

**SEMESTER-II**

**Core Paper-I: Epistemology (Western)**

**Course Outcomes:**

The students will able to:

- 1) Comprehend the fundamental ideas related to the western theory of knowledge.
- 2) Understand general and terminological meaning of knowledge in western epistemology.
- 3) Develop critical thinking through epistemological concepts.
- 4) Apply the epistemic doctrines to the other areas of knowledge.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Scepticism and possibility of knowledge b) Nature and definition of knowledge: Belief and Knowledge.	15	20
II	a) Gettier Problem and responses to it. b) Theories of perception	15	20
III	a) Theories of Truth: Self - evidence, Correspondence, Coherence, Pragmatic and Semantic. b) Meaning and reference	15	20
IV	a) Apriori Knowledge: Analytic and Synthetic: Necessary and Contingent: Synthetic Apriori. b) Limits of knowledge	15	20

**Suggested Readings:**

- 1) K. Lehrer: Knowledge.
- 2) R.M. Chisholm: Theory of Knowledge,(3rd ed.)
- 3) A. J. Ayer: The Problem of knowledge
- 4) A.C. Danto: Analytical Philosophy of knowledge
- 5) J. Hintikka : Knowledge and Belief
- 6) B.Russell: Human Knowledge: It's scope and Limits.
- 7) A.R.White: Truth.
- 8) N. Rescher: coherence theory of truth
- 9) J.L. Pollock: Knowledge and Justification
- 10) John Hospers: An Introduction to Philosophical analysis



**Semester-II**  
**Core Paper-II: Metaphysics (Western)**

**Course Outcomes:**

**The students will able to:**

- 1) Evaluate the nature of metaphysics in western tradition.
- 2) Analyze common views and philosophical perspectives on causation.
- 3) Describe their own views on the concept of substance.
- 4) Compare and contrast the different perspectives on theories of ultimate reality.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Metaphysics nature, scope and concern. b) Appearance and reality	15	20
II	a) Substance: Aristotle's account, substance and properties, kinds and activities, b) The debate between Rationalism and Empiricism	15	20
III	a) Causation: Causation and regularity, causation and conditionals. b) Mind and Body: dualism and materialism; contemporary debates	15	20
IV	a) Universals and Particulars: Distinction, varieties, abstract entities, b) Nominalism: resemblance, classes, Realism: Classical and Contemporary.	15	20

**Suggested Readings:**

1. F. H. Bradley: Appearance and Reality (Oxford)
2. Richard Taylor: Metaphysics (Prentice-Hall)
3. Sosa & Tooley: Causation (Oxford)
4. Hamlyn: Metaphysics
5. David Wiggins : Sameness and Substance (Oxford)
6. P. M. Churchland : Matter and Consciousness (Cambridge, Mass)

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**Semester-II**  
**Elective Paper-III: (A) Philosophy of Religion**

**Course Outcomes:**

The students will able to:

- 1) Evaluate the nature of different religious concepts.
- 2) Critically evaluate the different theories of theism.
- 3) Express their own views on their religious understanding.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Nature of Religion; Religious pluralism b) Science, Philosophy and religion c) Theories of the origin of religion.	15	20
II	a) Origin of the idea of God, Isvara in Indian philosophy b) Transcendence and immanence; God and the Absolute, c) deism, theism, pantheism, panentheism	15	20
III	a) Religious experience and religious consciousness b) God, Man and the World, Brahman, Isvara, Jiva, Jagat c) Secularism	15	20
IV	a) Argument for the existence of God b) Arguments against the existence of God c) Evidentialism, foundationalism, rational belief	15	20

**Suggested Readings:**

1. N Smart: The religious experience of Mankind
2. J. Hick: An Interpretation of Religion
3. W James: Varieties of Religious experience
4. S. Radhakrishnan: The Idealist view of life
5. Hume: Dialogues concerning natural religion
6. Kant: Religion within the limits of pure reason
7. Swami Vivekanand: complete works (related chapters)
8. M Hiriyanna: Quest for Perfection

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**Semester-II**

**Elective Paper-III: (B) Philosophy of Consciousness**

**Course Outcomes:**

The students will able to:

- 1) Comprehend the nature of consciousness in Indian orthodox and heterodox schools.
- 2) Describe the different states of Jiva.
- 3) Understand the difference between Jiva and Atman.
- 4) Comprehend the importance of consciousness in human body.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Upanishadic and Vedantic views of consciousness; b) Psychological analysis of waking, dream, deep sleep and turiya states	15	20
II	a) Sankhya-Yoga view: Purusa as drsta, citta, citta vritti, citta bhumi, nirvikalapa Samadhi b) Vedanta's view on Atman	15	20
III	a) Nyāya-Vaisesika: Status of Consciousness b) Jainism: Status of jiva andlesya	15	20
IV	a) Carvaka's view of consciousness. b) Buddhist view of consciousness and the denial of Soul	15	20

**Suggested Readings:**

1. C.D. Sharma: A Critical survey of Indian Philosophy, New Delhi, 1969
2. M. Indich Williams: Consciousness in Advaita Vedānta. Motilal Banarasidass, Delhi, 1980
3. Debabrata Sinha: The Metaphysics of Experience in Advaita Vedānta: A Phenomenological Approach. Motilal Banarasidass, Delhi.
4. Ramaprasad: Patanjala Yoga Sutras. Sree Ramaprasad Press, 1966.
5. Geraldine Costner: Yoga and Western Psychology: A Comparison. Motilal Banarsidass, Delhi, 1998.
6. Swami Abhedananda: Yoga Psychology. Ramakrishna Vedānta Math, 2002.



**Semester-II**  
**Elective Paper-IV: (A) History of Western Philosophy-II**

**Course Outcomes:**

The students will able to:

- 1) Comprehend the fundamental concepts in rationalism and empiricism.
- 2) Compare and contrast the different views of rationalism and empiricism on knowledge.
- 3) Compare the common sense and philosophical sense of knowledge.
- 4) Understand the role of ideas in knowledge production.

Unit	Content	Tentative allotted period	Allotted Marks
I	<b>Rationalist philosophy:</b> <ol style="list-style-type: none"> <li>a) <b>Descartes:</b> Method of doubt, Cogito ergo sums, mind and matter, mind-body interactionism,</li> <li>b) <b>Spinoza:</b> Substance, attributes and modes, the concept of God or Nature, Pantheism, mind-body problem,</li> <li>c) <b>Leibnitz:</b> Monadology, doctrine of pre-established harmony, truths of reason and truths of fact, innateness of all ideas, Principle sufficient reason and identity of the indiscernible:</li> </ol>	15	20
II	<b>Empiricists Philosophy:</b> <ol style="list-style-type: none"> <li>a) <b>Locke:</b> Ideas and their classification, refutation of innate ideas, substance, qualities: Primary and Secondary.</li> <li>b) <b>Berkeley:</b> Rejection of abstract ideas, rejection of the distinction between primary and secondary qualities, immaterialism, esse est percipi, the problem of solecism.</li> <li>c) <b>Hume:</b> Impression and ideas, causality, external, world, self and personal identity, scepticism.</li> </ol>	15	20
III	<b>Kant:</b> <ol style="list-style-type: none"> <li>a) Conception of critical philosophy, classification of judgements,</li> <li>b) possibility of synthetic a priori judgement, the form of sensibility categories of the understanding,</li> <li>c) phenomena and noumena, rejection of transcendent metaphysics.</li> </ol>	15	20
IV	<b>Hegel:</b> <ol style="list-style-type: none"> <li>a) The nature of Idealistic Metaphysics,</li> <li>b) The Hegelian theory of Concrete Universal, Idealism as Idea-ism, Hegelian Monism,</li> <li>c) The Dialectic Method.</li> </ol>	15	20

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**Suggested Readings:**

1. J. Burnet: History of Greek Philosophy, 1914.
2. N.K.C. Guthrie: The Greek Philosophers from Thales to Aristotle.
3. R.L. Nettleship: Lectures on the Republic of Plato, 1914.
4. W.D. Ross: Aristotle, 1923.
5. F. Copleston: A History of Philosophy.
6. W.T. Stace: A Critical History of Greek Philosophy.
7. B Russell: A History of Philosophy

**Semester-II**  
**Elective Paper-IV: (B) Modern Indian Thought-II**

**Course Outcomes:**

The students will able to:

- 1) Comprehend the philosophical concepts of Indian philosophers.
- 2) Develop a comparative analysis of contemporary way of philosophizing.
- 3) Express their own views on their understanding of Indian way of philosophizing.
- 4) Compare and contrast the different perspectives of contemporary philosophers.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) S. Radhakrishna: God and the Absolute, Intellect and Intuition, the idealist view of life	15	20
II	a) M. K. Gandhi: Truth, Non-violence, swaraj, sarvodaya, critique of modern civilization	15	20
III	a) B.R Ambedkar: critique of social evils, neo-Buddhism	15	20
IV	a) J Krishnamurti: The self, Freedom from the known, inner revolution	15	20

**Suggested Readings:**

1. T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras 1985
2. Basant kumar Lal: Contemporary Indian Philosophy, Delhi 1999
3. Benay Gopal Ray: Contemporary Indian Philosophers, Allahabad 1957
4. V.S. Naravane: Modern Indian Thought, 1964
5. S. Radhakrishnan: An Idealist view of life, London George Allen & Unwin 1957
6. J. Krishnamurti: Freedom from the known, San Francisco, Harper 1997
7. Mahatma Gandhi: Hind Swaraj, New Delhi Publication division 1993
8. B.R. Ambedkar: Writings and Speeches, Vol I Bombay Edu Dept. Govt. of Maharashtra 1979



**Semester-III**  
**Core Paper-I: Ethics (Indian)**

**Course Outcomes:**

The students will able to:

1. Develop an analytical skill in understanding the different ethical concepts.
2. Be acquainted with various ethical concepts in Indian ethics.
3. Comprehend different moral concepts in Indian Moral Philosophy.
4. Understand the contribution of Indian schools in the moral conduct.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Definition, nature, sources, scope, presuppositions. b) Arthasangraha of Laugaksi Bhaskara: The concepts and doctrine to be taken up for study are as follows: 1. sabda (veda Pramanya) 2. Apauruseyata 3. Purusa 4. Dharma 5. Apurva 6. Vidhi, Nisedha, Arthavada 6. Sadhya-Sadhana, Itikartavyata	15	20
II	Some selected topics from Indian ethics: a) The law of karma: Ethical implications. b) Karmayoga, svadharma and lokasangraha of Bhagavadgita c) Sadharana Dharma	15	20
III	Some selected topics from Indian ethics: a) Rat and Satya b) Rna and Yajna c) Yoga and Ksema	15	20
IV	Some selected topics from Indian ethics: a) Upayakausala of Buddhism along with Brahnaviharas b) Triratnas of Jainism along with dharmavidhi and Caitracara c) Yama and Niyama of Yoga	15	20

**Suggested Readings:**

1. Rajendra Prasad: Karma, Causation and Retributive Morality.
2. I.C.Sharma: Ethical Philosophies of India.
3. S. Dasgupta: Development of Moral Philosophy in India.
4. M. Hiriyanna: The Indian Conception of Values.
5. H. M. Joshi: Traditional and Contemporary Ethics-Western and Indian, Bhatia Vidya Bhavan, Delhi, 2000
6. पाठक दिवाकर: भारतीय नीतिशास्त्र



### Core Paper-II: Philosophy of Language (Indian)

#### Course Outcomes:

The students will able to:

- 1) Develop an understanding of Indian Philosophy of language.
- 2) Be acquainted with the various epistemological concepts in Sabda Pramana.
- 3) Comprehend the special role of Sabda pramana in human knowledge.
- 4) Understand the various components of sabda pramana.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) The problem of meaning: abhidha, Classes of words; import of words; akrtivada-vyaktivada, jativada-jatyakrtivyaktivada b) Jatavisistavyaktivada; apohavada, sabdabodha	15	20
II	a) Sphota: Patanjali, Bhartrhari and others, arguments against sphota b) The Mimamsaka theory of bhavana and its criticism by the Vaiyakaranas	15	20
III	a) Conditions for knowing sentence-meaning: akanksa, yogyata, sannidhi, tatparyajnana; b) comprehension of sentence-meaning: anvitabhidhanavada and abhihitavayavada	15	20
IV	a) Laksana: nature and classification; vyanjana, the theory of dhvani b) The metaphysical basis of language: Bhartrhari's theory of sabdabrahman	15	20

#### Suggested Readings:

1. K.N. Chatterjee: Word and its meaning-A New Perspective, Varanasi 1980
2. Gaurinath Sastri: The Philosophy of Word and Meaning, Calcutta 1959
3. K. Kunjuni Raja: Indian theories of meaning, Adyar. 1977
4. K.A. Subramaniya Iyer: Bhartrhari Poona 1969
5. Tandra Patnaik: Sabda: A Study of Bhartrhari's Philosophy of Language, Delhi 1994

### Elective Paper-III: (A) Phenomenology

#### Course Outcomes:

The students will able to:

- 1) Understand the modern way of philosophizing.
- 2) Comprehend the different phenomenological concepts.
- 3) Understand Heidegger's contribution to Phenomenology.
- 4) Understand Merleau Ponty's contribution to Phenomenology.



Unit	Content	Tentative allotted period	Allotted Marks
I	a) Phenomenology: A Movement of Thought, A Radical method of Investigation, A Presuppositionless philosophy, a rigorous science.	15	20
II	a) Edmund Husserl: Development of his thought, the natural world thesis, essence and essential intimation, Phenomenological reduction and its stages, pure consciousness and transcendental subjectivity, intentionality of consciousness.	15	20
III	a) Heidegger: Being, Dasein.	15	20
IV	a) Merleau Ponty: Phenomenology of Perception.	15	20

**Suggested Readings:**

1. H. Spiegel berg: The Phenomenological Movements Vol. I&II.
2. P. R. Husserl: An Analysis of Phenomenology.
3. M. Ponty: Phenomenology of Perception.
4. M. Farber: The Aims of Phenomenology.

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**Elective Paper-III: (B) Plato**

**Course Outcomes:**

**The students will able to:**

1. Understand Plato's ideas of knowledge.
2. Comprehend Plato's ethical perspectives.
3. Understand Plat's ideas on Ideal state.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Theory of Knowledge. b) Plato's Ethical View.	15	20
II	a) Theory of Ideas. b) Plato on Art	15	20
III	a) Concept of Soul. b) Notion of Philosopher King.	15	20
IV	a) Concept of God. b) Plato's Communism.	15	20

**Suggested Readings:**

1. Plato: The Republic
2. J. Burnet: History of Greek Philosophy, 1914.
3. N.K.C. Guthrie: The Greek Philosophers from Thales to Aristotle.
4. R.L.Nettleship: Lectures on the Republic of Plato, 1914.
5. W.D.Ross: Aristotle, 1923.

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6. F. Copleston: A History of Philosophy.
7. W.T. Stace: A Critical History of Greek Philosophy.

#### Elective Paper-IV: (A) Applied Ethics

##### Course Outcomes:

##### The students will able to:

1. Understand the contemporary development of western ethics.
2. Differentiate the different approaches of moral actions.
3. Comprehend and be aware of medical code of conduct.
4. Develop their own view points of euthanasia.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Nature and scope of applied ethics	15	20
II	a) Deontological and Teleological approaches to moral actions.	15	20
III	a) Medical Ethics: Code of conduct, doctor-patient relationship, duties of doctors.	15	20
IV	a) Euthanasia: Definition, types, arguments - for and against.	15	20

##### Suggested Readings:

1. Peter Singer: 'Applied Ethics', in the Oxford Reading in Philosophy series.
2. Peter Singer: 'Practical Ethics', 2nd ed. Cambridge University Press, 1993.
3. W. K. Frankena: 'Ethics', Prentice Hall, 1973.
4. Harold H. Titus: 'Ethics for Today', 2nd ed. Eyresia Publishing house (pvt) Ltd., New Delhi, 1966.
५. एम. पी. चौरसिया: अनुप्रयुक्त नीतिशास्त्र
६. ज. वा. जोशी: धर्माचे तत्त्वज्ञान.
७. अफजल अहमद: गर्भपात: तथ्य, संदर्भ और तर्क
८. साळुंके सुनिल: नीतिशास्त्र

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**Elective Paper-IV: (B) Philosophy of value education**

**Course Outcomes:**

**The students will able to:**

1. Understand the relation between education and moral value.
2. Comprehend the nature of virtues.
3. Understand and realize the importance of True education.
4. Understand the meaning of Good life.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) The concept of 'education' and 'value', b) Education as essentially a process of inculcating values c) values as the foundation of the very process of education, d) dangers of weakening or delinking the connection between education and values. e) The need for recognizing what and what is not true education, f) the role of recognizing what are false values in preserving the value orientedness of education	15	20
II	a) Concept of True Education: true education as constituting the development of individual as well as special "virtues", b) the pursuit of excellence as the foundation of individual virtues; c) Caring for others as the foundation of social virtue.	15	20
III	a) The universality of concept of "good life" b) An analysis of the concept of good life, c) An analysis of the constituents of good life; d) An analysis of how any form of proper education leads to the development of a proper conception of good life.	15	20
IV	a) The notion of good life among the ancient Greeks; b) the notion of good life in classical India; c) the close connection between the concept of good life and the concept of virtue in both the tradition; d) The pursuit of excellence and caring for others as the constituent elements of a good life; education as the means to achieve good life.	15	20

**Suggested Readings:**

1. Risieri Frondizi: What is value? Tr. Solomon Lipp, La Salle Illinois, 1963

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2. Ray Lepley (ed) : The Language of Value, New York, 1957
3. Ralph B. Perry: General theory of Value, New York, 1926
4. C. Seshadri et al (Ed) : Education in values: A Source book, New Delhi, 1992
5. M Hiriyanna: The Indian conception of value, Mysore, 1972
6. K.R. Srinivasa Iyengar: The Metaphysic of value, Mysore, 1942

**Semester-IV**  
**Core Paper-II: Metaethics**

**Course Outcomes:**

**The students will able to:**

1. Understand the nature and importance of moral language.
2. Analyze and compare the different Metaethical theories.
3. Understand the importance of the contributions of different Metaethical thinkers.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Introduction: Definition of Metaethics, definition and relation between Normative ethics and Metaethics, b) Basic problems of Metaethics, Metaethical theories: Cognitive and Non-cognitive.	15	20
II	a) G. E. Moore: First chapter of 'Principia Ethica' G.E. Moore. b) Philippa Foot: Moral Beliefs, From the Proceedings of the Aritotelian Society 59, 1958-59	15	20
III	a) A. J. Ayer and : a) Chapter 6 <sup>th</sup> from A. J. Ayer's 'Language, Truth and Logic' b) b)' The Emotive Meaning of Ethical Terms' from 'Ethics and Language' by C. L. Stevenson	15	20
IV	a) R.M. Hare: 'Prescriptivism': The structure of Ethical Terms, From R. M. Hare Eassy in Ethical Theory, Oxford: university Press 1989 b) Nowell Smith: Nature of Moral Judgement	15	20

**Suggested Readings:**

1. H. M. Joshi: 'Traditional and Contemporary Ethics'—Western and Indian, Bhatia Vidya Bhavan, Delhi, 2000.
2. G. E. Moor: 'Principia Ethica'.
3. A. J. Ayer: 'Language Truth and Logic'.
4. C. L. Stevenson: 'Ethics and Language'.
5. R. M. Hare: 'Language of Morals'.
6. P.H. Nowell Smith: Ethics

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## Core Paper-II: Analytic Philosophy

### Course Outcomes:

The students will able to:

1. Understand the nature and importance of analytic language.
2. Comprehend the contribution of various analytical Philosophers.
3. Analyze the different theories of analytical philosophy.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) G. E. Moore: Refutation of Idealism (from 'Philosophical Studies' London, Routledge and Kegan Paul, 1922, Reprint – 1959). b) B. Russell: Theory of Description (from 'The Philosophy of Logical Atomism, Logic and Knowledge, Routledge).	15	20
II	a) P. F. Strawson: On Referring (from Mind, Vol. LIX, No.235 (July 1950) b) Gilbert Ryle: Descartes Myth (from 'Concept of Mind' Chap. I, by Gilbert Ryle, 1949, The Hutchinson Publishing Group)	15	20
III	a) A. J. Ayer: Elimination of Metaphysics (from 'Language, Truth and Logic' by A. J. Ayer, Chap.1, 1936, Victor Gollance, Ltd.) b) W. V. O. Quine: Two Dogmas of Empiricism (from 'A Logical Point of View', By William Van Ormond Quine, Cambridge.)	15	20
IV	a) H. P. Grice and: In Defence of a Dogma (from the Philosophical Review, Vol. LXI Vol. 2 P. F. Strawson (Apr. 1956) b) Ludwig Wittgenstein: Family Resemblance (from 'Philosophical Investigation', translated By G. E. M. Anscombe, Oxford Basil Blackwell, 1953).	15	20

## Elective Paper-III: (A) Existentialism

### Course Outcomes:

The students will able to:

1. Understand the background of existentialist Philosophy.
2. Analyze and compare the different notions of existentialism.
3. Understand the importance of the contributions of different existentialist thinkers.

Unit	Content	Tentative allotted period	Allotted Marks
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I	a) Existentialism: Introduction b) Its distinctive characteristic. c) Common ground as well as diversity among existentialism.	15	20
II	Some recurring themes: a) Existence precedes essence b) man's-being-in the world c) man's being-in-the body d) man's being-with-others e) man's being-in-feeling, f) man's being-in-action.	15	20
III	a) Freedom: Decision and Choice. b) The facticity of existence: death, temporality	15	20
IV	a) Existence: Authentic and Non-authentic. b) Bad faith	15	20

#### Suggested Readings:

1. H.J. Blackham: Six Existentialist Thinkers, (second edition) New York 1959
2. Walter Kaufmann (ed): Existentialism from Dostoevsky to Sartre, New York 1956
3. John Macquarrie: Existentialism, Penguin Books 1973
4. William A. Luitfen: Existentialist Phenomenology (revised edition) Tr. Henry J. Koren, Pittsburgh: Duquesne University Press, 1960
5. F. Kingston: French Existentialism A Christian critique Toronto 1961

#### Elective Paper-III: (B) Symbolic Logic

#### Course Outcomes:

The students will able to:

1. Understand the different concepts in symbolic Logic.
2. Understand the importance of symbols in logic.
3. Apply the rules of inference and replacement to check the validity of arguments.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Introduction: What is Logic? Nature of Argument, Truth and Validity, Simple and Compound Statements, Conditional Statements, b) Argument Forms and Truth Tables, Statement Forms.	15	20
II	a) The Methods of Deduction: Formal proof of validity, The Rule of Replacement, b) Proving Invalidity, The Rule of Conditional Proof, The Rule of Indirect Proof.	15	20
III	a) Proofs of Tautologies, Strengthened Rule of Conditional Proof, b) Shorter Truth Table Technique – Reductio as	15	20

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	Absurdum Method.		
IV	a) Quantification Theory: Singular Propositions and General Propositions, Proving Validity, Proving Invalidity. b) Multiply General Propositions, Revised Rules, Proving Invalidity, Logical Truths Involving Quantifiers.	15	20

**Suggested Readings:**

1. I.M.Copi: Symbolic Logic (5th ed.), Macmillan co., London.
2. G. E. Hughes & D. C. Londey: The Elements of Formal Logic, Delhi, B. I. Publishers, 1967.
3. Richard Jeffery: Formal Logic. It's Scope & Limits (2nd ed.)
4. Alice Ambrose & Morris Lazerowitz : Fundamentals of Symbolic Logic, (review edition), New York, 1962.

**Elective Paper-IV: (A) Environmental Studies**

**Course Outcomes:**

The students will able to:

1. Understand the nature and importance environmental ethics.
2. Analyze and compare the different theories of environmental ethics.
3. Comprehend the different religious view points in the protection of nature.
4. Develop their own view points regarding the protection of nature.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Nature and scope of philosophy of environment: concept of environment, ecology,ecosophy b) Man-nature relationship: Classical western thought: Plato, Aristotle c) Modern thought: Descartes, Rousseau, Hegel and M.K. Gandhi	15	20
II	a) Man-Nature relationship: Indian Philosophical perspectives, religious perspectives; Christianity, Islam, Tribal religions, Hinduism, Jainism, Bhddhism, Sikhism	15	20
III	a) Contemporary Philosophy: the movement towards ecophilosophy, science and human values, the deep ecological movement	15	20
IV	a) Ecological problems: population, conservation, preservation, genetic engineering, nuclear hazards b) Environmental ethics: utilitarianism and Kantian moral theory	15	20

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### Elective Paper-IV: (B) Gender Studies

#### Course Outcomes:

The students will able to:

1. Understand the nature and importance of Gender studies.
2. Comprehend the different perspectives in gender studies.
3. Sensitive towards the gender equality and apply the different theories to their day to life.

Unit	Content	Tentative allotted period	Allotted Marks
I	a) Women's concerns and issues connected with their poor socio-economic, educational and cultural status and the resulting low self-image, unequal access to all resources essential development	15	20
II	a) Social construction of gender, gender roles and gender power relations; b) roots of oppression of women	15	20
III	a) Women's operation: gender power structure and gender power relations within the family; b) Gender inequality and discrimination in socio-economic and political spheres	15	20
IV	a) Interconnection of girls and women's education and the process of empowerment. b) Feminist thought: Liberal, Marxian, Radical, Socialist.	15	20

Suggested Readings:

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