PAPER CODE- AMJ-2	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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.*

VALUE ETHICS	60 Lectures
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The course in Value Ethics is to explore ethical theories and principles and their practical application to real-world ethical dilemmas and issues. Value Ethics is a branch of ethics that deals with ethical questions and moral problems in various fields of human life, such as medicine, business, environment, technology, and more. The course aims to provide students with a deeper understanding of ethical frameworks and their relevance in addressing contemporary moral challenges.

COURSE OBJECTIVES:

1. **Application of Ethical Theories:** Apply ethical theories to real-life scenarios in various contexts, such as healthcare, business, technology, and the environment.
2. **Ethics in Global Context:** Consider ethical issues in a global context, such as global poverty, human rights violations, and cultural relativism.

3. **Ethical Leadership and Responsibility:** Discuss the role of ethics in leadership and the responsibility of individuals and organizations in promoting ethical behaviour.

COURSE LEARNING OUTCOMES:

The learning outcomes from the semester course in Applied Ethics are designed to equip students with a comprehensive understanding of ethical theories and their practical application to real-world ethical dilemmas and issues. Upon completing the course, students should be able to achieve the following learning outcomes:

1. **Ethical Analysis:** Apply ethical theories to analyse and evaluate complex ethical dilemmas in various fields, such as medicine, business, technology, and the environment.
2. **Application of Ethics to Professions:** Apply ethical principles to specific professions, identifying and addressing ethical challenges in areas such as healthcare, law, journalism, and engineering.
3. **Global Ethics and Cultural Sensitivity:** Appreciate the importance of ethics in a global context, considering cultural diversity and the ethical challenges that transcend borders.

COURSE CONTENT:

UNIT I: Value Education: Definition, Relevance to present day, Concept of Human Values, Self-introspection, Self-esteem. **07 LECTURES**

UNIT II: Family values: Components, structure and responsibilities of family, Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society- Caring for needy and elderly - Time Allotment for sharing ideas and concerns **15 LECTURES**

UNIT III: Ethical values-Professional ethics - Mass media ethics-Advertising Ethics –Influence of ethics on family life - psychology of children and Youth – Leadership qualities - Personality development **15 LECTURES**

UNIT IV: Social values - Faith, service and secularism - Social sense and Commitment – Students and Politics - Social awareness, Consumer Awareness, Consumer rights and responsibilities, Redressal mechanism **15 LECTURES**

UNIT V: Effect of international affairs on values of life/ Issue of Globalization, Modern, warfare - Terrorism. Environmental issues - mutual respect of different cultures, religions and their beliefs. **08 LECTURES**

SUGGESTED READINGS:

1. Beauchamp, Tom L., and James F. Childress. *Principles of Biomedical Ethics*, Oxford University Press, 2019.
2. Singer, Peter. *Practical Ethics*, Cambridge University Press, 2011.
3. Velasquez, Manuel G., et al. *Business Ethics: Concepts and Cases*, Pearson, 2017.
4. Johnson, Deborah G. *Computer Ethics*, Pearson, 2019.
5. Gensler, Harry J. *Ethics: A Contemporary Introduction*, Routledge, 2020.
6. Johnson, Robert N., and Michael P. Levine. *Ethics for Every day*, Oxford University Press, 2016.
7. Schmidtz, David. *Elements of Justice*, Cambridge University Press, 2006.
8. Shubhra. *Mulya Evam Shanti Shiksha*, MLBD International, New Delhi.
9. Sahay. Y. & Tater, S.R. *Applied Ethics: The Burning Issues*, Abhijeet Publication, New Delhi
10. Sahay, Y. & Tater, S.R. *Applied Ethics: The Burning Issues*, Deepak Publishers and Distributors, Jaipur



SEMESTER VIII		
AMJ-3	PAPER CODE- AMJ-3	CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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.*

ENVIRONMENTAL ETHICS	60 Lectures
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The course in Environmental Ethics is to explore ethical theories and principles and their practical application to real-world ethical dilemmas and issues. Environmental Ethics is a branch of ethics that deals with ethical questions and moral problems in various fields of human life, such as medicine, business, environment, technology, and more. The course aims to provide students with a deeper understanding of ethical frameworks and their relevance in addressing contemporary moral challenges

COURSE OBJECTIVES:

1. **Application of Ethical Theories:** Apply ethical theories to real-life scenarios in various contexts, such as healthcare, business, technology, and the environment.
2. **Ethics in Global Context:** Consider ethical issues in a global context, such as global poverty, human rights violations, and cultural relativism.
3. **Ethical Leadership and Responsibility:** Discuss the role of ethics in leadership and the responsibility of individuals and organizations in promoting ethical behaviour.

COURSE LEARNING OUTCOMES:

The learning outcomes from the semester course in Applied Ethics are designed to equip students with a comprehensive understanding of ethical theories and their practical application to real-world ethical dilemmas and issues. Upon completing the course, students should be able to achieve the following learning outcomes:

- 1. Ethical Analysis:** Apply ethical theories to analyse and evaluate complex ethical dilemmas in various fields, such as medicine, business, technology, and the environment.
- 2. Application of Ethics to Professions:** Apply ethical principles to specific professions, identifying and addressing ethical challenges in areas such as healthcare, law, journalism, and engineering.
- 3. Global Ethics and Cultural Sensitivity:** Appreciate the importance of ethics in a global context, considering cultural diversity and the ethical challenges that transcend borders.

COURSE CONTENT:

UNIT I: Nature And Scope of Philosophy of Environment: Concepts of Environment, Ecology and Ecosophy.

Man-Nature Relationship: Classical Western Thought: Plato, Aristotle; Modern Thought: Descartes, Rousseau, Hegel, Gandhi.

15 LECTURES

UNIT II: Man-Nature Relationship: Indian Philosophical Perspectives: Religious Perspectives: Christianity, Islam, Tribal Religions, Hinduism, Jainism, Buddhism, Sikhism.

15 LECTURES

UNIT III: Contemporary Philosophy: The Movement Towards Eco-Philosophy; Science and Human Values; The Deep Ecological Movement.

15 LECTURES

UNIT IV: Ecological Problems: Population, Conservation, Preservation, Genetic Engineering, Nuclear Hazards.

08 LECTURES

UNIT V: Environmental Ethics: Utilitarianism and Kantian Moral Theory.

07 LECTURES

SUGGESTED READINGS:

1. Peter Singer: Practical Ethics. Cambridge: Cambridge University Press 2011.
2. Singer, Peter. Environmental Values. The Oxford Book of Travel Stories. Ed. Ian Marsh. Melbourne, Australia: Longman Chesire, 1991
3. Attfield, Robin, The Ethics of Environmental Concern, (Oxford: Basil Blackwell, 1983).
4. Benson, John, Environmental Ethics: An Introduction with Readings, (London: Routledge, Naess, Arne, The Shallow and the Deep, Long-Range Ecology Movement. A Summary, Inquiry 16 (1973): 95-100.

5. Naess, Arne, The Deep Ecological Movement Some Philosophical Aspects, *Philosophical Inquiry* 8, (1986): 1-2.
6. Schweitzer, Albert, (translated by Naish, John), *Civilization and Ethics: The Philosophy of Civilization Part II*, (London: A & C Black Ltd, 1923).
7. Taylor, Paul W., *Respect for Nature: A Theory of Environmental Ethics*, (Princeton NJ: Princeton University Press, 1986).
8. Zimmerman, Michael E.; Callicott, J. Baird; Sessions, George; Warren, Karen J.; and Clark, John (eds.), *Environmental Philosophy: From Animal Rights to Radical Ecology*, (New Jersey: Prentice Hall, 2nd ed., 1998).
9. 2001).
10. Blackstone, William T., *Ethics and Ecology in Blackstone*, William T. (ed.), *Philosophy and Environmental Crisis*, (Athens, University of Georgia Press, 1972)
11. Boylan, Michael (ed.), *Environmental Ethics*, (New Jersey: Prentice Hall, 2001)
12. Carson, Rachel, *Silent Spring*. (Boston: Houghton Mifflin, 1962)
13. Des Jardins, Joseph R., *Environmental Ethics: An Introduction to Environmental Philosophy*, (Belmont CA: Wadsworth, 3rd ed., 2001).
14. Ehrlich, Paul, *The Population Bomb*, (New York: Ballantine Books, 1968)
15. Singh, K.K, *Paryavarniya Saundarya Darshan (Tathya aur Anushilan)*, Satyam Publication, Patna.
16. Ramendra. *Adhinitishastra evam Vyavaharik Nitishastra*, Motilal Banarasidas, Patna



SEMESTER I/II		
AC	PAPER CODE- AC-1	CREDITS-04

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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
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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 *Nyaya*, *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; Astik and Nastik Darshan, Vedas and their Significance, Upanishad: Concept of Bhraman and Atman

07 LECTURES

UNIT II: Carvaka: Epistemology, Ethics, Ontology, Buddhism: Four Noble Truths, Anatmavada. Jainism: Jiva, Bondage and Liberation;

08 LECTURES

UNIT III: *Nyāya Philosophy: Theory of Pramāṇas, The Idea of God and Proofs for the Existence of God. Vaiśeṣika Philosophy: Concept of Padārthas-The Bhāva Padārthas: Dravya (substance), Guṇa (quality), Karma (activity), Sāmānya(generality), Viśeṣa(particularity), Samavāya (inherence); and the AbhāvaPadārtha. The Atomic Theory according to the Vaiśeṣika School (Paramāṇuvada)*

15 LECTURES

UNIT IV: *Sāṃkhya Philosophy: Theory of Causation (Satkāryavāda); Prakṛti, Puruṣa; Concept of God; Theory of Evolution (vikasvada).*

Yoga Philosophy: Cittā and Cittāvṛtti; Aṣṭāṅgayoga (the Eightfold path of yoga); Concept of God.

15 LECTURES

UNIT V: *Purva Mīmāṃsā: Pramanyavada- The Parataḥ-prāmāṇya and Svataḥ-prāmāṇya. Advaita Vedānta: Brahman; Vivartavada, World, Maya.*

Viśiṣṭādvaita: Brahman; Refutation of Sankar's Mayavada.

15 LECTURES

SUGGESTED READINGS:

1. Chatterjee, Satish Chandra & Datta, Dheerendra Mohan. *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*, Motilal Banarsidass Publishers Private Limited. 2004
11. Sinha, Jadunath. *Indian Philosophy*, Motilal Banarsidass Publishers Private Limited. 2004
12. Sinha, Harendra Prasad. *Bharatiya Darshan Ki Rooprekha*, Motilal Banarsidass Publishers Private Limited; 13th edition. 2018
13. Upadhyaya, Acharya Baldev. *Bharatiya Darshan*, Sharda Mandir Publication, Varanasi. 2016
14. Singh, B.N. *Bhartiya Darshan*, Asha Prakashan, Varanasi



SEMESTER III/IV		
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ELC-2	PAPER CODE- ELC-2	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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
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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:

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: Ancient Western Philosophy

Plato: Theory of Substance. Aristotle: Potentiality and Actuality.

07 LECTURES

UNIT II: Medieval Western Philosophy

St. Thomas Aquinas: Proofs for the Existence of God,

St. Augustine: Proofs for the Existence of God.

08 LECTURES

UNIT III: Rationalism

Descartes: Method of Doubt, *Cogito ergo sum*, Mind- Body Interactionism, Substance

Spinoza: Geometrical Method, Substance, Attributes, Modes, Parallelism, Pantheism.

Leibnitz: Theory of Knowledge, Monadology, Doctrine of Pre-established Harmony.

15 LECTURES

UNIT IV: Empiricism

Locke: Refutation of Innate Ideas, Primary and Secondary Qualities.

Berkeley: Refutation of the distinction between Primary and Secondary qualities, *Esse est percipi*.

Hume: Impression and Ideas, Relation of Ideas and Matters of Fact, Skepticism

15 LECTURES

UNIT V: Criticism

Kant: Conception of Critical Philosophy, Synthetic Judgment Apriori, Space and Time, Categories of 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 Banarsidas Publishing House, 2013
8. Russell, Bertrand. *A History of Western Philosophy*, Simon & Schuster, 1945.
9. Srivastava, Jagdish Sahay. *Pashchatya Darshan ki Darshnik Pravrittiyan*,Abhivyakti Prakashan, 2017
10. Sharma Chandradhar. *Pashchatya Darshan*, Motilal Banarsidas, New Delhi, 2016
11. Sharma, Chandradhar, *Pashchatya Darshan*, Motilal Banarsidas. 1992.
12. Upadhyay, H.S. *Pashchatya Darshan Ka Udbhaw aur Vikas*, Darshan Anusheelan Kendra,Allahabad,1999.
13. Singh, B.N. *Paschatya Darshan ki Ruprekha*, Asha Prakashan, Varanasi.
14. Singh, B.N. *Paschatya Darshan ki Samasyayein evam Samkalin Darshan*, Asha Prakashan, Varanasi.



SEMESTER V/VI		
ELC-2	PAPER CODE- ELC-2	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 Up to 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
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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:

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 traditions.

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 of Ethics, Meaning and Nature of Ethics & Its relation with Philosophy, Aesthetics, Political Philosophy .

07 LECTURES

UNIT II: Theory of *Karma*, Kinds of *Karma*, *Niskama Karma* Importance of *Karma* in Indian Ethics.

15 LECTURES

UNIT III: Meaning of *Dharma*, Definition and Classification of *Dharma*, Difference between Dharama and Religion, Kinds of Bondage and liberation.

15 LECTURES

UNIT IV: Carvak: Hedonism, Eightfold path of Buddhism (*āṣṭāṅgikamārga*), *Brahmvihar*. Anuvratas and *Mahavratas* of Jainism. Yoga: Yama and Niyama

08 LECTURES

UNIT V: Meaning of *Puruṣārtha*, Four kinds of *Puruṣārthas*, Varanashrama Dharma.

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, Aniruddh & 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.
14. Verma, A.K. *Nitishastra*, Motilal Banarsidass Publishers,
15. Maitra, S.K. *The Ethics of The Hindus*,
16. Sharma, I. C. *Ethical Philosophies of India*



SEMESTER VII/VIII		
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ELC-3	PAPER CODE- ELC-3	CREDITS-04
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Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs)=100	Pass Marks: 40 (SIE+ESE)
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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 Up to 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
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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:

- 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:

UNIT I: Introduction of Ethics. Meaning and Definition of Ethics, Its Necessity & Importance. **07 LECTURES**

UNIT II: The Concept of Free Will, Desire, Motive, Intention, Good, Right, Duties. **15 LECTURES**

UNIT III: Teleological Theories; Egoism, Hedonism, Utilitarianism, Universalism. **15 LECTURES**

UNIT IV: Deontological Theories; Kant's Duty for Duty's Sake, Categorical Imperative. **15 LECTURES**

UNIT V: Theories of Punishment; Retributive, Preventive and Reformative, Freedom and Determinism. **08 LECTURES**

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.
20. Singh, B.N. *Nitishastra*, Asha Prakashan, Varanasi.
21. Verma, A.K. *Nitishastra*, Motilal Banarasidas, Patna.



MULTIDISCIPLINARY COURSE

PAPER CODE: MDC-PHI

CREDITS:

03

Important Instruction to Question Setter for 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.

INTRODUCTION TO LOGIC & REASONING	45 LECTURES
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COURSE OBJECTIVE: This paper is of multidisciplinary nature, and thus its main objective is to introduce students beyond disciplinary boundaries with nature, concepts, methods, applications of logic and logical thinking in problem-solving in real life situations.

COURSE LEARNING OUTCOMES: The main expected outcome of studying this Paper is that the students belonging to different disciplinary domains will be able to understand major concepts, rules and methods of logical reasoning and critical thinking. This outcome would not be confined to theoretical contexts, instead it is basically set to be applied in problem-solving in real life situations.

COURSE CONTENT:

UNIT 01: Logic- Nature and Definition, Induction and Deduction, Arguments- Nature and Structure, Truth and Validity **07 LECTURES**

UNIT 02: Propositions: Nature and Structure, Kinds of Propositions- According to Quality and Quantity, Distribution of Terms, Opposition of Propositions- Contradictory, Contrary, Sub-contrary, Subaltern, Square of Opposition. **08 LECTURES**

UNIT 03: Syllogism- Categorical Syllogism, Mood and Figures, Rules and Fallacies

15 LECTURES

UNIT 04: Symbolic Logic- Truth-function, Conjunction, Disjunction, Implication, Negation, Truth tables. **08 LECTURES**

UNIT 05: Induction: Nature of Scientific Induction, Problem of Induction, Analogy, Hypothesis- Characteristics, Conditions and Kinds. **07 LECTURES**

SUGGESTED READINGS:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. Routledge, 2017.
2. Kuhn, Thomas S. *The Structure of Scientific Revolutions*. University of Chicago Press, 1962.
3. Matilal, Bimal Krishna. *Logic, Language, and Reality: An Introduction to Indian Philosophical Studies*. Motilal Banarsidass, 1985.
4. Popper, Karl R. *The Logic of Scientific Discovery*. Routledge, 2002.
5. Quine, W.V. *Methods of Logic*. Harvard University Press, 1982.
6. Verma, Ashok Kumar. *Saral Nigman Tarkashastra* Motilal Banarsidas, 1996.