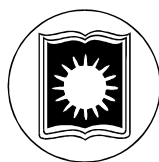


**CURRICULUM**  
**B.A. Honours Programme**  
**Session: 2023-2024**

**Examinations:**

- 1<sup>st</sup> year (1<sup>st</sup> & 2<sup>nd</sup> Semester) 2024**
- 2<sup>nd</sup> year (1<sup>st</sup> & 2<sup>nd</sup> Semester) 2025**
- 3<sup>rd</sup> year (1<sup>st</sup> & 2<sup>nd</sup> Semester) 2026**
- 4<sup>th</sup> year (1<sup>st</sup> & 2<sup>nd</sup> Semester) 2027**



**Department of Philosophy**  
**Faculty of Arts**  
**University of Rajshahi**  
**Rajshahi-6205, Bangladesh**

**B.A. Honours Curriculum, 2023-2024**  
**Department of Philosophy**  
**University of Rajshahi**

**1. Vision of the Programme**

The vision of the B. A. Honours programme of the Department of Philosophy, University of Rajshahi is to prepare the students to serve the nation with rational thinking and moral consciousness and to face the challenges of day- to-day life as well as of the globe of the twenty –first century.

**2. Mission of the Programme**

The mission of the program is to develop human resources by exploring the fullest potential with intellectual capability, ethical and cross-cultural values. The spirit of the program is to make students enthusiastic in lifelong learning through quality education for better life, better nation and knowledge-based society. The aims of the program are to develop the ability of the students to enquire into the key problems relating to the universe and the lives therein, to define issues precisely and criticize them, to learn how to construct and formulate arguments, to develop open-mindedness towards ideas other than one's own, and to write and speak with precision and coherence.

**3. Objectives of the Program**

The objectives of the program are:

- to make students skilled with conceptual knowledge in Philosophy, questioning mind and critical thinking;
- to fashion students with rational thinking, positive mindset, moral spirit and team-building skills;
- to develop linguistic capability among the students;
- to make students able to apply the achieved knowledge effectively in real life situations;
- to prepare students to face the challenges of the twenty-first century.

**4. Program Learning Outcomes**

After completing the B.A. Honours programme in philosophy students will be able to:

1. Comprehend the core questions in the main branches of philosophical inquiry (epistemology, metaphysics, logic, ethics, aesthetics, and political philosophy) and sustain critical reflection on, and discussion of those questions;
2. Demonstrate the conceptual ability and communication skills needed for intensive examination of questions concerning what is truth, what is good, and what is beauty;

3. Demonstrate acquaintance with the canonical works of both antiquity and modernity as well as the basic issues and texts of contemporary philosophy;
4. Formulate and evaluate philosophical positions critically and systematically;
5. Defend their own views with strong arguments but also remain open to disagreement and critique;
6. Demonstrate the ability to think critically and demonstrate clarity of conceptualization.
7. Display curiosity about, and interest and engagement in the world in which they live;
8. Construct well-reasoned and well-integrated essays based on philosophical research.
9. Demonstrate dialectical ability to identify strengths and weaknesses of an argument with devise appropriate and telling responses.
10. Generate fellow feelings among themselves through moral motivations of different ethical theories as well as religious teachings.

### **5. Graduate Profile**

It is expected that the graduates of the Department of Philosophy, University of Rajshahi acquire the following skills:

- 1. Specialized knowledge in Philosophy:** The graduates will have basic and specialized knowledge in Philosophy.
- 2. Intellectual skills:** The graduates will be furnished with questioning attitude, capability to formulate arguments, and to identify the problems and opportunities.
- 3. Critical thinking and decision making skills:** The graduates will be able to analyze the ideas critically and to make the decisions properly and effectively.
- 4. Linguistic skills:** The graduates will be competent enough to write and speak with coherence and clarity.
- 5. Communication skills:** The graduates will be prudent in rational and coherent communication.
- 6. ICT skills:** The graduates will be skilled in basic ICT.
- 7. Adaptability:** It is to be supposed that the graduates will be adapted to the multicultural globalized environmental settings.
- 8. Analytic ability:** The graduates will have the ability to visualize, articulate, conceptualize and to solve the problems in practical life situation.
- 9. Moral sense:** The graduates will be enriched with high moral values in their personal, practical and professional life.

## 6. Curriculum Structure:

<b>1<sup>st</sup> year : 850 Marks, 34 Credits</b>		
1 <sup>st</sup> Semester	400 Marks	Credit: 16
2 <sup>nd</sup> Semester	450 Marks	Credit: 18
<b>2<sup>nd</sup> year : 850 Marks, 34 Credits</b>		
1 <sup>st</sup> Semester	400 Marks	Credit: 16
2 <sup>nd</sup> Semester	450 Marks	Credit: 18
<b>3<sup>rd</sup> year : 950 Marks, 38 Credits</b>		
1 <sup>st</sup> Semester	400 Marks	Credit: 16
2 <sup>nd</sup> Semester	550 Marks	Credit: 22
<b>4<sup>th</sup> year : 1050 Marks, 42 Credits</b>		
1 <sup>st</sup> Semester	500 Marks	Credit: 20
2 <sup>nd</sup> Semester	550 Marks	Credit: 22
<b>Total Marks:</b>	<b>3700</b>	<b>Total Credits: 148</b>

## 7. Allocation of Courses & Marks

### 1<sup>st</sup> Year Examination 2024

<u>1<sup>st</sup> Semester</u>		
<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 101	: Introduction to Philosophy	70+20+10
GED 102	: General Psychology	70+20+10
GED 103	: Bangladesh Studies	70+20+10
PHIL 104	: Social Philosophy	70+20+10
		<b>Total marks = 400</b>

<u>2<sup>nd</sup> Semester</u>		
<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 105	: History of Western Philosophy (Ancient and Medieval Period)	70+20+10
PHIL 106	: Normative Ethics	70+20+10
GED 107	: Fundamentals of English Language	70+20+10
GED 108	: Basic Concepts of Computer Science and Information & Communication Technology	70+20+10
	Viva voce	50
		<b>Total marks = 450</b>

## 2<sup>nd</sup> Year Examination 2025

### 1<sup>st</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 201	: History of Modern Western Philosophy (Descartes to Hegel)	70+20+10
PHIL 202	: Introduction to Logic	70+20+10
GED 203	: Political Science and Good Governance	70+20+10
PHIL 204	: Indian Philosophy	70+20+10

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**Total marks = 400**

### 2<sup>nd</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 205	: Meta Ethics	70+20+10
PHIL 206	: Chinese and Japanese Philosophy	70+20+10
PHIL 207	: Muslim Philosophy	70+20+10
PHIL 208	: Bangladesh Philosophy	70+20+10
	Viva voce	50

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**Total marks = 450**

### 3<sup>rd</sup> Year Examination 2026

#### 1<sup>st</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 301	: Trends of Post-Hegelian Philosophy	70+20+10
PHIL 302	: Modern Logic	70+20+10
PHIL 303	: Political Philosophy	70+20+10
PHIL 304	: Practical Ethics	70+20+10
		<hr/>
		<b>Total marks = 400</b>

#### 2<sup>nd</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 305	: Readings in Philosophical Classics (Plato, Hume and Kant)	70+20+10
PHIL 306	: Fundamentals of Aesthetics	70+20+10
PHIL 307	: Critical Reasoning	70+20+10
PHIL 308	: Comparative Religion	70+20+10
GED 309	Economics	70+20+10
	Viva voce	50
		<hr/>
		<b>Total marks = 550</b>

## 4<sup>th</sup> Year Examination 2027

### 1<sup>st</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 401	: Fundamentals of Linguistic Analysis and Post Modern Philosophy	70+20+10
PHIL 402	: Epistemology	70+20+10
GED 403	: Globalism and Current Global Issues	70+20+10
PHIL 404	: Applied Philosophy	70+20+10
GED 405	: Statistics	70+20+10
		<hr/>
		<b>Total marks = 500</b>

### 2<sup>nd</sup> Semester

<u>Courses</u>	<u>Title of the Courses</u>	<u>Marks</u>
PHIL 406	: Philosophy of Education	70+20+10
PHIL 407	: Philosophy of Science and Technology	70+20+10
PHIL 408	: Symbolic Logic	70+20+10
GED 409	: Human Resource Management	70+20+10
PHIL 410	Research Methodology	70+20+10
	Viva voce	50
		<hr/>
		<b>Total marks = 550</b>

## 1<sup>st</sup> Year Examination 2024 1<sup>st</sup> Semester

<b>PHIL 101</b> : Introduction to Philosophy	<b>Marks</b>	
Credit: 4    দর্শনের ভূমিকা	Written Examination	70
	Internal Evaluation	20
	Attendance	10

### Introduction to the Course

Generally, philosophy means love of wisdom. It arises out of wonder, curiosity and the desire to know and understand our lives as well as the universe. So, Philosophy is a study that seeks to understand the mysteries of existence and reality. The areas of philosophy can be divided into three basic branches i.e. epistemology, metaphysics and axiology. This course is designed to cover the fundamental problems of these three basic areas of philosophy. Creation and evolution, theories of knowledge, theories of truth, theories of reality, freedom of will, problem of God, problem of values etc. are the key components of this course.

### Objectives of the Course

The specific objectives of this course are:

1. - to acquire knowledge about the fundamental problems or questions asked by philosophers about life and the world;
2. - to know the ways in which they might begin to answer these questions;
3. - to recognize the different branches of philosophy which originate from these basic questions;
4. - to develop the analytical thinking for a deeper understanding of difficult or abstract concepts, new and interesting interpretations of ideas, and rich conversations with others ;
5. - to develop ability to write clearly, read closely with a critical eye.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)



**Course Units:****Unit 1 (A general study of the origin, definition, nature and scope of philosophy, and relation of philosophy to science and religion)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Philosophy: Origin, Definition, Nature and Scope – Relation of Philosophy to Science – Relation of Philosophy to Religion.	<ol style="list-style-type: none"> <li>1. define philosophy;</li> <li>2. explain the origin &amp; subject-matter of philosophy;</li> <li>3. state the relation between philosophy and science and religion.</li> </ol>

**Unit 2 (Methods of philosophy)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Methods of philosophy: Dogmatism, Skepticism, Criticism, Dialectical method and Intuitionism.	<ol style="list-style-type: none"> <li>1. explain different types of philosophical methods.</li> </ol>

**Unit 3 (Theories regarding the origin of knowledge)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Theories regarding the origin of knowledge – Rationalism, Empiricism, Critical theory and Intuitionism.	<ol style="list-style-type: none"> <li>1. explain the different theories of the origin of knowledge.</li> </ol>

**Unit 4 (Theories of Truth)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Theories of truth: Correspondence theory, Coherence theory and Pragmatic theory.	<ol style="list-style-type: none"> <li>1. define truth;</li> <li>2. explain and evaluate the different theories of truth.</li> </ol>

**Unit 5 (Categories of knowledge)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Categories of knowledge: Space and Time, Substance, Causality.	<ol style="list-style-type: none"> <li>1. describe the different categories of knowledge.</li> </ol>

### Unit 6 (Theories of the nature of knowledge)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Theories of the nature of knowledge: Realism and Idealism.	<ol style="list-style-type: none"><li>1. define realism and idealism;</li><li>2. distinguish between realism and idealism;</li><li>3. describe the different kinds of realism and idealism.</li></ol>

### Unit 7 (Self)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Self: Nature of Self/Mind, Theories of Mind-Body Relation, Immortality of Self.	<ol style="list-style-type: none"><li>1. describe the nature of self;</li><li>2. explain the problem of the mind-body relation;</li><li>3. explain the different theories of mind-body relation;</li><li>4. explain main arguments for the immortality of soul.</li></ol>

### Unit 8 (Theories of the freedom of will)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Theories on freedom of will: Determinism, Indeterminism and Self-determinism.	<ol style="list-style-type: none"><li>1. describe the problem of freedom of will;</li><li>2. explain the different theories of the freedom of will.</li></ol>

### Unit 9 (The philosophy of Nature)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The philosophy of Nature: Naturalism, Mechanism, Theories of Matter. Metaphysical idealism. Theories of origin and nature of Life. Creation and Evolution, Theories of evolution.	<ol style="list-style-type: none"><li>1. describe naturalism and mechanism;</li><li>2. explain the theories of matter;</li><li>3. define metaphysical idealism;</li><li>4. define creation and evolution;</li><li>5. explain the different theories of evolution.</li></ol>

### Unit 10 (The philosophy of God)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The ideas of God: Conception of God, God and the world, Proofs for the existence of God.	1. describe the notion of God; 2. explain different theories on the relation of God to world; 3. state the main proofs for the existence of God.

### Unit 11 (Theories of reality)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Theories of reality: Monism, Dualism and Pluralism.	1. state the theories of reality.

### Unit 12 (Value)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Value: Nature of value judgment, value and fact, successful living: ends and means.	1. state the meaning of value; 2. describe the nature of judgment of fact and judgment of value; 3. explain the different views in relation to the nature of values.

### Recommended Books

1. Abdul Matin, *An outline of Philosophy*, Adhuna Prakashan, Dhaka, 2011
2. Jadunath Sinha, *Introduction to Philosophy*, New Central Book Agency(P) Ltd., Calcutta, 1998
3. Bertrand Russell, *The Problems of Philosophy*, Oxford University Press, 1986
4. G. T. W. Patrick, *Introduction to Philosophy*, George Allen & Unwin Ltd., 1961
5. John Hospers, *An Introduction to Philosophical Analysis*, Allied Publishers Private Ltd., Bombay, 1986
6. Harold H. Titas, *Living Issues in Philosophy*, Van Nestrand Remhold Co., New York, 1970
7. ড. রশীদুল আলম. দর্শনের ভূমিকা
8. গোবিন্দচন্দ্র দেব, *তত্ত্ববিদ্যা-সার*, অধুনা প্রকাশন, ঢাকা, ২০০৪
9. ড. আবদুল মতীন ও ড. প্রদীপ রায় (অনুদিত), *দর্শনের রূপরেখা*, অবসর প্রকাশনা সংস্থা, ঢাকা, ২০১৭
10. আমিনুল ইসলাম, *দার্শনিক সমস্যা*, নিউ এজ পাবলিকেশন্স, ঢাকা, ১৯৯৮
11. নজরুল ইসলাম, *সাধারণ দর্শন*, অবসর প্রকাশনা সংস্থা, ঢাকা, ২০০০
12. মুহম্মদ আবদুল বারী, *দর্শনের কথা*, হাসান বুক হাউস, ঢাকা, ১৯৯৫
13. ড. আবদুল হাই ঢালী ও মতিউর রহমান, *দর্শনের মূলনীতি*, নভেল পাবলিশিং হাউস, ঢাকা, ২০০৯

# 1<sup>st</sup> Year Examination 2024

## 1<sup>st</sup> semester

<b>GED 102</b> : <b>General Psychology</b>	<b>Marks</b>
<b>Credit: 4</b> সাধারণ মনোবিজ্ঞান	Written Examination 70
	Internal Evaluation 20
	Attendance 10

### Introduction to the Course

Psychology is a science of experience and behaviour. It tells us how the mind works and behaves. It can predict the behaviour of an individual, and control it to a certain extent by putting him under proper conditions. It seeks to discover the laws of mind and laws of behaviour. Behaviour is the expression of experience. Thus, Psychology is concerned with experience and behaviour of the individual in relation to the environment.

### Objective of the Course:

The specific objectives of this course are:

1. – to know the major issues and theories of psychology.
2. – to understand the key role that psychology plays in our everyday lives.
3. – to acquire better insight about individual's behaviour.
4. – to understand the scientific methods and their application to psychology.
5. – to gain a more accurate and comprehensive understanding of human behavior and mental life in general.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

### Course Units:

#### Unit-1

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definition, Scope and methods of Psychology.	1. define psychology; 2. distinguish among different methods of psychology.

## Unit- 2

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Psychology as a science and its relation to education	<ol style="list-style-type: none"><li>1. explain the nature of psychology;</li><li>2. explore the psychological basis of education.</li></ol>

## Unit-3

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Structure and functions of nervous system and the sense organs	<ol style="list-style-type: none"><li>1. depict the structure and functions of nervous system, brain, ear, eyes etc.</li><li>2. explain and categorize seizure activity, and report common therapeutic interventions</li><li>3. distinguish among different types of infections and tumors of the central nervous system</li></ol>

## Unit-4

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Sensation and perception, memory, forgetting and imagination, attention, learning, motivation intelligence, personality, feeling and emotion	<ol style="list-style-type: none"><li>1. distinguish between memory and imagination;</li><li>2. distinguish between sensation and perception;</li><li>3. pick-up the collective exposure of personal character traits of an individual.</li></ol>

## Unit-5

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Behaviourism, Psycho analysis and Mental disorder	<ol style="list-style-type: none"><li>1. explain scientifically the dream;</li><li>2. identify the mentally disordered persons;</li><li>3. analysis the causes of mental disease.</li></ol>

### Recommended Books:

1. Hilgard : Introduction to Psychology
2. Berring Longfield & Weld : Foundation of Psychology
3. Woodworth & Marquis : Psychology
4. Frued : Interpretation of Dreams
5. Woodworth : Contemporary Schools of Psychology
6. Stout : Manual of Psychology
7. Murphy : Historical Introduction to Psychology
8. Flugel : Hundred Years of Psychology
9. Guil Ford : General Psychology
10. Murphy : Briefer Courses in Psychology
11. C.T. Morgan : An Introduction Psychology
12. J.N.S Sinha : A Manual of Psychology
১৩. ড. নীহার রঞ্জন সরকার : মনোবিজ্ঞান ও জীবন
১৪. আফসার উদ্দীন : সাধারণ মনোবিজ্ঞান

# 1<sup>st</sup> Year Examination 2024

## 1<sup>st</sup> semester

<b>GED 103</b>	<b>: Bangladesh Studies</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>বাংলাদেশ স্টাডিজ</b>	Written Examination	70
		Internal Evaluation	20
		Attendance	10

### Introduction to the Course

The aim of this course is to let students know the early, medieval and modern demographic feature of Bangladesh including ethnic and cultural diversity; our history, culture and politics from early to modern time; our natural resources with focus on their management in sustainable development; our role in international politics and global economy.

### Objectives of the Course

The specific objective of this course is:

1. – to know geography of Bangladesh including its topographical features and their development;
2. – to acquire knowledge about the demographic features of Bangladesh including ethnic and culture diversity;
3. – to know history, culture and politics of Bangladesh from ancient to recent time;
4. – to know natural resources and their management for sustainable development;
5. – to acquire knowledge about Gender issues and development;
6. – to know the role of civil society, non-formal institutions, interest groups, NGOs and their role in the socio-economic development;
7. – to know about Foreign policy and external relations of Bangladesh

### Course Learning Outcome (CLO)

After successful completion of this course students will be able to-

1. – gain expertise on the geography of Bangladesh;
2. – know our ethnic and cultural diversity;
3. – understand about the establishment of British rule in India;
4. – gain knowledge about the Liberation War 71 and its background;
5. – know about the natural resources of Bangladesh;
6. – comprehend the national development plans;
7. – know non-formal Institutions, role of civil society, interest groups and NGOs;
8. – learn about foreign policy;
9. – analyze the work and policies of different organizations.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

### **Course Units**

- Unit 1      Geography of Bangladesh and its Demographic features**  
Geography of Bangladesh that should include topographical features of different areas/regions and their developments over time; Demographic features including ethnic and cultural diversity
- Unit 2      Political Evolution in British India (1757-1947)**  
Battle of Plessey and its aftermath, anti-British resistance movement  
Establishment of Congress and Muslim League, partition of Bengal, Lucknow Pact; Regulatory Reforms: 1909-1947
- Unit 3      The Liberation War of 1971 and its Background**  
Language Movement 1952, 1954 Election, 6-point Movement, General Election 1970, Non-cooperation Movement, speech of 7<sup>th</sup> March, Mujibnagar Government
- Unit 4      Natural Resources of Bangladesh and their Management**  
Nature, scope, features, classification, history; Government policies on various sector such as forestry, agricultural, and tourism
- Unit 5      Gender Issues and Development in Bangladesh**  
Sex and gender, patriarchy, women studies and methodology, torture of women, empowerment of women, industrial revolution and status of women
- Unit 6      Non-formal Institutions, Civil Society, Interest Groups and NGOs**  
Features, history, classification and importance; role of NGOs in health and environment protection, alleviation of poverty and social development
- Unit 7      Foreign Policy and External Relations of Bangladesh**  
Goals, Determinants and policy formulation process; Factors of National Power; Security Strategies; Geo-Politics and Environment Issues; Economic Diplomacy; Man-power exploitation, Participation in International Organizations; UNO and UN Peace Keeping Missions, NAM, SAARC, OIC, BIMSTEC, D-8 etc, and International Economic Institutions, Foreign Aid, International Trade.



### Recommended Books

1. David Lewis, *Bangladesh Politics Economy and Civil Society*, Prothoma Prokashan, Dhaka: 2018
2. Md. Shahnewaz Khan, Prosanto K Ray, Abul Barakat, *Charland in Bangladesh: Political Economy of Ignored Resource*, PathakShamabesh, Dhaka
3. Mozammel H. Khan, *Bangladesh Political Landscape*, Nandonic, Dhaka: 2013
৪. ড. আবুল ফজল হক, বাংলাদেশের শাসনব্যবস্থা ও রাজনীতি; ঢাকা, অনন্যা, তৃতীয় পরিমার্জিত সংস্করণ: ২০১৩ (ডিসেম্বর)।
৫. ড. মো. মাহবুবুর রহমান, বাংলাদেশের ইতিহাস: ১৯০৫-৪৭; ঢাকা, তাম্রলিপি, প্রথম প্রকাশ(তৃতীয়মুদ্রণ): ২০১১।
৬. মাহমুদা ইসলাম, নারীবাদী চিন্তা ও নারী জীবন, ঢাকা, জে. কে প্রেস এন্ড পাবলিকেশন্স, প্রথম প্রকাশ (এপ্রিল): ২০০২।
৭. বোরহানউদ্দিন খান জাহাঙ্গীর, জরিণা রহমান খান (সম্পাদনা): বাংলাদেশ নারীনির্যাতন; ঢাকা, সমাজ নিরীক্ষণ কেন্দ্র, ঢাকা বিশ্ববিদ্যালয়, ১৯৮৭ (জানুয়ারি)।
৮. আনু মাহমুদ, বাংলাদেশে এনজিও: দারিদ্র্যবিমোচন ও উন্নয়ন; ঢাকা, হাক্কানী পাবলিশার্স, ১৯৯৮ (মার্চ)।
৯. ড. মো. নুরুল ইসলাম, স্বেচ্ছাসেবী সমাজকল্যাণ; ঢাকা, তাসমিয়া পাবলিকেশন্স, দ্বিতীয় সংস্করণ: ২০০৮ (অক্টোবর)।

## 1<sup>st</sup> Year Examination 2024

### 1<sup>st</sup> Semester

<b>PHIL 104</b>	<b>: Social Philosophy</b>	<b>Marks</b>
<b>Credit: 4</b>	<b>সমাজদর্শন</b>	
		Written Examination 70
		Internal Evaluation 20
		Attendance 10

#### Introduction to the Course

This course examines the norms or principles that establish and justify societies and determine the rights and responsibilities of society to its members. It also examines the responsibilities of the individual and society concerning the relation with each other and society as a whole, and society with other societies. The course considers the application of these principles to such issues as social justice, human rights, freedom, political and social institutions, and world community.

#### Objectives of the Course

The specific objectives of this course are:

1. – to explain the intimate relationship between individuals and society in terms of personal well-being and social justice;
2. – to create awareness of the philosophical implications for the stance one might take in the areas of social philosophy;
3. – to analyze the up-to-date literature and case-studies in social philosophy;
4. – to develop critical thinking in making value judgments on the moral, the social issues that might directly impact on them.

#### Course Learning Outcomes

After successful completion of the course the students will be able to:

1. understand the key concepts and theories in social philosophy.
2. recognize the diversified relationship between one's well-being, duty, right and role on the one hand, and society on the other;
3. identify controversial issues in society that fall within the realms of social philosophy;
4. apply the critical thinking skills taught in class to reach their own evaluative judgments.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1 (Introduction)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature and scope of social philosophy; relation of social philosophy to sociology psychology, ethics and political science	<ol style="list-style-type: none"> <li>1. describe the origin and development social philosophy;</li> <li>2. explain the relation with other discipline.</li> </ol>

**Unit 2 (Individual and Society)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
social nature of man and its psychological and philosophical basis. Theories on the relation between individual and society. The nature of common good.	<ol style="list-style-type: none"> <li>1. analyse the idea of social nature of man and explain its psychological and philosophical view.</li> <li>2. explain the relation between individual and society</li> <li>3. analyse the essential marks of the social nature of man</li> <li>4. explain the idea of common good.</li> </ol>

**Unit 3 (Social ideals)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
democracy, justice, socialistic and communistic ideals. gender issues: discrimination, equality, feminism, women empowerment.	<ol style="list-style-type: none"> <li>1. explain the concepts of equality and liberty as social ideals.</li> <li>2. describe critical account of democracy as social ideal.</li> <li>3. estimate the significance of aristocracy and democracy as social ideals.</li> <li>4. explain the gender discrimination and women rights.</li> </ol>

**Unit 4 (Social change, development and progress form the philosophical view)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The concepts of social change, social development, social evolution and social progress from the philosophical view-point.	<ol style="list-style-type: none"> <li>1. explain the nature of change.</li> <li>2. compare social evolution and social progress.</li> <li>3. analyze the criteria of social progress.</li> <li>4. examine the different theories of social progress.</li> </ol>

## Unit 5 (Social Philosophers)

Contents	Learning Outcome After successful completion of this unit student will be able to-
Plato, Aristotle, Ibn-Khaldun, Auguste Comte, Karl Marx, Herbert Spencer, Emile Durkheim and Bertrand Russell.	1. understand the social thoughts of some social philosophers. 2. comparative analyze the social philosophers theories.

### Recommended Books

1. R.C. CROSS AND A.D. WOZLEY, *Plato's Republic: A Philosophical Commentary*, London: Macmillan & Co. Ltd., 1964.
2. Ernest Barker (Trans.), *The Politics of Aristotle*, London: Oxford University Press, 1968.
3. J.S.Mackenzi, *An Introduction to Social Philosophy*, Uk: Macmillan and Co., 2016.
4. J.S.Mackenzi, *Outlines of Social Philosophy*, London: George Allen and Unwin, 1961.
5. M. Ginsberg, *Essays in Sociology and Social Philosophy*, London; Harmonds Worth: Penguin Books, 1968.
6. Joel Feinberg, *Social Philosophy*, Uk: Pearson Publication, 1973.
7. V.G. Afanasyev, *Marxist Philosophy*, Moscow: Progress Publishers, 1980.
8. Ibn Khaldun, *The Muqaddimah: An Introduction to History*, tr. By Franz Rosenthal, London: Routledge & Kegan Paul, 1958. অনুবাদ গোলাম সামদানী কোরায়শী, *আল-মুকাদ্দিমা*, ১ম ও ২য় খণ্ড, ঢাকা: বাংলা একাডেমি, ১৯৮১।
9. Karl Marx, *Selected Writings in Sociology and Social Philosophy*, tr.by T.B.Bottomore, New York: McGraw-Hill, 1964.
10. W.H. Hudson, *An Introduction to the Philosophy of Herbert Spencer: With a Biographical Sketch*, New York: Haskell House Publishers, 1974.
11. Emile Durkheim, *The Rules of Sociological Method*, New York: Free Press, 1938.
12. I Tinker (ed), *Persistent Inequalities*, Oxford: Oxford University Press, Oxford, 1990.
13. C.O.N. Moser, *Gender Planning and Development: Theory, Practice and Training*. London: Routledge, 1993.
১৪. ড. রশীদুল আলম, *সমাজদর্শনের ভূমিকা*, ঢাকা: নতুন সাহিত্য কুটির, ১৯৮৬।
১৫. মহেন্দ্র নাথ অধিকারী, *সমাজদর্শনের কয়েক পাতা*, ঢাকা: ইম্পিরিয়াল বুকস, ১৯৮৭।
১৬. বদরুদ্দীন উমর (সম্পা.), *নারী প্রশ্ন প্রসঙ্গে*, ঢাকা: শ্রাবণ প্রকাশনী, ২০০৯।
১৭. রাশিদা আখতার খানম, *নারীবাদ ও দার্শনিক প্রেক্ষাপট*, ঢাকা: সমাজ নিরীক্ষণ কেন্দ্র, ঢাকা বিশ্ববিদ্যালয়, প্রথম প্রকাশ, ২০০০।
১৮. দেবীপ্রসাদ চট্টোপাধ্যায়, *সে-যুগে মায়েরা বড়ো*, কলিকাতা-৯, অনুষ্ঠান, ১৯৯৩।
১৯. দেবীপ্রসাদ চট্টোপাধ্যায়, *নিষিদ্ধ কথা আর নিষিদ্ধ দেশ*, কলিকাতা-৭৩, নিউ এজ পাবলিশার্স প্রা. লি., ১৯৯৬।
২০. মাহমুদা ইসলাম, *নারীবাদী চিন্তা ও নারী জীবন*, ঢাকা: জে. কে. প্রেস এন্ড পাবলিকেশন্স, প্রথম প্রকাশ, ২০০২।
২১. মাহমুদা ইসলাম, *নারী: ইতিহাসে উপেক্ষিতা*, ঢাকা: মাওলা ব্রাদার্স, ২০০৪।

# 1<sup>st</sup> Year Examination 2024

## 2<sup>nd</sup> semester

<b>PHIL 105</b>	<b>:</b>	<b>History of Western Philosophy</b>	<b>Marks</b>
<b>Credit: 4</b>		<b>(Ancient and Medieval Periods)</b>	
		পাশ্চাত্য দর্শনের ইতিহাস (প্রাচীন ও মধ্যযুগ)	Written Examination 70
			Internal Evaluation 20
			Attendance 10

### Introduction to the Course

The course “History of Western Philosophy” has two parts: ancient and medieval periods. The foundation of western philosophy was laid down in Ancient Greece. The pre-socratic philosophers were the founding forefathers of western philosophy. They raised many perennial questions about the nature and origin of the world. Socrates gave philosophy a new direction based on rationalistic approach. Plato continued socratic line of thought and also added his own theories to philosophy; and ancient philosophy ends with the systematic philosophy of Aristotle.

Medieval philosophy is not really a continuation of ancient philosophy rather a departure from it. Medieval philosophy prioritizes a philosophy based on religion. Social, historical and religious backgrounds of the Middle age are some of the components of this course. Besides, philosophical thoughts and ideas of some major philosophers of this period have come under the purview of discussion in this course.

### Objectives of the Course

The specific objectives of this course are:

1. – to know about some major ancient greek philosophers.
2. – to develop insights into the interpretative power of the ancient philosophical texts.
3. – to understand how philosophy has survived and developed as a discipline over the time facing challenges posed by sciences and social changes.
4. – to develop a knowledge of social and cultural context out of which the philosophy has emerged.
5. – to understand the limitations of medieval philosophy as well as its transition to a new philosophical era based on rational approaches.

### Course Learning Outcome (CLO)

After successful completion of this course, students will be able to-

1. recognize some basic philosophical terms and concepts which they can apply and relate to their subsequent philosophical studies;
2. interpret, synthesize and criticize open mindedly the different philosophical ideas;
3. analyze the philosophy of particular philosophers of the Ancient and Middle Ages and make comparisons and contrast between and among philosophical views.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:**

**Unit 1 (Origin and development of Greek philosophy)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The origin, nature, characteristics and development of Greek Philosophy	1. know the basic root, characteristics and development of Greek philosophy.

**Unit 2 (Pre-socratic thought)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The Ionics (Thales, Anaximander Anaximinis)	1. learn how pre-socratic philosophers emphasized the rational unity of things and rejected supernatural explanations.
The Pythagoreans	2. explain the number theory of Pythagoreans and realise the importance of philosophy in mathematics.
The Eliatics (Xenophanes, Parmenides and Jenó)	3. explain the theory of being, gradual development of materialism and the theoretical foundation of idealism.
Heraclitus	4. know the theory of change through opposition and harmony.
Empedocles	5. explain the cosmology, motion and change
The Atomists	6. explain the atomism
Anaxagoras	7. explain the nature, function and importance of Nous
The sophists	8. state the primary ideas of humanism and individualism

### Unit 3 (Socratic thought)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Socrates, Plato, Aristotle	1. differentiate the views and opinions between and among these three great leading Greek philosophers.

### Unit 4 (The background of medieval philosophy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The social, historical and religious background of medieval philosophy	1. learn the basic features of Middle Age and through these characteristics students can also differentiate this period from another.

### Unit 5 (Some selected medieval philosophers)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The beginning of mediaeval philosophy- patristic period: Saint Augustine. The renaissance of the 9 <sup>th</sup> Century: John Scott Erigena. Characteristics of philosophical thoughts of the 11 <sup>th</sup> century: St. Anselm. Nature and gradual development of scholasticism: St. Thomas Aquinas.	1. know how chronologically medieval philosophy evolves and transcends its religious limits and enters into a new philosophical era.

### Recommended Books

1. W. T. Stace : A Critical History of Greek Philosophy , London: Macmillan, 1920.
2. Frank Thilly : A History of Philosophy, New York: Charles Scribner's Sons, 1951.
3. B. Russell : A History of Western Philosophy, London Allen and Unwin, London,1962.
4. E. Zeller : Outlines of the History of Greek Philosophy, London: Kegan Paul, 1931.

5. A. H. Armstrong : An Introduction to Ancient Philosophy, London: Clarendon Press, 1959.
6. S. Radhakrishnan (ed) : History of Philosophy: Eastern and Western, vol.II, London: Allen and Unwin, 1953.
7. F Copleston : A History of Philosophy, vols I and II. New York: Image Books, 1985.
8. Battista Mondin : A History of Medieval Philosophy, India: Theological Publications, 1991.
৯. হাসান আজিজুল হক : সফ্রেটিস, ঢাকা: ইত্যাদি, ২০১৩।
১০. আমিনুল ইসলাম : প্রাচীন ও মধ্যযুগের পাশ্চাত্য দর্শন, ঢাকা: শিখা প্রকাশনী, ২০০২।
১১. আবদুল হালিম : গ্রীক দর্শন: প্রজ্ঞা ও প্রসার, ঢাকা: বাংলা একাডেমী, ১৯৭৫।
১২. আব্দুল হাই তালুকদার : পাশ্চাত্য দর্শনের ইতিবৃত্ত (প্রাচীন ও মধ্যযুগ), রাজশাহী : ইমপিরিয়াল বুকস, ১৯৯৮।
১৩. প্রদীপ রায় (অনূদিত) : পাশ্চাত্য দর্শনের ইতিহাস, ঢাকা: অবসর প্রকাশ, ১ম খণ্ড, ২০০৬।
১৪. হাসান আজিজুল হক ও মহেন্দ্র নাথ অধিকারী (সম্পা.) : রমেন্দ্র নাথ ঘোষ: দার্শনিক প্রবন্ধাবলী, ঢাকা: ইত্যাদি, ২০১৪।
১৫. তারক চন্দ্র রায় : গ্রীক দর্শন ও মধ্যযুগের দর্শন (১ম খণ্ড), কলিকাতা বিশ্ববিদ্যালয়, ১৩৬২।
১৬. ড. এম. আবদুর রাজ্জাক : মধ্যযুগের দর্শনের ইতিহাস, ঢাকা: তাম্রলিপি, ২০১০।



# 1<sup>st</sup> Year Examination 2024

## 2<sup>nd</sup> semester

**PHIL 106 : Normative Ethics**  
Credit: 4      আদর্শনিষ্ঠ নীতিবিদ্যা

### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

### Introduction to the Course

Ethics is a branch of philosophy which study human conducts and evaluate them in terms of ethical standard and moral values. The question of ‘what is right’, ‘what is wrong’, ‘what is good’, ‘what is bad’, are the core concern of ethics. This course is concerned with the fundamental ethical questions related to human life and it is designed to provide students basic knowledge on morality, values and ethical behavior.

### Objectives of the Course

The specific objectives of this course are:

1. To acquire basic knowledge on moral values and ethical standards;
2. To develop awareness of virtues and vices, moral and immoral actions;
3. To provide knowledge about the ethical standards of action;
4. To develop fellow feeling among the students through moral motivation;
5. To develop eagerness to be a good citizen through moral motivation;

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

### Course Units:

#### Unit 1 (Definition, scope and kinds of normative ethics; and relation with other disciplines)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definition and scope of Ethics; Normative ethics, Meta-ethics and Practical ethics. Origin of ethics, Relation of ethics to metaphysics, religion and psychology.	1. – define normative ethics. 2. – distinguish between normative ethics and other branches of ethics. 3. – relate ethics to metaphysics, religion and psychology.

### Unit 2 (various actions, psychological basis and postulates)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Moral, immoral and non-moral actions, psychological basis of morality, desire, universe of desires and conflict of desires, motive and intention, postulates of morality; nature and object of moral judgement.	<ol style="list-style-type: none"> <li>1. – difine moral, immoral and non-moral actions.</li> <li>2. – compare among desire, motive and intention.</li> <li>3. – apply postulates of morality in various cases.</li> <li>4. – differentiate between ethical and psychological judgements.</li> </ol>

### Unit 3 (Moral standards, various stages of moral standard and various perspectives of moral standard.)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Various perspectives of moral standard; the external versus internal moral standards: the law of the Tribe, Society, State and God; Hedonism and its classification, Intuitionism, Rationalism and Perfectionism.	<ol style="list-style-type: none"> <li>1. – assess both subjective ethical relativism and objective ethical absolutism.</li> <li>2. – distinguish between psychological and ethical egoism.</li> <li>3. – point out some differences between the approaches of Bentham and Mill,</li> <li>4. – state the consequences of hedonism.</li> <li>5. – explain Kant’s notion of the good will, and Kant’s two versions of the categorical imperative.</li> <li>6. – clarify perfectionism and apply its middle level position.</li> </ol>

### Unit 4 (Moral pathology.)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Moral pathology : Concept of moral evil, vice, sin, crime; Various theories of punishment.	<ol style="list-style-type: none"> <li>1. – define various kinds of moral concepts such as moral evil, vice, sin, crime etc.</li> <li>2. – distinguish between sin and crime.</li> <li>3. – argue why a criminal should be punished.</li> <li>4. – express different theories of punishment.</li> <li>5. – argue in favor and against capital punishment.</li> </ol>

### Unit 5 (Various perspectives of virtues.)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Virtue : The meaning of virtue, Socrates : virtue is knowledge; Plato's treatment of the virtue; Aristotle's concept of virtue.	1. – explain the meaning of virtue. 2. – distinguish between Plato and Aristotle's concept of virtue. 3. – explain Aristotle's conception of virtue, including his doctrine of the golden mean.

### Unit 6 (Moral progress.)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Moral progress: different stages or conditions in the evolution of moral life; conditions of moral progress in individual; possibility of moral progress.	1. – explain the meaning of moral progress. 2. – state different stages of moral life.

### Recommended Books

1. John Stuart Mill, *Utilitarianism* (1863) (Batoche Books Limited, Canada, 2001)
2. Immanuel Kant, *Critique of Practical Reason* Trans. Werner S. Pluhar (Hackett Publishing Company, Inc. Iidianapolis / Cambridge, 2002)
3. Immanuel Kant, *Fundamental Principles of the Metaphysic of Morals* Trans. Thomas Kingsmill Abbott (Longmans, Green, and Co. London, New York, 1900)
4. William Lillie, *An Introduction to Ethics* (Methuen & Co. Ltd. London, 1957)
5. John S. Mackenzie *A Manual of Ethics* (University Tutorial Press Ltd. London, 1961)
6. ABM Mahbubul Islam & Md. Sahadat Hossain, *Application of Ethics morals Manners and Laws* (Bangladesh Institute of Islamic Thought, 2014)
7. Jadunath Sinha *A Manual of Ethics* (New Central Book Agency (P) Ltd. Calcutta, 2001)
8. ড. রশীদুল আলম: নীতিশাস্ত্র পরিচয়।
9. রাশিদা আখতার খানম, *নীতিবিদ্যা তত্ত্ব ও বিশ্লেষণ* (জাতীয় গ্রন্থ প্রকাশন, ঢাকা, ২০০২)

# 1<sup>st</sup> Year Examination 2024

## 2<sup>nd</sup> semester

**GED 107 : Fundamentals of English Language Marks**

**Credit: 4**

Written Examination	70
Internal Evaluation	20
Attendance	10

### Introduction to the Course

English is an international language. Without having a reasonable access to this language tertiary education cannot be fulfilled. Moreover, to make a better carrier it is most essential to have a good command in English language. For this reason, this course has been included in the curriculum to help students to develop their skill in English. This course has been designed to cover basic English Grammar, reading, writing and listening skills.

### Objectives of the Course

The specific objectives of this course are:

1. - to acquire basic knowledge on English Grammar;
2. - to be competent to understand English Text, literature, books etc.;
3. - to develop basic writing skill in English;
4. - to develop listening skill in English;
5. - to be competent in communicative English for different types of formal and informal communication.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

### Course Units:

#### Unit 1 (Parts of speech)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Parts of speech with special emphasis on noun and verb, countable and uncountable noun, singular and plural forms of noun, pre and post modifiers of noun.	<ol style="list-style-type: none"><li>1. form noun by adding suffix</li><li>2. recognize countable and uncountable noun</li><li>3. make plural forms of noun</li><li>4. use different types of determiners correctly</li><li>5. expand sentences by using pre or post modifiers of noun.</li></ol>

### Unit 2 (Verb & Tense)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Use of verb, use of tense, tense and its different forms, subject-verb agreement	<ol style="list-style-type: none"><li>1. use correct forms of the verbs in the sentence</li><li>2. use tense correctly</li><li>3. make subject-verb agreement properly</li></ol>

### Unit 3 (Sentence)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Classification and analysis of sentences, construction and structure of sentences-simple, compound and complex sentences, transformation of sentences	<ol style="list-style-type: none"><li>1. write simple, complex and compound sentences;</li><li>2. distinguish among simple, complex and compound sentences.</li></ol>

### Unit 4 (Appropriate prepositions, idioms and phrases, antonyms and synonyms)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Appropriate prepositions, idioms and phrases, antonyms and synonyms	<ol style="list-style-type: none"><li>1. use appropriate preposition correctly</li><li>2. use idioms and phrases;</li><li>3. use antonyms and synonyms of the words.</li></ol>

### Unit 5 (Reading Skill)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Reading for understanding, vocabulary exercise, summarizing, picking up information from the text and academic reading in philosophical, historical, political, scientific, commercial and media texts	<ol style="list-style-type: none"><li>1. pick-up information from English text;</li><li>2. translate English text;</li><li>3. summarize a text;</li><li>4. use new English words.</li></ol>

### Unit 6 (Writing Skill)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Paragraph writing on current and contemporary issues, report writing, different types of letters & applications, email, preparing resume, essay writing on philosophical topics as well as current and contemporary issues.	<ol style="list-style-type: none"><li>1. write a paragraph/essay on a new topic</li><li>2. prepare a resume;</li><li>3. write a report, letter, application, email etc.</li></ol>

### Unit 7 (Listening Skills)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Listening Tasks: picking key words & information from speech, dialogue, conversation, documentary etc., catching instructions, listening to news, speech and watching video-clips.	<ol style="list-style-type: none"><li>1. pick-up information from English lecture;</li><li>2. catch-up instruction from English speech</li></ol>

### Unit 8 (Speaking Skill)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Speaking Tasks: day-to-day conversation, making dialogue, playing role by using role cards, oral presentation, making a speech and different types of formal and informal oral communication.	<ol style="list-style-type: none"><li>1. make conversation in English</li><li>2. will be able to communicate in English</li><li>3. will be able to convey message in English</li><li>4. will be able to deliver speech in English</li></ol>

### Recommended Books

1. Liz & John Soars, *New Headway: Intermediate Student's Book*, Oxford UP, 2008.
2. Raymond Murphy, *Intermediate English Grammar*, Cambridge University Press, New York, 1992.
3. P.K. De Sarkar, *A Text Book of Higher English Grammar*, Book Syndicate Pvt. Ltd., Calcutta, 2002.
4. Sadruddin Ahmed, *Learning English The Easy Way*, Rajshahi, 1994.
5. S.M. Zakir Hossain, *A Passage to English Grammar & Translation*, Rohel Publications, Dhaka, 2007.
6. Greenall, S. and Swan M., *Effective Reading*, Cambridge University Press, 2001.
7. Langan, J., *College Writing Skills with Readings*, Cambridge: McGraw Hill, 2005
8. Zahrul Islam, *Every Day English*, Pacific Publishers, Dhaka, 1995.
9. Chowdhury & Hossain, *Advanced Learner's Degree General English*
10. Dr. A. Matin, *An Outline of Philosophy*, Adhuna Prakashan, Dhaka, 2006.
11. Dr. Pradip Kumar Roy & Dr. Md. Abdul Muhit (eds.), *Anthology of Prose*, Dept. of Philosophy, University of Dhaka, 2017.

# 1<sup>st</sup> Year Examination 2024

## 2<sup>nd</sup> semester

<b>GED 108</b>	<b>: Basic Concepts of Computer Science and Information &amp; Communication Technology</b>	<b>Marks</b>
<b>Credit: 4</b>	কম্পিউটার বিজ্ঞান এবং তথ্য ও যোগাযোগ প্রযুক্তির মৌলিক ধারণা	Written Examination 70 Internal Evaluation 20 Attendance 10

### Introduction to the Course

This course is designed to help students to be familiar with the primary concepts of computer science and information & communication technology. The course emphasizes on best practices in computer science and information and communication technology, networking, training and development, cyber law etc.

### Objectives of the Course

The specific objectives of this course are:

1. to know about computational thinking and its procedure;
2. to know system components and utilize computer hardware and software;
3. to learn solving problems by using computers;
4. to know the basic concepts and theories of information systems management;
5. to learn the theory and practice of computer networking and data communication;
6. to understand the ethics in the context of information technology.

**Teaching-learning Strategy:** Lecture, open discussion, exercise & interactive.

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation, practical & written Examination).

### Course Units

#### Unit 1: Introduction to Information System

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Data, Information, Characteristics of information, Information system, Manual information system, Computer based information system, Goals of information system, Role of computer in information system, Components or resources of information system, Evolution of computer based information system, Evaluation of information system.	<ol style="list-style-type: none"><li>1. explain the basic concept of Information System.</li><li>2. evaluate and Design various goals of Information System.</li><li>3. evaluate of computer based information system.</li></ol>



## Unit 2: History on Computer

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Early computing devices, function of computer, characteristics of computer, classification of computers, and generation of computer.	<ol style="list-style-type: none"><li>1. summarize key events in the history of computers.</li><li>2. state different forms and types of computers that emerged throughout history.</li><li>3. list key players in the history of computers.</li></ol>

## Unit 3: Computer Hardware Fundamentals

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Overview of computer system, internal structure of CPU, input & output device and storage device, memory organization, function of RAM, ROM & cache memory, basic functional mechanism of HDD, CD-ROM, Printers (impact and non-impact printers).	<ol style="list-style-type: none"><li>1. identify and explain different types of computer components.</li><li>2. explain the advantages and disadvantages of several computer storage devices.</li><li>3. apply methods to maintain and troubleshoot of the computer.</li><li>4. compare among various types of specialized input and output devices.</li></ol>

## Unit 4: Computer Software Fundamentals

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Overview of software, types of software, operating system and system software, functions of operating systems, types of operating system, introduction to BIOS, DOS, WINDOWS, UNIX, MAC, booting process of a computer, introduction to some application of software, programming languages, levels of languages, translator software, compiler, interpreter and compiler, flowcharting.	<ol style="list-style-type: none"><li>1. identify and explain different types of computer software.</li><li>2. use various types of operating system.</li><li>3. explain the basic concept of programming language.</li></ol>

### Unit 5: Database Management

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Methods of data transmission, database management systems, Components of the database environment, database administration, data planning & modeling methodology, facilities of database management system.	<ol style="list-style-type: none"><li>1. explain database concepts and database management system software.</li><li>2. model the data requirements of the application.</li><li>3. write SQL commands to create tables and indexes, insert / update / delete and query data.</li></ol>

### Unit 6: Application

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Multimedia systems, computer networks, objectives of computer network, types of networks, basic concepts on PAN, LAN, MAN & WAN, network topology, cloud technology, internet system, e-mail, WAP and WWW, e-commerce, types of e-commerce, e-payment system, e-commerce security, e-government, computer crime, software piracy, computer viruses.	<ol style="list-style-type: none"><li>1. use current techniques, skills, and tools necessary for computing practice.</li><li>2. use and apply current technical concepts and practices in the core information technologies.</li><li>3. identify and analyze the selection, creation, evaluation and administration of computer-based systems.</li></ol>

### Recommended Books

1. V. Rajaraman, *Fundamentals of Computers*, Prentice-hall of India Private ltd, New Delhi, 2005
2. Kundu, *Fundamentals of Computer Networks*, PHI Learning, India, 2005
3. P. Norton, *Introduction to Computer*, Tata McGraw-Hill education private ltd., New Delhi, 2012
4. Alan Clementas, *Principles of Computer Hardware*, Oxford University Press, 2013
5. Bobbi Sandberg, *Networking*, McGraw-Hill education private ltd, New Delhi, 2015
6. M. LutfarRahman, M. Shamim Kaiser, M. ArifurRahman, M. AlamgirHossain, *Computer Fundamentals and ICT*, DIU press, Dhaka, 2017
7. Muhammad Alamgir, *Introduction to Computers*, AdhunaPrakashan, Dhaka, 2019

## 2<sup>nd</sup> Year Examination 2025

### 1<sup>st</sup> semester

<b>PHIL 201</b>	<b>:</b>	<b>History of Modern Western Philosophy</b>	<b>Marks</b>
<b>Credit: 4</b>		<b>(Descartes to Hegel)</b>	
		আধুনিক পাশ্চাত্য দর্শনের ইতিহাস (দেকার্ত থেকে হেগেল)	Written Examination 70
			Internal Evaluation 20
			Attendance 10

#### Introduction to the Course

This course offers a survey of the history of modern philosophy, covering the major figures in the history of modern western thoughts. After briefly reviewing the developments in the Renaissance, the Reformation, and the Scientific Revolution which set the stage for the appearance of the modern world view, we begin our survey focusing on the philosophy of Descartes, the father of modern philosophy. In succeeding classes we will follow a chronological development reviewing the philosophies of Spinoza, Leibniz, Locke, Berkeley, Hume, Kant and Hegel. We will pay particular attention in reviewing this history of thought to problems in metaphysics, epistemology, ethics and political philosophy. At the end of the course we will briefly consider how this history of thought shaped the development of subsequent philosophy.

#### Objectives of the Course

The specific objectives of this course are:

1. to provide a good understanding of the key problems and ideas which shaped the history of modern philosophy.
2. to have a good understanding of the differences between the traditions of Rationalism and Empiricism that divided Western thought during this period, as well as some understanding of how this differences have continued to shape the course of the development of philosophy.
3. Considerable attention will also be given to understanding that intellectual and cultural movement known as the Enlightenment, a movement which came to a culmination in the philosophies of Hume and Kant at the end of the 18 century and which continues to shape, to some extent, the world today.
4. in critically reviewing this history of thought the course also seeks to develop important critical thinking skills.

#### Learning Outcome

*After successful completion of this course students will be able to-*

1. understand the differences between the traditions of Rationalism and Empiricism that divided Western thought during this period.
2. deepen their understanding about the complexity and dynamics of the philosophical issues of the period.

3. acquainted with various interpretations and understandings of the works of these philosophers and able to develop and defend interpretations of their own.
4. expand their ability of critical reasoning which will enable them to criticize or support and assess the view of these philosophers.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units**

<b>Unit 1: Introductory</b>	Origin, Characteristics and Development of Modern Philosophy. Renaissance, the Reformation and, the Scientific Revolution.
<b>Unit 2: Rationalist School</b>	
Rene Descartes	Method of Doubt, Theory of Substance, Mind-body Relationship.
Spinoza	Theory of Knowledge , Geometrical Method, Substance, Attributes & Modes, Intellectual love of God, Human freedom and Salvation, Proofs for the Existence of God.
Leibniz	Idealism, Monadology, Pre-established Harmony, Theory of Knowledge, Optimism.
<b>Unit 3: Empiricist School</b>	
John Locke	Refutation of Innate Ideas, Origin of Ideas, Primary and Secondary Qualities, Modes, Substance and Relations, Political Philosophy.
George Berkeley	Rejection of Abstract Ideas and of Material Substance, Subjective Idealism.
David Hume	Relation of Ideas and Matters of facts, Impressions and Ideas, Relations, Rejection of Material and Mental Substances, Treatment of Causality.
<b>Unit 4: German Idealists</b>	
Immanuel Kant	Copernican Revolution, Kant's Problem, Theory of Knowledge, Sensibility, Understanding and Reason.
Frederic Hegel	Dialectical Method, Absolute.

### Recommended Books

1. B. Russell, History of Western Philosophy
2. W. K. Wright, History of Modern Philosophy
3. Frank Thilly, A History of Philosophy
4. S. Radhakrishnan (ed), History of Philosophy: Eastern and Western
5. F. Copleston, A History of Philosophy, Vol-V
6. Richard Falckenberg, History of Modern Philosophy
7. W.T. Stace, The Philosophy of Hegel
8. A. J. Ayer, Hume
9. N. K. Smith, Commentary on Kant's Critique of Pure Reason
10. Rasvihari Das, A Handbook to Kant's Critique of Pure Reason
১১. ড. আমিনুল ইসলাম, আধুনিক পাশ্চাত্য দর্শন
১২. ড. আব্দুল হাই তালুকদার, আধুনিক পাশ্চাত্য দর্শনের ইতিহাস
১৩. আবু তাহা হাফিজুর রহমান (অনু.), মানব প্রকৃতির স্বরূপ অন্বেষণ (মূল: ডেভিড হিউম)
১৪. রাসবিহারী দাস, কান্টের দর্শন
১৫. সৈয়দ কমরুদ্দীন হোসাইন, কান্টের দর্শন
১৬. পারভেজ ইমাম, হেগেল : জীবন ও দর্শন
১৭. ড. প্রদীপ রায় (অনূদিত), পাশ্চাত্য দর্শনের ইতিহাস, ঢাকা: অবসর প্রকাশ, ২য় খণ্ড, ২০১২

## 2<sup>nd</sup> Year Examination 2025

### 1<sup>st</sup> semester

<b>PHIL 202 : Introduction to Logic</b>	<b>Marks</b>	
<b>Credit: 4</b> যুক্তিবিদ্যার ভূমিকা	Written Examination	70
	Internal Evaluation	20
	Attendance	10

#### Introduction to the Course

‘Logic’ as a branch of philosophy refers to the science that studies the principles of correct reasoning. It is the tool, which philosophers use to study other philosophical categories. This course covers the elementary concepts of logic such as definition, nature, method and relation between logic and other branches of knowledge. Moreover some basic issues of Deductive and Inductive logic such as terms, connotation and denotation of terms, sentence, inference, arguments, validity of arguments, nature of inductive inference, scientific methods etc. will be discussed in this course.

#### Objectives of the Course

The specific objectives of this course are:

1. - to know the basic problems, principles, and methods of deductive and inductive logic;
2. - to learn about the nature of deductive and inductive arguments;
3. - to know the distinction between correct and incorrect reasoning;
4. - to learn Venn diagram and its application to deductive logic;
5. - to acquire knowledge about how to formulate a good argument;
6. - to develop intellectual capacity.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### Course Units:

##### Unit 1 (Nature and Subject-Matter of Logic)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature, scope and subject-matter of logic, the relation between logic and philosophy, ethics, psychology etc.	<ol style="list-style-type: none"><li>1. define logic;</li><li>2. explain the nature and subject-matter of logic;</li><li>3. distinguish between logic and philosophy, ethics, psychology etc.</li></ol>

### Unit 2 (Term)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Meaning of term, word and term, denotation and connotation of terms.	<ol style="list-style-type: none"><li>1. define term;</li><li>2. distinguish between word and term;</li><li>3. define connotation and denotation of terms;</li><li>4. explain the relation between denotation and connotation of terms.</li></ol>

### Unit 3 (Predicables and Definition)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Kinds of predicables, the nature and types of definition, rules and fallacies of definition.	<ol style="list-style-type: none"><li>1. mention the kinds of predicables, and their uses;</li><li>2. explain the nature of definition;</li><li>3. apply the rules of definition by genus and species;</li><li>4. demonstrate the fallacies of definition.</li></ol>

### Unit 4 (Proposition)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definition of proposition, categorical propositions and classes, quality, quantity and distribution, the traditional square of opposition, existential import, symbolism and diagrams from categorical propositions.	<ol style="list-style-type: none"><li>1. define proposition;</li><li>2. use the terms distributed, undistributed, quality and quantity as they apply to logic;</li><li>3. show how these relations are exhibited in the "square of opposition."</li><li>4. symbolize categorical propositions with Venn diagrams.</li></ol>

### Unit 5 (Deductive Inference)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Immediate and mediate inference, definition of categorical syllogism, its rules and fallacies, figure and moods, Venn diagram technique for testing syllogism, disjunctive and hypothetical syllogism, the dilemma and the paradox of inference.	<ol style="list-style-type: none"><li>1. distinguish between immediate and mediate inference;</li><li>2. identify major, minor, and middle terms;</li><li>3. use the rules for testing syllogisms;</li><li>4. examine the validity of deductive arguments;</li><li>5. use Venn diagrams to determine the validity of syllogisms;</li><li>6. show how dilemmas can be used in argument.</li></ol>

### Unit 6 (Induction)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature and characteristics of induction, deduction and induction, kinds of induction.	<ol style="list-style-type: none"><li>1. explain the nature of induction;</li><li>2. make distinction between deduction and induction;</li><li>3. describe the kinds of induction.</li></ol>

### Unit 7 (Mill's methods of experimental Inquiry)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The meaning of cause, description of the experimental methods and its criticism.	<ol style="list-style-type: none"><li>1. define 'cause;'</li><li>2. explain Mill's five methods and apply them to causal relationships;</li><li>3. show the limitations in Mill's methods and understand their causes.</li></ol>



### Recommended Books

1. Irving M. Copi, *Introduction to Logic*, New York: The Macmillan Company, Second Edition, 1961.
2. M.R. Cohen and E. Nagel, *An Introduction to Logic and Scientific Method*, London: Routledge and Kegan Paul Ltd, 1964.
3. Irving M. Copi and Carl Cohen, *Introduction to Logic*, New Delhi: Prentice Hall of India, 1996.
4. J.S. Mill, *A System of Logic*, London: Longmans Green And Co. 1889.
5. L.S. Stebbing, *A modern Introduction to Logic*, London: Methuen and Co. Ltd.1961.
6. H.W.B. Joseph, *An Introduction to Logic*, Oxford: The Clarendon Press, 1966.
৭. মো: শামসুদ্দিন, *যুক্তিবিদ্যা পরিচিতি*, রাজশাহী, ১৯৯৭।
৮. মো: শামসুদ্দিন, *সহজ যুক্তিবিদ্যা পরিচিতি*, রাজশাহী, ২০০২।

## 2<sup>nd</sup> Year Examination 2025

### 1<sup>st</sup> semester

<b>GED 203</b> : <b>Political Science and Good Governance</b>	<b>Marks</b>
<b>Credit: 4</b> রাষ্ট্রবিজ্ঞান ও সূশাসন	Written Examination 70
	Internal Evaluation 20
	Attendance 10

#### **Introduction to the Course**

The importance of the study of political science and good governance is now beyond question. Good governance is essential for running governmental institutions smoothly. At the same time for making political life and political organization good. For this reason, this course has been included in the curriculum at the B.A. (hons) levels.

#### **Objectives of the Course**

The specific objectives of this course are:

1. – to develop student's understanding of the basic concepts of political science.
2. – to identify the problems of government.
1. – to analyse governance issues for finding adequate solutions and means of implementation.
3. – to become familiar with political and administrative culture

#### **Course Learning Outcome (CLO)**

After successful completion of this course student will be able to-

1. – learn about the basic concepts of political science.
2. – explain its relations to disciplines.
3. – identify and explain the principles, procedures and decision-making process of the political systems.
4. – understand the function of institutional structures.
5. – know how to make a rational choice using economic principles.
6. – define the concepts of state, sovereignty, society, law and liberty
7. – explain the importance of sovereignty and such other topics.
8. – explain the idea of constitution and its classification.
9. – explain the necessary elements of good constitution.
10. – illustrate the concept of constitutional government.
11. – distinguish between parliamentary and presidential forms of government.
12. – explain the idea of unitary and federal government.
13. – explain the importance of political parties and interest groups.
14. – analyse governance issues.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:**

**Unit 1 Introduction to political science**

Nature, scope and definition of political science. Relations to other discipline.

**Unit 2 Basic concepts**

State, sovereignty, society, law, liberty, equity and property.

**Unit 3 Constitution**

Definition, method of reinforcement of constitution. Classification of constitution, supremacy of constitution, necessary elements of good constitution. Constitutional government and amendments of the constitution of Bangladesh.

**Unit 4 Types of government**

Parliamentary and presidential forms of government, unitary and federal government.

**Unit 5 Organs of government**

Legislature, Executive, Judiciary

**Unit 6 Problems of government**

Different types of government

**Unit 7 Political party and good governance**

The ends and functions of the state.

**Recommended Books**

1. J.W. Garner, Political Science and Government, New York: American Book Co., 1928.
2. R.G. Gettell, Political Science, The Academy of Political Science, Vol. 48, 1933.
3. H.J. Laski, A Grammar of Politics, George Allen & Unwin Ltd., London, 1925.
4. Kamal Siddiqui, Towards Good Governance in Bangladesh, The University Press Limited, Dhaka, 2012.
5. Herman Finer, The Theory and Practice of Modern Government, Surjeet Publications, Delhi, 1961.
৭. এম. শামসুর রহমান, রাষ্ট্রবিজ্ঞান তত্ত্ব ও নীতিমালা, বুক্স প্যাভিলিয়ন, রাজশাহী, ১৯৯০।
৮. এমাজ উদ্দিন আহমেদ, রাষ্ট্র বিজ্ঞানের কথা, বাংলাদেশ বুক করপোরেশন লি., ঢাকা, ১৯৬৪।
৯. মকসুদুর রহমান, রাষ্ট্রীয় সংগঠনের রূপরেখা, বুক্স প্যাভিলিয়ন, রাজশাহী, ২০০১।
১০. ফিরোজা বেগম, সরকারের সমস্যাবলী, কাকলী প্রকাশনী, ঢাকা, ২০০০।

## 2<sup>nd</sup> Year Examination 2025

### 1<sup>st</sup> semester

**PHIL 204 : Indian Philosophy**  
**Credit: 4**      **ভারতীয় দর্শন**

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the course

The systems of thought and reflection that were developed by the civilizations of the Indian subcontinent are holistically termed as Indian Philosophy. Indian Philosophy includes both conventional and unorthodox systems. Indian thought is concerned with various philosophical problems, which are the nature of the world, the nature of reality, logic, and the nature of knowledge, ethics, and the philosophy of religion. Our civilization is broadly the civilization developed in the womb of Indus Valley. Without having reasonable access to one's tradition, tertiary education cannot be fulfilled. For this reason, this course has been included in the curriculum to make students conversant in their heritage.

#### Objectives of the Course

The specific objectives of this course are:

- 1.- to understand deep cosmological concepts, nature, life, mind-body, ethics and social philosophy of Indian philosophical tradition.
- 2.- to explain the practical problems of life in order to solve the problems.
- 3.- to analyze assumptions and arguments of different Indian philosophical trends.
- 4.- to evaluate the various aspects of experience and reality related to Indian thinkers.
- 5.- to analyze the problem of the liberation of soul specified in Indian thought.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### Unites of Contents:

Course Contents	Learning Outcomes <i>After successful completion of the course the students will be able to -</i>
Introduction to Indian Philosophy: Brief Discussion on Veda and Upanishads, Origin of Indian Philosophy.	- comprehend Indian philosophical traditions
Charvaka Philosophy: Epistemology, Metaphysics and Ethics.	understand the Lokayoto materialism

Buddhist Philosophy: Epistemology, Dependent Origination, Four Noble Truths, Eight Fold Paths, Ethics, Karma and Rebirth, Liberation.	examine Buddhist tradition
Jaina Philosophy: Syādvāda, Anekāntavāda, Ethics, Karma and Liberation.	understand Jainism
Samkhya Philosophy: Metaphysics, Theory of Causation, Prakṛti, Purusa, Evolution, Epistemology, Bondage and Liberation.	evaluate Samkhya approach to the World
Yoga Philosophy: Organization of the Yoga-Sutras, Psychology of Yoga, Stages of Citta, Forms of Citta and Modifications of Citta, the Eight-Fold Yoga, God and Liberation.	understand spiritual meditation of Yoga
Nyaya Philosophy: Epistemology- Perception, Inference, Comparison, Testimony. Theory of Causation, Self and Liberation and the Concept of God.	interpret Indian Logic concerning of Nyaya philosophy
Vaisesika Philosophy: Metaphysics and the Categories:- Substance, Quality, Action, Generality, Particularity, Inherence, Non-existence, Epistemology, The Concept of God, Bondage and Liberation.	analyze Indian ontology with reference to Vaisesika philosophy
Mimamsa Philosophy: Epistemology- Validity of Knowledge, Sources of Valid Knowledge: - Perception, Inference, Comparison, Verbal Testimony, Postulation and Non-Apprehension. Theories of Error: - Akhyativāda, Anirvacaniya Khyativāda and Viparita-khyativāda.	identify Purbo-Mimamsa
Vedanta Philosophy: Sources of Vedanta, Keboladvaitavada of Sankara and Visistadvaitavada of Ramanuja.	understand Indian spiritualism with refence to Vadanta philosophy

## References:

১. Barlingay, S.S. (1965) A Modern Introduction to Indian Logic, Delhi: National Publishing House.
২. Chatterjee, S.C. (1950) The Nyaya Theory of Knowledge, Calcutta: University of Calcutta Press.
৩. Chatterjee, S.G. and Datta, D.M. (1960) An Introduction to Indian Philosophy, Calcutta: University of Calcutta Press.
৪. Muller, F.M. (1928) The Six Systems of Indian Philosophy, London: Longmans Green and Co. Publication.
৫. Sharma, C. (1964) A Critical Survey of Indian Philosophy, Delhi: Motilal Banarasiidass Publication.
৬. রমেন্দ্রনাথ ঘোষ: ভারতীয় দর্শন (দ্বিতীয় সংস্করণ)
৭. দেবী প্রসাদ চট্টোপাধ্যায়: ভারতীয় দর্শন  
: লোকায়ত দর্শন
৮. জগদীশ্বর সান্যাল : ভারতীয় দর্শন
৯. স্যাইয়েদ আব্দুল হাই : ভারতীয় দর্শন

## 2<sup>nd</sup> Year Examination 2025

### 2<sup>nd</sup> semester

<b>PHIL 205 :</b>	<b>Meta Ethics</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>পরানীতিবিদ্যা</b>	Written Examination	70
		Internal Evaluation	20
		Attendance	10

#### **Introduction to the Course**

Meta ethics is the study of the nature and status of moral judgments and thoughts. This course is an introduction to the major position in the area of theoretical ethics. Meta ethics attempts to offer some general, theoretical account to our ethical thought, talk and action. G.E. Moore (1873-1958) was the foremost advocate of this ethics. He observed that there was no consensus among the ethicists of modern period in regard to determining the goodness and badness. Even they did not advocate any particular standard of morality by which we can follow our lives. In this circumstance, G.E. Moore said that the function of ethics is not to evaluate our moral actions, but to analyze the ethical words and to show the relation between ethical words as well as moral judgments. These are the main concern of this subject.

#### **Objectives of the Course**

The Specific Objectives of this course are:

1. – to clarify the meaning of moral terms and moral judgments.
2. – to consider the significance of right or wrong, good or bad.
3. – to know the meaning of moral terms/judgments as intuitive, emotive, prescriptive or descriptive.
4. – to know how meta-ethics is related to normative ethics and practical ethics.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### **Course Learning Outcome (CLO)**

After successful completion of this course students will be able to-

1. – apply ethical knowledge and skills throughout future careers;
2. – train up in order to lead moral lives.

**Course Units:****Unit 1 (The rise and nature of Meta ethics:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The rise and nature of Meta ethics	<ol style="list-style-type: none"> <li>1. explain the key concepts, major issues, and prominent positions in the selected topics of the course.</li> <li>2. discuss and evaluate the major issues and positions in the topics</li> </ol>

**Unit 2 (Non-naturalism:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Non-naturalism	<ol style="list-style-type: none"> <li>1. describe the definition of non-naturalism.</li> <li>2. analyze the different kinds of non-naturalism and its implementation.</li> <li>3. know the limitation of naturalism.</li> </ol>

**Unit 3 (Emotivism:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Emotivism	<ol style="list-style-type: none"> <li>1. narrate the definition of emotivism.</li> <li>2. explain the different kinds of emotivism.</li> <li>3. differentiate between A.J. Ayer's emotivism and S.L. Stevention's emotivism.</li> </ol>

**Unit 4 (Prescriptivism:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Prescriptivism	<ol style="list-style-type: none"> <li>1. explain the nature of prescriptivism.</li> <li>2. discuss the key concepts of prescriptivism used in ethical discussions.</li> </ol>



**Unit 5 (Multi-functionalism:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Multi-functionalism	<ol style="list-style-type: none"> <li>1. define multi-functionalism.</li> <li>2. describe good in different contents and show its contextual implication in our practical lives.</li> </ol>

**Unit 4 (Descriptivism:)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Descriptivism	<ol style="list-style-type: none"> <li>1. interpret the nature of descriptivism.</li> <li>2. distinguish between Is-ought gap in ethics.</li> <li>3. describe the ethical theories of J.R. Scarle, G.J. Warnock, Philippa Foot.</li> </ol>

**Recommended Books**

1. Moore, G. E., *Principia Ethica* (London: Cambridge University Press, First Published-1903).
2. Frankena, William K., *Ethics*, (New Jersey: Prentice-Hall, INC. Second Edition, 1973).
3. Hudson, W.D., *Modern Moral Philosophy* (London: The Macmillan Press Ltd., Second Edition, 1983).
4. Ross, W. D., *Foundations of Ethics* (London: Oxford University Press, First Edition-1939).
5. Hare, R. M., *The Language of Morals* (London: Oxford University Press, 1952).
6. Nowell-Smith, P. H., *Ethics* (Australia: Penguin books Ltd., First Published, 1954, Reprinted, 1969).
7. Foot, Philippa (ed.), *Theories of Ethics* (London: Oxford University Press, First Published, 1967).
8. Warnock, G. J., *Contemporary Moral Philosophy* (London: Macmillan and Co. Ltd. First Published-1967).
9. Hamid, M. A., G. E. Moore: A Study of His Ethics, Mittal Publications, New Delhi, 1989.

10. Miller, Alexander, *An introduction to Contemporary Meta Ethics* (London: Blackwell Publishing Ltd., First Published-2003).
১৬. আ. ফ. ম. উবায়দুর রহমান: নীতিবিদ্যা।
১৮. ড. এম. আব্দুল হামিদ, *সমকালীন নীতিবিদ্যার রূপরেখা* (ঢাকা: চয়নিকা প্রকাশনী, বাংলা বাজার, প্রথম প্রকাশ-২০০৩)।
১৯. ———, *দার্শনিক প্রবন্ধ সংকলন* (ঢাকা: অনন্যা, ৩৮/২ বাংলাবাজার, ডিসেম্বর, ২০১১)
২০. শেখ আব্দুল ওয়াহাব, *বিংশ শতাব্দীর নীতিদর্শন*, (ঢাকা: স্বর বিতান, প্রথম প্রকাশ পৌষ ১৩৯৩ ডিসেম্বর-১৯৮৬)।
২১. আনোয়ারুল্লাহ ভূইয়া, *সমকালীন নীতিবিদ্যা*, (ঢাকা: অবসর প্রকাশনী, বাংলাবাজার- ২০০৩)।

## 2<sup>nd</sup> Year Examination 2025

### 2<sup>nd</sup> semester

**PHIL 206 : Chinese and Japanese Philosophy Marks**  
**Credit: 4 (চাইনিজ ও জাপানিজ দর্শন)**

Written Examination	70
Internal Evaluation	20
Attendance	10

### Course Description

This course will provide an overview of the history of Chinese and Japanese philosophy. In Chinese philosophy we will focus primarily on the “classical period” of Chinese philosophy which developed during the seminal Warring States Period in Chinese history. This period begins with Confucius and culminates with Han Feizi at the end of the Warring States Period and the beginning of the Qin (Ch’in) Dynasty. This overview will thus cover the six primary schools of classical Chinese philosophy: Confucianism, Daoism, Mohism, the School of Names, Legalism, and the Yin-Yang School. We will then go on to review the development of Buddhism in China as well as the subsequent developments of Neo- Daoism and Neo-Confucianism.

The development of Japanese Philosophy from the classical period to modern times with a focus upon Buddhist philosophy and its intersection with the West will be highlighted. Analysis includes introduction to Japanese philosophy, Shintoism, Early-Modern Confucianism in Japan, Buddhism in Japan, with special emphasis on Pure Land Buddhism and Zen Buddhism as well as the critique of Western Philosophy by modern Japanese philosophers.

### Objectives of the Course

The specific objectives of this course are:

1. - to assess the relevance of Chinese and Japanese philosophy today.
2. - to highlight that the purpose of philosophy is primarily to serve as an ethical and practical guide.

### Learning Outcome

*After successful completion of this course students will be able to-*

1. - demonstrate a satisfactory level of competence in understanding the basic characteristics of Chinese and Japanese Philosophy as distinguished from Western and other Asian Traditions.
2. - understand the distinctive teachings and practices of the various schools of Chinese Philosophy.

3. - identify, distinguish, and articulate the social and moral ideas of the Confucians and Buddhists and their philosophical opponents.
4. - enhance recognition and understanding of cultural differences between China, Japan and western societies and their roots in the Chinese intellectual heritage.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units**

- Unit 1:** An overview of the history of Chinese philosophy.
- Unit 2:** Six primary schools of classical Chinese philosophy: Confucianism, Daoism, Mohism, the School of Names, Legalism, and the Yin-Yang School.
- Unit 3:** The developments of Buddhism, Neo- Daoism and Neo-Confucianism in China
- Unit 4:** The development of Japanese Philosophy from the classical period to modern times with a focus upon Buddhist philosophy and its intersection with the West.
- Unit 5:** Introduction to Japanese philosophy, Shintoism, Early-Modern Confucianism in Japan, Buddhism in Japan, with special emphasis on Pure Land Buddhism and Zen Buddhism.
- Unit 6:** The critique of Western Philosophy by modern Japanese philosophers.

**Recommended Readings:**

1. Fung Yu-Lan, 1976, *A Short History of Chinese Philosophy*, ed. Derk Bodde, The Free Press.
2. Philip J. Ivanhoe and Bryan W. Van Norden , 2005, *Readings in Classical Chinese Philosophy*, 2nd ed., Hackett Publishing Co.
3. Koller, John M., 1985, *Oriental Philosophies*, 2<sup>nd</sup> ed., New York: Charles Seribner's Sons.
4. Chad. H., 2000, *A Taoist Theory of Chinese Thought*, Oxford University Press.,Oxford.
5. Creel, H. G., 1952, *Chinese Thought: From Confucius to Mao Tse-Tung*, Chicago: The University of Chicago Press.
6. Chan, Wing-Tsit, i, *A Source Book in Chinese Philosophy*, Princeton University Press.
7. Hansen, Chad, 1992, *Chinese Thought: A Philosophical Interpretation*, Oxford University Press.

8. Mareham, John, ed., 2003, *New Confucianism: A Critical Examination*, Palgrave Macmillan.
9. *Companion Encyclopedia of Asian Philosophy*, Edited by Brian Carr and Indira Mahalingam, Routledge; 1st edition (October 19, 2000). (Chapter part: 4 & 5).
10. Charles. A., Moore (ed.), 1969, *The Japanese Mind*, Honolulu: University of Hawaii Press.
11. Domoulin, H., 1963, *A History of Zen Buddhism*, New York: Pantheon Books.
12. Hajime Nakamura, 1964, *Ways of Thinking of Eastern Peoples*, Honolulu: University of Hawaii Press.
13. Suzuki, D. T., 1949- 1953, *Essays in Zen Buddhism*, 3 Vols., London, Rider.

## 2<sup>nd</sup> Year Examination 2025

### 2<sup>nd</sup> semester

**PHIL 207 : Muslim Philosophy**  
**Credit: 4** মুসলিম দর্শন

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the Course

Muslim philosophy is a branch of philosophy which is developed by the Muslim scholars and thinkers. It propounds the views of life and values as taught by the Quran and the Hadith, as well as by the various theological sects of Islam that arose through different periods in their attempt to understand the religion of Islam and its values in the light of the different environments and the new experiences of their life.

#### Objectives of the Course

The specific objectives of this course are:

1. – to include an Islamic perspective in the curriculum, which reflects the contribution of Islam and Muslims to the domain of knowledge;
2. – to develop knowledge among students about the thinkers and scholars of Islam and their thought systems;
3. – to unify the educational system by removing the dualism of sacred and secular from education;

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### Course Units:

##### Unit 1 (Muslim Philosophy: Its source, nature, scope and development)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature of Muslim Philosophy, its characteristics & sources, scope and development, possibility of Muslim philosophy	<ol style="list-style-type: none"><li>1. –know the Quranic philosophy and Islamic moral values;</li><li>2. –explain the nature of Muslim philosophy</li><li>3. – define Muslim philosophy</li><li>4. –develop awareness of Islamic norms and values;</li></ol>

## Unit 2 (Philosophy in Al-Quran & Ethics in Muslim Philosophy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Social philosophy according to Al-Quran, the sources of knowledge according to Al-Quran, Moral philosophy according to Al-Quran.	<ol style="list-style-type: none"><li>1. –develop social awareness among the students;</li><li>2. –develop spiritual awareness among the students;</li><li>3. –develop morality among the students.</li></ol>

## Unit 3 (Theological Trends in Muslim Philosophy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Jabarities, Qadarities, Mulazilates & Asharites.	<ol style="list-style-type: none"><li>1. –understand the spirit of different theological schools of Muslim philosophers;</li><li>2. –understand the philosophical thoughts of these theological schools of Muslim philosophy;</li></ol>

## Unit 4 (Mystic trends in Muslim Philosophy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The native of sufism, its characteristics, fundamental tenets of sufism, different stages of sufism.	<ol style="list-style-type: none"><li>1. –define sufism;</li><li>2. –know the Mystic trends in Muslim philosophy;</li><li>3. –explain the nature of mysticism.</li></ol>

## Unit 5 (History of the development of Muslim Philosophy in mediaeval and modern period)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Al-Kindi, Al-Farabi, Ibn Sina, Ibn-Rushid, Ibn Khaldun, Jamaluddin Afghani, Allama Iqbal and Mohammad Abduhu	<ol style="list-style-type: none"><li>1. –describe the philosophical thoughts of some prominent Muslim philosophers;</li><li>2. –explain the history of the development of Muslim philosophy in mediaveal and modern period.</li></ol>

### Recommended Books

1. M. M. Sharif : History of Muslim Philosophy, Delhi, Low Price Publications, 1961.
2. Syedur Rahman : An Introduction to Islamic Philosophy, Dacca, Mullick Brothers, 1963.
3. S. A. Hai : Muslim Philosophy, Dhaka, Islamic Foundation Bangladesh, 1985.
4. De Boer : History of Philosophy in Islam, London, Luzac & Co. Ltd., 1961.
৫. ড. আমিনুল ইসলাম : মুসলিম ধর্মতত্ত্ব ও দর্শন, ঢাকা, মাওলা ব্রাদার্স, তৃতীয় মুদ্রণ, ২০০৫।
৬. ড. রশীদুল আলম : সুফী সাধনার ভূমিকা, ঢাকা, আয়েশা কিতাব ঘর, ২০০২।
৭. ড. আবদুল হামিদ ও  
ড. আবদুল হাই ঢালী : মুসলিম দর্শন পরিচিতি, ঢাকা, অনন্যা, ২০০১।
৮. ড. রশীদুল আলম : মুসলিম দর্শনের ভূমিকা, বগুড়া, সাহিত্য সোপান, ১৯৭০।
৯. মোহাম্মদ আব্দুল হালিম : মুসলিম দর্শন : চেতনা ও প্রবাহ, ঢাকা, দিব্য প্রকাশ, ২০০২।
১০. রশীদুল আলম : আল-কোরআনের দর্শন, ঢাকা, আয়েশা কিতাব ঘর, ২০০২।
১১. মো: বদিউর রহমান : মুসলিম দর্শনের ইতিহাস, ১ম খণ্ড, ঢাকা, নওরোজ কিতাবিস্তান, ২০০৫।



## 2<sup>nd</sup> Year Examination 2025

### 2<sup>nd</sup> semester

**PHIL 208 : Bangladesh Philosophy**  
**Credit: 4**      বাংলাদেশ দর্শন

**Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

#### ভূমিকা

বাঙালির দর্শনে ধর্মকেন্দ্রিক ভাববাদ, ধর্মনিরপেক্ষ বস্তুবাদ এবং ভাববাদ এবং বস্তুবাদের সমন্বয়ে সমন্বয়বাদী দর্শন এক সঙ্গে বিকশিত হয়েছে। লোকায়ত, জৈন, বৌদ্ধ, সাংখ্য, ন্যায় এবং মিমামসা দর্শনের চর্চা এদেশে হয়েছে। মধ্যযুগে বাংলায় কবিদের কাব্যে জীবন-জিজ্ঞাসা যৌক্তিক এবং ব্যবহারিক দৃষ্টিকোণ থেকে আলোচিত রয়েছে। বাঙালি সুফিশাস্ত্রের গ্রন্থগুলোতে জীবন জিজ্ঞাসা, নৈতিকতা, সমাজে মানুষের অবস্থান ইত্যাদি দার্শনিক প্রশ্নের উপস্থিতি দেখা যায়। ঊনবিংশ শতাব্দীতে রাজা রামমোহন রায়, দেবেন্দ্রনাথ ঠাকুর, বঙ্কিমচন্দ্র চট্টোপাধ্যায়, কেশবচন্দ্র সেন, দ্বিজেন্দ্রনাথ ঠাকুর প্রমুখ বাঙালি দার্শনিকের দর্শনচিন্তায় পাশ্চাত্য দর্শনের প্রভাবের চেয়ে বেদান্ত দর্শনের অনুসরণ বেশি দেখা যায়। বাঙালি মুসলিম দার্শনিকেরা ইউরোপীয় চিন্তা-চেতনা দ্বারা প্রভাবিত হলেও কোরান এবং হাদিস থেকে বিচ্যুতি ঘটেনি। বিংশ শতাব্দীতে খানবাহাদুর আহছানউল্লাহ, বরকতুল্লাহ, আবুল হাশিম, দেওয়ান মোহাম্মদ আজরফ দর্শনের পথ দিয়ে ধর্মে প্রবেশ করেছেন। আরজ আলী মাতুব্বর, আহমদ শরীফ এবং সাইদুর রহমানের দর্শনচিন্তায় ধর্মনিরপেক্ষ দৃষ্টিভঙ্গির পরিচয় পাওয়া যায়। সাইদুর রহমান ধর্মনিরপেক্ষ বস্তুবাদ এবং ধর্মকেন্দ্রিক ভাববাদের সমন্বয় করেছেন। বিংশ শতাব্দীর প্রতিনিধিত্বশীল বিশিষ্ট সাত জন বাঙালি মুসলিম দার্শনিকের দর্শনচিন্তায় ধর্মান্বিত ভাববাদ ও ধর্মনিরপেক্ষ বস্তুবাদ এবং সমন্বয়ী দর্শন এক সঙ্গে চলেছে।

#### কোর্সের সুনির্দিষ্ট উদ্দেশ্য

১. শিক্ষার্থীদের বাঙালির দর্শন চিন্তা সম্পর্কে জানানো হবে।
২. পৃথিবীর অন্যান্য দেশের মত বাংলাদেশে যে দর্শন চর্চা হয়েছে তা দেখানো হবে।
৩. শিক্ষার্থীদের মধ্যে জাতীয়তাবাদী চেতনা বৃদ্ধি করার প্রয়াস নেওয়া হবে।
৪. শিক্ষার্থীদের মধ্যে মুক্তবুদ্ধির প্রবণতা বাড়ানো এবং শিক্ষার্থীদের যুক্তিবাদী করার প্রয়াস নেওয়া হবে।
৫. বাঙালি চিন্তায় ভাববাদী, বস্তুবাদী এবং সমন্বয়বাদী চিন্তাধারা সম্পর্কে শিক্ষার্থীদের বোধগম্য করানো হবে।

পাঠদান কৌশল: বক্তব্য, আলোচনা এবং শিক্ষার্থীদের সঙ্গে মতবিনিময়।

মূল্যায়ন পদ্ধতি: ফরমেটিভ ও সামেটিভ (ক্লাস পরীক্ষা, অ্যাসাইনম্যান্ট, প্রেজেন্টেশন এবং লিখিত পরীক্ষা)।

### কোর্স ইউনিট

#### ইউনিট-১ (বাংলাদেশ দর্শনের ঐতিহ্য ও বৈশিষ্ট্য সমূহ)

বিষয়বস্তু	এই ইউনিট সফলভাবে সমাপ্ত করার পর একজন শিক্ষার্থী:
বাংলাদেশ দর্শনের ঐতিহ্য ও বৈশিষ্ট্য	<ol style="list-style-type: none"><li>১. বাংলাদেশ দর্শনের উৎস ও বৈশিষ্ট্য সম্পর্কে জানতে পারবে।</li><li>২. ইউরোপ ও আমেরিকার দর্শনের সাথে বাংলাদেশ দর্শনের সম্পর্ক বুঝতে পারবে।</li><li>৩. জাতীয়তাবাদী চেতনায় উদ্বুদ্ধ হবে।</li></ol>

#### ইউনিট- ২ (প্রাচীনকালে বাঙালি চিন্তাবিদগণ)

বিষয়বস্তু	এই ইউনিট সফলভাবে সমাপ্ত করার পর একজন শিক্ষার্থী:
শান্তরক্ষিত, কমলশীল, শান্তিদেব, অতীশ দীপঙ্কর	<ol style="list-style-type: none"><li>১. প্রাচীন যুগের বাঙালি দার্শনিকদের দর্শন (জ্ঞানতত্ত্ব, অধিবিদ্যা এবং মূল্যবিদ্যা) বুঝতে ও বিশ্লেষণ করতে পারবে।</li></ol>

#### ইউনিট- ৩ (মধ্যযুগে বাঙালির চিন্তা)

বিষয়বস্তু	এই ইউনিট সফলভাবে সমাপ্ত করার পর একজন শিক্ষার্থী:
বঙ্গীয় সুফিবাদ, বাউল, বৈষ্ণব।	<ol style="list-style-type: none"><li>১. বঙ্গীয় সুফিবাদ, বাউল এবং বৈষ্ণব দর্শন বিষয়ে জানতে ও উপলব্ধি করতে সক্ষম হবে।</li></ol>

#### ইউনিট- ৪ (উনবিংশ শতাব্দীতে বাঙালি চিন্তাবিদগণ)

বিষয়বস্তু	এই ইউনিট সফলভাবে সমাপ্ত করার পর একজন শিক্ষার্থী:
রাজা রামমোহন রায়, দেবেন্দ্রনাথ ঠাকুর, অক্ষয়কুমার দত্ত, ঈশ্বরচন্দ্র বিদ্যাসাগর, নবাব আবদুল লতিফ, কেশবচন্দ্র সেন।	<ol style="list-style-type: none"><li>১. বেঙ্গল রেনেসাঁস এবং বাঙালি দার্শনিকদের চিন্তা সম্পর্কে জানতে পারবে এবং এই দর্শনের উপর পাশ্চাত্য দর্শনের প্রভাব বুঝতে পারবে।</li><li>২. বাঙালির দর্শনে নারীবাদ, মানবতাবাদ, শিক্ষাচিন্তা বিশ্লেষণ করতে পারবে।</li></ol>

### ইউনিট- ৫ (বিংশ শতাব্দীর বাঙালি চিন্তাবিদগণ)

বিষয়বস্তু	এই ইউনিট সফলভাবে সমাপ্ত করার পর একজন শিক্ষার্থী:
রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, আবুল হুসেন, আবুল হাশিম, জি, সি দেব, আহমদ শরীফ, আরজ আলী মাতুব্বর।	১. বিংশ শতাব্দীর বাঙালির দর্শনে জ্ঞানবিদ্যা, অধিবিদ্যা এবং মূল্যবিদ্যা বিষয়ে জানতে পারবে। ২. বাংলাদেশের দার্শনিকারাও যে ইউরোপীয় দার্শনিকদের মতো দর্শন চর্চা করেছে সে সম্পর্কে জানতে পারবে।

### সহায়ক গ্রন্থ

১. ড. আমিনুল ইসলাম, বাঙালির দর্শন (প্রাচীনকাল থেকে সমকাল), ঢাকা: মাওলা ব্রাদার্স, ২০০৪ ওয় মুদ্রণ।
২. ড. আমিনুল ইসলাম, বাংলাদেশে দর্শন ও অন্যান্য প্রবন্ধ, ঢাকা: ঢাকা বিশ্ববিদ্যালয়, মার্চ ২০০৫।
৩. শরীফ হারুন (সম্পাদিত), বাংলাদেশ দর্শন (ঐতিহ্য ও প্রকৃতি অনুসন্ধান), ঢাকা: বাংলা একাডেমী, ৩ খণ্ড।
৪. ডক্টর আব্দুল হাই ঢালী, বাংলাদেশ-দর্শন, ঢাকা: মিতা ট্রেডার্স।
৫. এম. মতিউর রহমান, বাঙালির দর্শন : ব্রাহ্ম ভাবধারা, ১ম, দ্বিতীয় ও তৃতীয় খণ্ড, (২০১২, ঢাকা) বাংলাদেশ এশিয়াটিক সোসাইটি।
৬. এম. মতিউর রহমান, বাঙালির দর্শন : প্রাচীন যুগ (২০১৫, ঢাকা) অবসর।
৭. এম. মতিউর রহমান, রবীন্দ্র দর্শন : মানুষ ও সমাজ (২০১৪, ঢাকা) নবযুগ।
৮. আরজ আলী মাতুব্বর, আরজ আলী মাতুব্বরের রচনা সংগ্রহ, ১ম ও ২য় খণ্ড (২০০০, ঢাকা) পাঠক সমাবেশ।
৯. আহমদ শরীফ, দর্শনচিন্তা (২০০২, ঢাকা), উত্তরণ।
১০. রাজা রামমোহন রায়, রচনাবলী, (প্রধান সম্পাদক, অজিত কুমার ঘোষ) (১৯৭৩, কলকাতা) হরফ প্রকাশনী।
১১. রায়হান রাইন (সম্পাদিত), বাংলার ধর্ম ও দর্শন (২০০৯, ঢাকা), সংবেদ।
১২. ড. মো. আনিসুজ্জামান, বিংশ শতাব্দীতে বাঙালি মুসলমানের দর্শন চিন্তা, (২০২২, ঢাকা), জাতীয় সাহিত্য প্রকাশ।

## 3<sup>rd</sup> Year Examination 2026 1<sup>st</sup> Semester

<b>PHIL 301</b>	<b>: Trends of Post-Hegelian Philosophy</b>	<b>Marks</b>
<b>Credit: 4</b>	হেগেলোত্তর দর্শনের ধারাসমূহ	
		Written Examination 70
		Internal Evaluation 20
		Attendance 10

### **Introduction to the Course**

This course offers a survey of the post Hegelian philosophical trends, covering the major figures in the history of Western thought in the 19<sup>th</sup> and 20<sup>th</sup> centuries. We will briefly consider the philosophy of Hegel, and to seek how this philosophy shaped the development of subsequent philosophy. We begin our survey focusing on the philosophy of neo-Hegelian idealism and neo-idealism and correspondingly the concepts of Hegelian right and Hegelian left. In succeeding classes we will follow a chronological development reviewing the philosophies of Moore, Russell, Neo-Realism, Neo-Critical Realism, Bergson, Logical positivism, Pragmatism, Existentialism and Dialectical Materialism. At the end of the course we will briefly consider how this history of thought shaped the development of subsequent philosophy.

### **Objectives of the Course**

The specific objectives of this course are:

1. to seek the background of the rise, fall and transformation of major philosophical movements after Hegel.
2. to provide a good understanding of key philosophical movements developed in the late 19<sup>th</sup> and 20<sup>th</sup> centuries, and the problems and issues raised by each movements/school of thoughts.
3. to investigate post Hegelian philosophical thoughts and recent developments.

### **Course Learning Outcomes (CLO)**

*After successful completion of this course students will be able to-*

1. comprehend the main features of the philosophical movements developed in the 20<sup>th</sup> century.
2. understand and critically analyze the arguments of twentieth century philosophers in relation to each other, and philosophical problems of our own time.
3. demonstrate critiques of or find potential problems with a theory or thesis that developed in this period.

### **Course Contents**

1. Background and characteristics of Post-Hegelian Philosophy.
2. Neo-Hegelian Idealism, Neo-Idealism.
3. Moore: Refutation of Idealism and Existence of the External World

4. Russell: Knowledge by acquaintance and knowledge by description, logical atomism, neutral monism.
5. Neo-Realism; Samuel Alexander and American Neo Realism.
6. Neo-Critical Realism.
7. Bergson: Space-Time, Religion and Moral Philosophy.
8. Logical positivism: Origin and Development, Verification Theory of Meaning.
9. Pragmatism: Epistemology and Theory of Truth.
10. Existentialism: Origin, Development and Nature. Humanistic Thought of Jean-Paul Sartre.
11. Dialectical Materialism: Sources and Laws of development.

#### Recommended Books:

1. C. E. M. Joad : Introduction to Modern Philosophy
2. D. M. Datta : The Chief Currents of Contemporary Philosophy
3. B. Russell : The Analysis of Mind
4. ——— : Our Knowledge of the External World
5. J. Passmore : Hundred Years of Philosophy
6. A. J. Ayer : Logical Positivism
7. W. James : Pragmatism A New Name for Some Old Ways of Thinking
8. ——— : Essays in Radical Empiricism
9. G. E. Moore : Philosophical Studies
10. Blackham : Six Existentialist Thinkers
11. Maurice Cornforth : Dialectical Materialism
12. Abdur Razzaque : David Hume and William James : Two Studies in Linkages.
13. রমাশ্রসাদ দাস ও শিবপদ চক্রবর্তী : পাশ্চাত্য দর্শনের রূপরেখা
14. অনিল কুমার বন্দ্যোপাধ্যায় : বিংশ শতাব্দীর পাশ্চাত্য দর্শন
15. ডি. জি. আফানাসিয়েভ : মার্কসীয় দর্শন : সরল রূপরেখা, অনুবাদক : কালিদাস শিকদার
16. মফিজউদ্দীন আহমদ (সম্পাদিত) : বার্ট্র্যাণ্ড রাসেল
17. ড. আমিনুল ইসলাম : সমকালীন পাশ্চাত্য দর্শন
18. সৈয়দ কমরুদ্দীন হোসাইন : সমকালীন দর্শনের কয়েকটি ধারা
19. ড. আব্দুল হামিদ : বিশ্লেষণী দর্শন: জি. ই. ম্যুর
20. ভোলানাথ বন্দ্যোপাধ্যায় : দ্বন্দ্বমূলক বস্তুবাদ (A translation of Maurice Cornforth's 'Dialectical Materialism')
21. পারভেজ ইমাম : প্রয়োগবাদের রূপরেখা
22. ড. প্রদীপ রায় (অনূদিত) : পাশ্চাত্য দর্শনের ইতিহাস, ৩য় খণ্ড, অবসর, ঢাকা, ২০১০

## 3<sup>rd</sup> Year Examination 2026

### 1<sup>st</sup> Semester

**PHIL 302 : Modern Logic**  
**Credit: 4** আধুনিক যুক্তিবিদ্যা

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the Course

Generally, logic is the study of arguments, to distinguish correct arguments from incorrect one. For distinguishing correct from incorrect arguments, philosophers use several criteria or tests. These criteria are conceptual clarity, consistency, rational coherence, comprehensiveness, compatibility with well-established facts and theories, and having the support of compelling arguments. And in this favor, logic helps to supply these elements with the help of good reasoning. The issues of logic are distinguished in many approaches, such as traditional, metaphysical, pragmatic, mathematical, modal, axiomatic, and so on. The purpose of Modern Logic is to emphasize the connection between Aristotelian logic to mathematical logic.

#### Objectives of the Course

The specific objectives of this course are:

1. –to generate knowledge about reflecting thinking;
2. – to develop reasoning power;
3. –to know some fundamental concepts for reflecting thinking such as sign, symbol, vagueness and ambiguity;
4. –to understand how a person acquire knowledge with the help of acquaintance descriptive phrase, demonstrative symbols, connotation and denotation;
5. –to analyze the differences between traditional and modern views about propositions;
6. –to comprehend mathematical and propositional functions to form conceptual argument;
7. –to know the characteristics about general propositions and descriptive propositions;
8. –to comprehend how implication and deduction is interrelated;

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1 (Reflective thinking in ordinary life)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Logic and thinking. Ambiguity of thinking, characteristics of unreflective and reflective thinking. Logic is concerned with reflective thinking.	<ol style="list-style-type: none"> <li>1. –analyze unreflective and reflective thinking;</li> <li>2. –explain when reflective thinking originates;</li> <li>3. –correlate reflective thinking with logical arguments.</li> </ol>

**Unit 2 (Language)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Language and signs. The hearer-speaker attitude. The two uses of Language. Vagueness and ambiguity.	<ol style="list-style-type: none"> <li>1. –define sign and symbol, and distinguish between them;</li> <li>2. –explain how a sign is related with language and explain their impotency;</li> <li>3. –analyze hearer-speaker attitude;</li> <li>4. –apply the scientific and logical languages;</li> <li>5. –compare valid arguments from invalid arguments with the help of the knowledge of Vagueness and ambiguity.</li> </ol>

**Unit 3 (Acquaintance and description)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The ambiguity of ‘knowing’. Proper names and descriptive phrases. Connotation and denotation. Names and connotation.	<ol style="list-style-type: none"> <li>1. –analyze the ambiguity of ‘knowing’;</li> <li>2. –compare knowledge by acquaintance and description;</li> <li>3. –explain how a person acquire knowledge with the help of acquaintance and description;</li> <li>4. –analyze how proper names are resemble to descriptive phrases in some respects and in other respects they resemble to demonstrative symbols;</li> <li>5. –discuss how a thing is related with connotation and denotation and whether proper names are connotative.</li> </ol>

#### Unit 4 (Propositions and their constituents)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The proposition and kinds of propositions. The traditional schedule of propositions.	1. –analyze sentence and proposition; 2. –define and express the modern and traditional views of propositions; 3. –analyze simple and compound propositions.

#### Unit 5 (Symbols and form)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The utility of symbols. Form and function.	1. –explain the utility and impotency of symbols; 2. –describe some special terminology such as form, variable, logical constant, and function; 3. –explain various kinds of symbols; 4. –explain and differentiate between mathematical and propositional functions.

#### Unit 6 (General propositions and descriptions)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Classes and general propositions. The analysis of descriptions.	1. –define non-elementary proposition and convert into symbol; 2. –analyze the special descriptive nature of proposition.

#### Unit 7 (Inference and implication)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature of inference. The conditions of valid inference. Implication and deduction. Syllogism, a Petitio Principii. Relation : its nature, classification and properties.	1. –distinguish inference from other mental processes and also distinguish from implication; 2. –explain the conditions of valid inference; 3. –express how implication is related to deductive arguments.



### Unit 8 (Relations and the logical properties of deductive relations)

Contents	Learning Outcome After successful completion of this unit student will be able to-	Teaching-learning Strategy	Assessment	Reinforcement Assignment/ Tasks
The importance of relations for deductive logic; referent and relatum, domain, converse domain, field; the properties of relations; and logical properties of deductive relations.	1. –know the importance of relations for deductive logic and also know the properties of relations; 2. –compare which relational properties valid and which are not valid for deductive logic; 3. –distinguish from traditional and modern perspectives of relational properties and use them properly upon logical arguments; 4.–show how relational properties are used to deductive logic.	Lecture based, discussion & interactive	formative & summative	Class test, assignment , presentation & written Exam.

#### Text Prescribed

L. S. Stebbing : *A Modern Introduction to Logic*, Mathuen & Co.LTD. London, 1961 (Chapters : I, II, III, IV, VIII, IX & XII)

#### Recommended Books:

১. Moris R. Cohen and Ernest Nagel : *An Introduction to Logic and Scientific Method*, Harcourt, Brace & World, Inc. New York, 1934
২. Bertrand Russell : *Introduction to Mathematical Philosophy*, George Allen & Unwin, Ltd., London, May 1919
৩. Patrick Suppes : *Introduction To Logic*, Van Nostrand Reinhold Company, New York, 1957
৪. মো. শামসুদ্দিন : *সহজ যুক্তিবিদ্যা পরিচিতি*, রাজশাহী, ১৯৯৭

## 3<sup>rd</sup> Year Examination 2026

### 1<sup>st</sup> Semester

**Course 303 : Political Philosophy**  
**Credit: 4**    রাষ্ট্রদর্শন

<b>Marks</b>	
Written Examination	70
Internal Evaluation	20
Attendance	10

#### **Introduction to the Course**

This course is intended as an introduction to political philosophy as seen through an examination of some of the major texts and thinkers of the Western political tradition. Three broad themes that are central to understanding political life are focused upon in this course, i.e. Greek Political Thoughts (City state, Greek democracy, Socrates, Plato and Aristotle); Political Thoughts of Medieval Period (The Pope and The Emperor, St. Augustine) and Modern Political Thinkers (Machiavelli, Hobbes, Locke, Rousseau, Hegel, Bentham, J.S. Mill, T.H. Green). The way in which different political philosophies have given expression to various forms of political institutions and our ways of life are examined throughout the course.

#### **Objectives of the Course**

The specific objectives of this course are:

1. to introduce students to some of the philosophical problems around the study of “politics” and the “political”.
2. questioning the role of political philosophy and its relationship with political science.
3. giving students some of the necessary tools to assess current political views with careful philosophical analysis, arguments and critical thought and, in turn, to defend their own views carefully and systematically.
4. to develop ability to write clearly, read closely on political philosophical issues with a critical eye.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definition, Nature, Origin and Development of Political Philosophy. The Relation of Political Philosophy with Political Science.	<ol style="list-style-type: none"> <li>1. define political philosophy;</li> <li>2. explain the origin &amp; subject-matter of political philosophy;</li> <li>3. state the relation between political philosophy and political science.</li> </ol>

**Unit 2**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Greek Political Thoughts: City state, Greek democracy, Socrates, Plato and Aristotle.	<ol style="list-style-type: none"> <li>1. understand and explain Greek political philosophy.</li> </ol>

**Unit 3**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Political Thoughts of Medieval Period: The Pope and The Emperor, St. Augustine.	<ol style="list-style-type: none"> <li>1. understand and evaluate the political philosophy of medieval period.</li> </ol>

**Unit 4**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Modern Political Thinkers: Mackiavelli, Hobbes, Locke, Rousseau, Hegel, Bentham, J.S. Mill, T.H. Green.	<ol style="list-style-type: none"> <li>1. explain and evaluate the different political thinkers of modern age.</li> </ol>

**Recommended Books:**

1. Plato, *The Republic*.
2. Aristotle, *The Politics*.
3. Mackiavelli, *The Prince*.
4. Hobbes, *Leviathan*.

5. Locke, *Two Treatise of Civil Government*
6. Rosseau, *Social Contract*
7. Sabine, *History of Political Theory*
8. Harold Laski, *State in Theory and Practices*
9. Bosanquet, *Philosophical Theory of the State*
10. C E M Joad, *Introduction to Modern Political Theory*
11. Gettele, *History of Political Theory*
12. Hick, *Political Philosophy*
13. Marx and Engels, *Communist Manifesto*
14. D. Guest, *Marxian Philosophy*
15. K. Popper, *Open Society and Its Enemy*
16. J S Mill, *Utilitarianism*
17. Do, *On Liberty*
18. D D Raphael, *Problems of Political Philosophy*
19. প্রাণ গোবিন্দ দাশ, *রাষ্ট্রচিন্তার ইতিবৃত্ত*
20. অমল কুমার মুখোপাধ্যায়, *রাষ্ট্রদর্শনের ধারা*
21. হেমাংশু ঘোষ, *আধুনিক রাষ্ট্রচিন্তা*

## 3rd Year Examination 2026

### 1<sup>st</sup> semester

<b>PHIL 304:</b>	<b>Practical Ethics</b>	<b>Marks</b>
<b>Credit: 4</b>	<b>ব্যবহারিক নীতিবিদ্যা</b>	Written Examination 70
		Internal Evaluation 20
		Attendance 10

#### Introduction to the Course

Practical ethics is an extended branch of normative ethics that examines how various principle of ethics can be applied in real life. Practical ethics today is concerned with what we should do in any given situation. It deals with many aspects of human, non-human animal and material world. Practical ethics is a course for making sense of the idea of right and wrong in a commonsense and practical way that relates to the world we live in. It is informed by a firm introduction to the main ideas of some of the most important ethical theories. This course aims to show the analysis of ethical judgments and to show the practical ethical implication for life and the earth.

#### Objectives of the Course

The Specific Objectives of this course are:

5. – to know the different branches of practical ethics.
6. – to understand the ethical basis of the issues that arise.
7. – to identify various moral dilemmas in real life.
8. – to create ability to distinguish between ethical and instrumental and other ground of action.
9. – to make and evaluate ethical arguments connected to daily life.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### Course Units:

##### Unit 1 (Introduction to Practical Ethics:)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Nature, scope and utility of practical ethics 2. Different branches of practical ethics	1. Recognize the major issues and prominent positions in contemporary applied ethics.

## Unit 2 (Issues of Practical Ethics:)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
1. Animal Killing, 2. Abortion, 3. Euthanasia 4. Human Cloning 5. Equity 6. Racism & Communalism 7. Disparity between rich and poor 8. Suicide 9. Pornography & Censorship 10. Discrimination of Men & Women	1. Know the major problems of applied ethics in detail 2. Explain the key concepts used in philosophical discussions of those issues. 3. Discuss and evaluate the main arguments in the course. 4. Articulate one's own arguments and views on applied issues, both in oral discussion and in writing 5. Create public awareness for justice

### Recommended Books

11. Singer, Peter, *Practical Ethics* (London: Cambridge University Press, Second Edition, 1993).
12. ———: *Applied Ethics*.
13. Vincent Berry: *Applying Ethics*.
14. Lewis Vaughn, *Doing Ethics: Moral Reasoning and Contemporary Issues*, W.W Norton, Incorporated, 2015 (4ed.).
15. Andrew I. Cohen & Christopher Health Wellma (ed.), *Contemporary Debates in Applied Ethics*, Wiley-Blackwell, 2013 (2ed).
16. Hugh Latollette, *The Oxford Handbook of Practical Ethics*, Oxford University Press.
17. R.G. Frey & Christopher Health Backwell Publishing Ltd. 2005.
18. এ. এস. এম. আব্দুল খালেক: *প্রায়োগিক নীতিবিদ্যা*।
19. আ. ফ. ম. উবায়দুর রহমান: *নীতিবিদ্যা*।
20. রাশিদা আখতার খানম: *পরিবেশ নীতিবিদ্যা*।
21. ড. প্রদীপ রায় (অনূদিত), *ব্যবহারিক নীতিবিদ্যা*, পরিবর্ধিত ও পরিমার্জিত সংস্করণ, অবসর, ঢাকা, ২০১৬।

## 3rd Year Examination 2026

### 2<sup>nd</sup> semester

<b>PHIL 305</b>	<b>: Readings in Philosophical Classics</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>(Plato, Hume and Kant)</b>	Written Examination	70
	চিরায়ত দর্শনের পাঠ (প্লেটো, হিউম ও কান্ট)	Internal Evaluation	20
		Attendance	10

#### Introduction to the Course

This course aims to give a fundamental knowledge of the classical philosophers who have a significant influence on the domain of knowledge. Plato's *The Republic* has a great importance in the context of moral psychology, justice, the notion of the ideal state, and in metaphysics. He is a great system builder in the history of philosophy. Hume's *A Treatise of Human Nature* and *An Enquiry Concerning Human Understanding* have a significant influence in the domain of post-Humean philosophy. Hume is the empiricist who regarded knowledge as ultimately derived from experience and who consequently faced the problem of the limitation of knowledge. Kant's *Critique of Pure Reason* is one of the most important works of Western philosophy. Kant focuses on what we can and cannot know through transforming concepts of freedom, God, self, and nature along the way. In resolving the impasse between rationalism and empiricism, Kant set out a new approach to epistemology and metaphysics called transcendental idealism.

#### Objectives of the Course

The Specific Objectives of this course are:

1. – to identify, analyze, construct, and criticize philosophical arguments of Plato, Hume and Kant;
2. – to understand the diverse areas of philosophical inquiry of these three philosophers;
3. – to analyze the arguments contained in the texts studied;
4. – to engage closely and critically with some of the ideas and arguments studied;
5. – to develop the ability to think independently about the issues presented, through study of the set texts and, where appropriate, compare of them with modern positions;
6. – to evaluate views and the arguments they offer in light of recent commentary.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit A Plato**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Plato- <i>The Republic</i>	<ol style="list-style-type: none"> <li>1. Describe, explain and distinguish key concepts of Plato's Republic</li> <li>2. Analyze the concept of power, justice, ideal state, shadow world, and philosopher king.</li> </ol>

**Unit B Hume**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Devid Hume- <i>A Treatise of Human Nature, An Enquiry Concerning Human Understanding</i>	<ol style="list-style-type: none"> <li>1. Prove the theory of ideas, principles of association, abstract ideas and the separability principle.</li> <li>2. Identify the idea of existence, the distinction between two kinds of "philosophical relations": "relations of ideas" and "matters of fact."</li> <li>3. Analyze memory and imagination</li> </ol>

**Unit C Kant**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Immanuel Kant- <i>Critique of Pure Reason</i>	<ol style="list-style-type: none"> <li>1. Demonstrate the central concepts and arguments put forward by Kant in his Critique of Pure Reason.</li> <li>2. Formulate the significance of Kant's views in the history of philosophy and their relevance to contemporary issues.</li> <li>3. Evaluate objections to Kant's views and possible answers to them.</li> </ol>



### Texts ( Selected Chapters)

- A. Plato: *The Republic*
- B. David Hume: *A Treatise of Human Nature*  
: *An Enquiry Concerning Human Understanding*
- C. Immanuel Kant: *Critique of Pure Reason*

### Recommended Books:

1. F.M. Cornford, *The Republic of Plato*, Oxford University Press, 1969
2. David Hume, *A Treatise of Human Nature*, Oxford University Press, 1970
3. R.C. Cross & A.D. Woozly, *Plato's Republic - A Philosophical Commentary*, The Macmillan Press Ltd., 1994
4. R.L. Nettleship, *Lectures on the Republic of Plato*, Macmillan, 1968
5. Bertrand Russell, *History of Western Philosophy*, Rutledge,, 1996
6. Frank Thilly, *A History of Philosophy*, Central Publishing House, Allahabad, 1987
7. David Hume, *A Treatise of Human Nature*, Oxford University Press:1739
8. David Hume, *An Enquiry Concerning Human Understanding*, Oxford University Press, 1748
9. D. Hume, *Enquiries Concerning Human Understanding and Concerning The Principles of Morals*, (ed.) by L. A. Selby-Biggy, Oxford: Clarendon Press, 1983
10. V.C.Chappell, *Modern Studies in Philosophy: Hume*, Doubledy and Company, New York: 1966
11. F. Copleston, *A History of Philosophy*, Vol. V, Image Boks, New York: 1994
12. Md. Razzaque, *David Hume and Willam James: Two Studies in Linkages*, Book India Publishing Co. Delhi: 2001
13. Ernest C. Mossner, *The Life of David Hume* (2<sup>nd</sup>edn.), Oxford University Press: 2001
14. Immanuel Kant's, *Critique of Pure Reason*, F. Max Muller (Trans.) Second Edition, The Macmillan Co. London: 1922
15. Rasvihary Das, *A Handbook to Kant's Critique of Pure Reason*, Progressive Publishers, Calcutta: 2004
১৬. সরদার ফজলুল করিম, প্লেটোর রিপাবলিক, ঢাকা বিশ্ববিদ্যালয়, ১৯৯৭
১৭. আবু তাহা হাফিজুর রহমান (অনুবাদ), মানব প্রকৃতির স্বরূপ অন্বেষণ, বাংলা একাডেমি, ১৯৮১
১৮. ড. আমিনুল ইসলাম, আধুনিক পাশ্চাত্য দর্শন
১৯. ড. আব্দুল হাই তালুকদার, আধুনিক পাশ্চাত্য দর্শনের ইতিহাস
২০. সৈয়দ কমরুদ্দীন হোসাইন, কান্টের দর্শন

## 3rd Year Examination 2026

### 2<sup>nd</sup> semester

<b>PHIL 306</b>	<b>: Fundamentals of Aesthetics</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>সৌন্দর্যতত্ত্বের মৌলিক ধারণা</b>	Written Examination	70
		Internal Evaluation	20
		Attendance	10

#### Introduction to the Course

This course is designed to make the students familiar with the elementary concepts and ideas of Aesthetics. It is an overview of the origin, nature, scope and problems of aesthetics, and such other topics. Moreover, it also deals with types of crafts, and fine arts, the theory of imitation, the aesthetic theory of Brajendra Nath Seal, and that of Zainul Abedin, Ramkinkar. The learners are intended to develop an insight into the above mentioned aesthetical contents and concerns.

#### Objectives of the Course

The specific objectives of this course are:

1. – to understand and evaluate the basic aesthetic concepts discussed from the texts on the curriculum.
2. – to identify and analyze the basic problems of aesthetics.
3. to explain, summarize and paraphrase, orally as well as in writing, the views on aesthetical issues.
4. – to create independent views on aesthetical issues and problems.
5. – to interpret the philosophical ideas and issues taught in the classes.

#### Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to-

1. apply the sense of aesthetics in practical life.
2. create a comprehensive, reflective and judging mind.
3. use views and opinions of different artists in their own life and also in society.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

## Course Units

### Unit 1: Aesthetics

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Origin, nature and scope of Aesthetics; problems of aesthetics. Nature of beauty: truth, beauty & goodness. Beauty: of nature & art. Aesthetics and epistemology, aesthetics and metaphysics.	<ol style="list-style-type: none"><li>1. describe the origin of aesthetics and the nature of its basic principles.</li><li>2. distinguish aesthetics from other branches of philosophy.</li></ol>

### Unit 2: Art

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Origin of art, form and content, different types of form, fact and truth, space and time, joy, morality, communication of ideas, utility and the personality of artist.	<ol style="list-style-type: none"><li>1. analyze the fundamental concepts and relate these to practical life.</li><li>2. understand the importance of art in our practical life.</li></ol>

### Unit 3: Different types of Crafts and Fine arts

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Literature, drama, painting, music, architecture and sculpture.	<ol style="list-style-type: none"><li>1. create a broad mind to understand the suggestive meanings of these works of art and their emotive appeals.</li><li>2. compare different kinds of fine arts and can know the distinct techniques of each form of art.</li></ol>

### Unit 4: Theory of imitation

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Plato, Aristotle.	<ol style="list-style-type: none"><li>1. differentiate the views of two great leading Greek philosophers on imitation. which is considered to be fundamental concept in art.</li></ol>

### Unit 5: Evaluation of Art

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Zainul Abedin. Theory of art: Brajendra Nath Seal	1. know the views and contributions of these two artists on art. 2. interrelate the ideas of one artist with another and in this way students will be able to develop an idea of wholeness.

### Recommended Books

১. প্রবাস জীবন চৌধুরী : সৌন্দর্য দর্শন
২. সিতাংশু রায় : সৌন্দর্য দর্শন
৩. সৈয়দ মঞ্জুরুল ইসলাম : নন্দন তত্ত্ব
৪. সিরাজুল ইসলাম চৌধুরী : এরিস্টটলের কাব্যতত্ত্ব
৫. ড. সাধন কুমার ভট্টাচার্য : শিল্পতত্ত্ব পরিচয়
৬. ড. সুধীর কুমার নন্দী : নন্দন তত্ত্ব
৭. সুরেন্দ্রনাথ দাসগুপ্ত : সৌন্দর্য তত্ত্ব
৮. অবনীন্দ্রনাথ ঠাকুর : বাগেশ্বরী শিল্প প্রবন্ধাবলী
৯. ড. বিলমকুমার মুখোপাধ্যায় : মার্কসীয় সাহিত্যতত্ত্ব, দে'জ পাবলিশিং, কলকাতা, ২০০৬
১০. অভয়কুমার গুহ : সৌন্দর্য্যতত্ত্ব, কলকাতা, প্রতিভাস, ২০০৮
১১. দেবীপ্রসাদ চট্টোপাধ্যায় : রূপ, রস ও সুন্দর, নয়া উদ্যোগ, কলকাতা, ২০০৭
১২. ড. সুখেন বিশ্বাস : নন্দনতত্ত্বে প্রাচ্য, দে'জ পাবলিশিং, কলকাতা, ২০১১
১৩. ----- : নন্দনতত্ত্বে প্রতীচ্য
14. Aristotle : The Poetics
15. M. Rader : A Modern Book of Aesthetics

## 3<sup>rd</sup> Year Examination 2026

### 2<sup>nd</sup> Semester

<b>PHIL 307</b>	<b>: Critical Reasoning</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>বিচারমূলক যুক্তিপদ্ধতি</b>	Written Examination	70
		Internal Evaluation	20
		Attendance	10

#### **Introduction to the Course**

In today's society, many people experience information overload. We are engaging with messages to believe various ideas, purchase things, support causes, and lead our lifestyle in a particular way. How do we know what to believe? How do we separate the truth from the myths? The answer lies in critical thinking skills. The ability to reason through problems and to present arguments in a logically compelling way has become an essential skill for survival in today's world. The components of this course are critical writing, informal logic, and epistemology. The content of the course is mostly philosophic, but most of the application and exercises will be centered on topics related to leadership. By studying this course students will analyze ideas in texts and lectures, learn how to analyze and construct arguments, and analyze problems in complex systems.

#### **Object of the Course**

The Specific objectives of this course are:

1. – to identify the main issue of an argument;
2. – to analyze the premises of an argument;
3. – to formulate conclusion of an argument and demonstrate an understanding of its significance;
4. – to identify value assumptions in an argument;
5. – to demonstrate the differences between effective and ineffective arguments;
6. – to explain different types of arguments and identify some common fallacies;
7. – to examine unclear and emotive language in an argument;
8. – to develop arguments, which are based on sound inferences and clear premises.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1 (Introduction)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Introduction and characteristics of Critical Reasoning. Why should we become a critical thinkers? Becoming an Individual, The influence of mass culture.	<ol style="list-style-type: none"> <li>1. Describe, explain and distinguish key concepts in critical thinking.</li> <li>2. Evaluate claims, issues and arguments, and identify mistakes in reasoning;</li> </ol>

**Unit 2 (Language)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Function of language and disputes. Language and self. Recognizing and analyzing arguments, The practice of argument reconstruction. Rhetorical ploys and fallacies.	<ol style="list-style-type: none"> <li>1. Prove the validity or invalidity of arguments in ordinary discourse.</li> <li>2. Identify an argument in a passage of ordinary text, including identifying the premises and conclusions and distinguishing them from extraneous information.</li> <li>3. Identify errors of reasoning and explain what the error in reasoning is.</li> <li>4. Analyze specific arguments for consistency and credibility.</li> </ol>

**Unit 3 (Critical Thinking tools)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Opinions, Evidence, Truth, Argument and The Pitfalls. Artificial Intelligence	<ol style="list-style-type: none"> <li>1. Apply good reasoning to issues and problems in professional and personal contexts.</li> <li>2. Demonstrate in argumentation with their peers in a productive and constructive manner.</li> <li>3. Formulate effective arguments.</li> <li>4. Experiment logical structure.</li> </ol>

**Recommended Books:**

1. Richard W. Paul and Linda Elder, *Critical Thinking*, London: Prentice Hall, 2002.
2. Tracy Powell and Gary Kemp, *Critical Thinkig: A Concise Guide*, Routledge, 2005.
3. Vincent Ryan Ruggiero, *Beyond Fellings: A Guid to Critcal Thinking*, McGraw Hill.

## 3<sup>rd</sup> Year Examination 2026

### 2<sup>nd</sup> semester

**PHIL 308 : Comparative Religion**

**Credit: 4**      তুলনামূলক ধর্ম

#### **Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

#### **Introduction to the Course**

Comparative religion is relatively a new area of study. This subject aims to develop mutual understanding among the people of different religious faiths by acquainting the main aspects and features of the living religions of the world. By studying this course, students will learn the main points of similarities and differences among different religions, and by comprehending the moral teachings of different religions, fellow feelings will develop among them.

#### **Objectives of the Course**

The specific objectives of this course are:

1. -to acquire knowledge about the origin and development of different religions;
2. -to know the fundamental teachings of the different religions of the world;
3. -to learn about the faiths and practices of the people of different religion;
4. -to know the similarities and differences among different religions;
5. -to comprehend moral teachings of different religions;
6. -to develop fellow-feeling through moral motivations of different religions;
7. -to develop communal harmony through moral teachings of different religions.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### **Course Units:**

**Unit 1 (A general study of the nature, scope, development and method of comparative religion)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Nature, scope, development and method of comparative religion. An elementary idea of Primitive, Indian and Semitic Religions. The origin, nature, development and fundamental principles of the main religions.	<ol style="list-style-type: none"><li>1. – describe the origin of the major living religions;</li><li>2. – distinguish between Semitic &amp; non-Semitic religions;</li><li>3. – explain the nature of comparative religion;</li><li>4. – state the method of comparative religion.</li></ol>

### Unit 2 (Comparative study of the fundamental concepts of Semitic religions)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
<b>Semitic Religions:</b> God, world, soul and immortality of soul, revelation and scriptures, sin and atonement, prayer and worship, salvation and its way, life after death, ethical teachings.	<ol style="list-style-type: none"> <li>1. explain the idea of God, soul, moral teachings, life after death etc. in Semitic religions;</li> <li>2. state the similarities of the idea of God, soul, moral teachings, life after death etc. in Semitic religions;</li> <li>3. describe the dissimilarities of the idea of God, soul, moral teachings, life after death etc. in Semitic religions;</li> </ol>

### Unit 3 (Comparative study of the fundamental concepts of Indian religions)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
<b>Indian Religions :</b> God, world, soul and immortality of soul, Karma, Rebirth, Liberation and method for liberation, Life after death, Ethical teachings.	<ol style="list-style-type: none"> <li>1. – explain the idea of God, soul, moral teachings, life after death etc. in Indian religions;</li> <li>2. – state the similarities of the idea of God, soul, moral teachings, life after death etc. in Indian religions;</li> <li>3. – describe the dissimilarities of the idea of God, soul, moral teachings, life after death etc. in Indian religions.</li> </ol>

### Unit 4 (Comparative study of the fundamental concepts of Indian & Semitic religions)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
A Comparative survey of Indian and Semitic Religions.	<ol style="list-style-type: none"> <li>1. – state the similarities between the ideas of God, soul, moral teachings, life after death etc. in Indian &amp; Semitic religions;</li> <li>2. – describe the dissimilarities between the ideas of God, soul, moral teachings, life after death etc. in Indian &amp; Semitic religions;</li> </ol>



### Recommended Books

1. *The Holy Qur'an: Arabic Text with English Translation*, trans. Abdullah Yusuf Ali, Kitab Bhavan, New Delhi, India, 1996.
2. *Holy Bible: The New Revised Standard Version*, Catholic Edition, Catholic Bible Press, Nashville, USA, 1991.
3. শ্রীমদ্ভগবদগীতা, গীতাশাস্ত্রী জগদীশচন্দ্র ঘোষ সম্পাদিত, ষষ্ঠবিংশতিতম সংস্করণ, প্রেসিডেন্সী লাইব্রেরী, কলিকাতা, ১৯৯৬।
4. ড. মোহাম্মদ বেলাল হোসেন, *তুলনামূলক ধর্ম*, ঢাকা: বাংলাদেশ ইসলামিক ল' রিসার্চ এন্ড লিগ্যাল এইড সেন্টার-এর পক্ষে, ২০২২।
5. শামীমা আক্তার, *তুলনামূলক ধর্ম*, ঢাকা: জাতীয় সাহিত্য প্রকাশ, ২০২৪।
6. Geoffrey Parrinder, *Comparative Religion*, 2<sup>nd</sup> ed., Sheldon Press, London, 1977.
7. Bouquet, A. C., *Comparative Religion: A Short Outline*, 7<sup>th</sup> ed., Penguin Books, London, 1967.
8. Kedar Nath Tiwari, *Comparative Religion*, Motilal Banarsidass, Delhi, 1992.
9. Md. Akhtar Ali, *Moral Codes in Islam and Christianity: A Comparative Study*, Lambert Academic Publishing, Saarbrücken, Germany, 2017.
10. Jacob Newsner, Bruce Chilton, et al., *Three Faiths, One God : The Formative Faith and Practice of Judaism, Christianity, and Islam*, Brill Academic Publishers, Inc., Boston, 2002.
11. John Corrigan, Frederic M. Denny, et al., *Readings in Judaism, Christianity and Islam*, Prentice Hall, New Jersey, 1998.
12. A. N. Islam, *The Nature of Self, Suffering and Salvation: With Special Reference to Buddhism and Islam*, Vohra Publishers & Distributors, Allahabad, India, 1997.

## 3<sup>rd</sup> Year Examination 2026

### 2<sup>nd</sup> semester

**GED 309 : Economics**

**Credit: 4** অর্থনীতি

#### **Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

#### **Introduction to the Course**

Through the study of microeconomics and macroeconomics, the undergraduate economics programs help students to establish an in-depth understanding of the functioning of domestic and global economics and to develop the necessary and portable skills to perform economic analysis for both public and private sector positions as well as for graduate studies in related fields.

#### **Objectives of the Course**

The specific objectives of this course are:

1. – to understand the economic issues and problems faced by individuals, organizations and society, the economic principles that help explain behavior and the range of institutions that affect the allocation of resources.
2. – to apply methods of economic analysis (such as supply and demand, equilibrium, constrained optimization and dynamic analysis) to behavior and social phenomena.
3. – to prepare or advanced study or employment.
4. – to learn how to articulate pragmatic, principles-based policies to enhance economic well-being and promote social justice.

#### **After Successful Completion of the Course Students will be able to:**

1. analyse the consumer marginally for decision making.
2. interpret the political economy
3. demonstrate and understand the basic functions of national and global economy.
4. analyse the determinants of macroeconomic conditions.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1 (General study of economics, nature, scope and some fundamental economic questions)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
definition, scope, micro and macroeconomics, some fundamental economic questions of society.	<ol style="list-style-type: none"> <li>1. define the fundamental concepts of economics</li> <li>2. explain the subject-matter of micro and macroeconomics</li> <li>3. explain some fundamental economic questions of society.</li> </ol>

**Unit 2 (Marshallian Utility theory)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
definition, total utility, law diminishing theory	<ol style="list-style-type: none"> <li>1. define, explain and illustrate the utility theory of Marshall</li> <li>2. explain the nature of law of diminishing marginal utility</li> </ol>

**Unit 3 (Demand and Supply)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
concept of demand, supply and their interrelations.	<ol style="list-style-type: none"> <li>1. define and explain the concept of demand, supply and equilibrium in markets for goods and services.</li> <li>2. distinguish between demand schedule and demand curve</li> <li>3. explain interrelationships of supply and demand</li> <li>4. explain the process of changes in equilibrium price and quantity.</li> </ol>

**Unit 4 (Production and factors of production)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
definition, classification and factors of production	<ol style="list-style-type: none"> <li>1. define the idea of production and factors of production</li> <li>2. describe the different factors of production</li> </ol>

### Unit 5 (Money and Banking)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
bank and its classification and functions	1. define money by its functions 2. explain the role of banks and their functions 3. describe the dissimilarities between central bank and commercial bank

### Unit 6 (Role of public finance, public income and expenditure & budget)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
define national income, public income, government expenditure, budget, public finance and income	1. explain government expenditure 2. define taxation, federal deficits and national debt. 3. explain the questions of a balanced budget.

### Recommended Books

1. Adam Smith : The Nature and Causes of Wealth of Nations.
2. Amartya Sen : On Ethics and Economics.
3. H.L. Ahuja : Modern Economics
4. Alfred Marshal : Principles of Economics
5. Lionel Robbins : An Essay on the Nature and Significance of Economic Science.
6. D.N. Dwivedi : Macroeconomics: theory and policy
7. Charles F. Bastable : Public Finance
8. William A. Scott : Money and Banking
9. Mankiw : Principles of Microeconomics
১০. আমানুল্লাহ : আধুনিক অর্থনীতি
১১. হক ও রহমান : আধুনিক অর্থনীতি
১২. সম্পৎ মুখার্জি ও দেবেশ মুখার্জি: সমকালীন অর্থনীতি

## 4<sup>th</sup> Year Examination 2027

### 1<sup>st</sup> semester

<b>PHIL 401</b>	<b>: Fundamentals of Linguistic Analysis</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>and Post Modern Philosophy</b>	Written Examination	70
	ভাষা বিশ্লেষণের মৌলিক ধারণা এবং	Internal Evaluation	20
	উত্তরাধুনিক দর্শন	Attendance	10

#### Introduction to the course

The linguistic analysis is embalmed to dominate Anglo-American philosophy in the twentieth century with the inspiration of groundbreaking developments in symbolic logic. Analytic philosophers took the 'linguistic turn,' believing that philosophical problems could be understood and resolved by carefully attending to the logic of our language. This course will examine the origins of this tradition by overviewing the major works of twentieth-century western philosophers. We will explore the diverse and vital contributions made by these philosophers to such areas as epistemology, the philosophy of mathematics, and the philosophy of science. Through the course, the student will develop a pan understanding of the methods, claims, attractions, and limitations of analytic and post-modern philosophy, and be well-positioned to participate in contemporary philosophical debates.

#### Objectives of the Course

The specific objectives of this course are:

1. to understand different conceptions of philosophical analysis.
2. to summarize key problems of analytic and post-modern philosophy.
3. to discuss the viewpoints of major 20<sup>th</sup> century philosophers.
4. to critique the canon of post-modern philosophy.
5. to evaluate the successes and failures of the analytic approach to philosophy.
6. to formulate interpretive arguments that bring out the salient features of historical figures.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Unites of Contents: Fundamentals of Linguistics Analysis:**

Course Contents	Learning Outcomes <i>After the successful completion of the course the students will be able to-</i>
Aim and nature of linguistic analysis; language and reality	1. understand the aim and nature of linguistic analysis
Propositions: compound, basic, atomic and molecular propositions. Atomic facts	2. explain different forms of proposition and their inner logical structures
Theories: logical atomism, theory of description and picture theory of meaning	3. interpret basic theoretic tools of analytic philosophy
Syntax, Semantics	4. analyze linguistic theories

**Unites of Contents: Post Modern Philosophy:**

Deconstruction, Structuralism and Post- structuralism	1. evaluate linguistic theories
Post-modern Concepts: productive difference, hyper-reality, meaning- holism, semantic naturalism, possible world semantics and post-human condition	2. analyze different post-modern concepts

**Recommended Books**

1. Bertrand Russell, *The Problems of Philosophy*. New York Henry Holt and Company, London, 1912.
2. Ludwig Wittgenstein, *Tractatus-Logico-Philosophicus*. Kegan Paul (London), 1922.
3. George Pitcher, *The Philosophy of Wittgenstein*. Prentice-Hall of India Private Limited New Delhi, 1972.
4. Jean Baudrillard, *Simulacra and Simulation*, Sheila Faria Glaser (trans.), Ann Arbor: University of Michigan Press, 1994.

5. Lawrence Cahoon, (ed.), *From Modernism to Postmodernism: An Anthology, 2nd Edition*, London: Blackwell Publishing, Ltd.
6. Gilles Deleuze, *Difference and Repetition*, Paul Patton (trans.), New York: Columbia University Press.
7. Jacques Derrida, *Of Grammatology*, Gayatri Chakravorty Spivak (trans.), Baltimore: Johns Hopkins University Press.
8. Michel Foucault, *Madness and Civilization: A History of Insanity in the Age of Reason*, Richard Howard (trans.), New York: Random House.
9. Jurgen Habermas, *The Philosophical Discourse of Modernity*, Frederick Lawrence (trans.), Cambridge: Cambridge University Press.
10. J.-F., Lyotard, *The Postmodern Condition: A Report on Knowledge*, Geoff Bennington and Brian Massumi (trans.), Minneapolis: University of Minnesota Press.
১১. রমাপ্রসাদ দাস, *শব্দ ও অর্থ: শব্দার্থের দর্শন*, আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড, কলকাতা, ১৯৯৫।
১২. ড. এম. আবদুল হামিদ, *দার্শনিক প্রবন্ধ সংকলন*, অনন্যা, বাংলাবাজার ঢাকা, ২০১১।

## 4<sup>th</sup> Year Examination 2027

### 1<sup>st</sup> semester

**PHIL 402 : Epistemology**

**Credit: 4**      জ্ঞানতত্ত্ব

### **Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

### **Introduction of the Course**

Epistemology is the theory of knowledge, the study of the nature, sources, and limitations of knowledge. In studying the nature of knowledge, we will discuss the conditions that a belief must meet to qualify as knowledge. Thus, we will explore what it takes for a particular belief to be justified and the connections between being justified in believing something, being right in believing it, and knowing it. In studying the sources of knowledge, we will address the extent to which perception, memory, testimony, and reasoning give us knowledge. Finally, while we study the limitations of knowledge, we will consider the challenge known as skepticism. This is the challenge to show that, strictly speaking, we do not know anything correctly at all. In most of the readings we will study contemporary philosophers though, in some cases, we will refer to early modern philosophers such as Descartes, Hume, or Kant.

### **Objectives of the Course**

The specific objectives of the course are:

1. to introduce students to the most important contemporary and ancient issues in epistemology;
2. to introduce the most important classical and contemporary problems that have arisen within epistemology;
3. to scrutinize the basic concepts of epistemology, such as belief, truth, justification, perception, and knowledge.

### **Course Learning Outcome (CLO)**

After successful completion of this course student will be able to-

1. familiar with the main positions on the following issues on epistemology: The nature of knowledge, the sources of knowledge and the limits of knowledge.
2. develop an understanding of several philosophical theories in the area of epistemology such as foundationalism and coherentism regarding the structure of knowledge.
3. develop an understanding of several philosophical theories in the area of epistemology regarding the nature of epistemic justification,



4. acquire an awareness of the main philosophical positions in contemporary epistemology regarding the issues mentioned above.
5. acquire the ability to analyse texts from contemporary analytic philosophers working on epistemology and extract the relevant arguments from them.
6. acquire the ability to evaluate an argument by an analytic philosopher working on epistemology.
7. explain, both in writing and orally, key concepts of epistemology in an intuitive and philosophically sophisticated way.
8. demonstrate the arguments for and against the views in epistemology.
9. analyse the views and arguments which epistemologists advance.
10. relate the issues of the module concerns with those in other areas of philosophy, including the history of philosophy.
11. present and debate ideas in writing, in an open minded and rigorous way.

**Teaching –Learning Strategy:** Lecture, Exercise, Open discussion

**Assessment: Formative & summative**

Class Attendance, Internal evaluation (Class test, assignment, presentation), Final written examination.

**Course Content**

**Unit-1:**

**Chapters from Matthias Steup:** Knowledge and justification a priori knowledge, the concept of epistemic justification.

Fundationalism, coherentism, the debate over foundationalism and coherentism, reliabilism, naturalistic and non-naturalistic epistemology.

**Unit-2:**

**Chapters from Robert Audi:** Introduction, Sources of justification, knowledge, and truth: perception, memory, consciousness, reason, testimony.

The structure and growth of justification and knowledge: Inference and the extension of knowledge.

The nature and scope of justification and knowledge: the analysis of knowledge, Scientific, moral and religious knowledge, skepticism.

**Prescribed Texts:**

1. **Matthias Steup**, *An Introduction to Contemporary Epistemology*, New Jersey: Prentice Hall and Upper Saddle River, 1998.
2. **Robert Audi**, *Epistemology: A Contemporary Introduction to the Theory of Knowledge*, NY: Routledge, 2003 2<sup>nd</sup> edition, 1998 first published.

**Recommended Books:**

1. Matthias Steup, John Turri, and Ernest Sosa (Ed.), *Contemporary Debates in Epistemology*, UK, USA: Wiley Blackwell Publishing, 2014.
2. Laurence Bonjour, *The Structure of Empirical Knowledge*, Cambridge MA: Harvard University Press, 1985.
3. Noah Lemos, *An Introduction to the Theory of Knowledge*, NY: Prentice Hall, 2007.
4. A. D. Woozley, *Theory of Knowledge*, London: Hutchinson & Co. Ltd., 1<sup>st</sup> published 1949, 9<sup>th</sup> reprint 1976.

## 4<sup>th</sup> Year Examination 2027

### 1<sup>st</sup> Semester

<b>GED 403</b>	<b>: Globalism and Current Global Issues</b>	<b>Marks</b>
<b>Credit: 4</b>	<b>বিশ্বায়নবাদ ও সমকালীন বৈশ্বিক ইস্যু</b>	
		Written Examination 70
		Internal Evaluation 20
		Attendance 10

#### **Introduction to the course**

Power erosion of nation-states, transfer of sovereignty from governments to regional entities, development of multinational corporations, end of regulation of monetary, financial and economic markets, expansion of free-market ideology, technical progress in the communications, and possibility of locating units of production of goods and services almost everywhere in the world have contributed to uniting or globalizing our planet. However, it can be considered, to a certain extent, as a more recent phenomenon. Over the past few years, it has experienced a high acceleration, due to the factors relating to geopolitical changes, ideological domination of market forces, technological progress and aiming to increase the return of capital investment. Without having reasonable access to the Current Global tradition, tertiary education cannot be fulfilled. For this reason, this course has been included in the curriculum to make students knowledgeable in Globalism and Current Global Issues.

#### **Objectives of the Course**

The Specific Objectives of this course are:

1. - to understand the most widespread Global trends on the eve of the twenty-first century presenting some of its implications to knowledge, employment and poverty;
2. - to identify some of the challenges raised by globalization in the specific sphere of education;
3. - to describe the principle of learning to live together;
4. - to examine interpretive arguments that bring out the salient features on contemporary geopolitical debates;
5. - to analyze the situation of trans-border exchanges evaluating the expansion of free-market ideology.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Unites of Contents: Globalism:**

Course Contents	Learning Outcomes <i>After Successful completion of the course students will be able to</i>
Globalism and Globalization: definition and differences; etymological meaning, usages and their philosophical views.	interpret the aim and nature of Globalism
Philosophical views of the study of global current Issues, relevance & importance, and its various forms and interrelations.	understand philosophical views of global current Issues
Colonialism and Imperialism: definition, origin (historical succession), nature, types and the philosophical observation.	analyze the nature of colonialism and imperialism
By product of imperialism : orientalism and its objectives. Reactions of imperialism: de-colonialism, the philosophical observation of the transformation of imperialism to de-colonialism	identify the by product and reactions of imperialism

**Unites of Contents: Current Global Issues:**

Global Issues: social, political, economic and environmental	explain the Forms of Global Issues
Economic opportunity and unemployment, food and water security, political freedom and political instability, human safety, security and well-being, government accountability and transparency, corruption and poverty, religions and state, problems concerning refugee, terrorism, climate change and destruction of natural resources and problems concerning contemporary education and approaches to peace building.	analyze the different global current Issues

## Recommended Books

1. Alexander N. Chumakov, Philosophy of Globalization (Selected articles), Lomonosov Moscow State University, The Faculty of Global process, Moscow, 2010.
2. Kavaljit Singh, *Questioning Globalization*, IBON Books, Manila, 2004.
3. Said, Edward, *Orientalism*, Panguin, London, 1977.
4. Catherin LU (Editor), Just and Unjust Interventions in World Politics: Private and Public
5. Religion and the State, Natalie Goldstein Foreword by Walton Brown-Foster, 2010 by Infobase Publishing
6. John N. Clarke and Geoffrey R. Edwards (editors), *Global Governance in the Twenty-Fist Century*.
7. Ho-Won Jeong (editor), *Global Environmental Policies: Institutions and Procedures*.
৮. জোসেফ ই. স্টিগলিজ, গ্লোবালাইজেশন অ্যান্ড ইটস ডিসকনটেন্টস, অনুবাদ : ড. মোহাম্মদ আবদুর রশীদ, অংকুর প্রকাশনী, ঢাকা, ২০১০।
৯. ফকরুল চৌধুরী সম্পাদিত, উপনিবেশবাদ ও উত্তর-উপনিবেশিক পাঠ, রয়ামন পাবলিশার্স, ঢাকা, ২০০৭।
১০. অমিয়কুমার বাগচী সম্পাদিত, বিশ্বায়ন ভাবনা-দুর্ভাবনা প্রথম ও দ্বিতীয় খন্ড, ন্যাশনাল বুক এজেন্সি প্রাইভেট লিমিটেড, কলকাতা, ২০০৮।
১১. ফরহাদ মজহার, সাম্রাজ্যবাদ, আগামী প্রকাশনী, ঢাকা, ২০০৮।

&

Editorials of different National and International Dailies and Journals.

## 4<sup>th</sup> Year Examination 2027

### 1<sup>st</sup> semester

**PHIL 404 : Applied Philosophy**  
**Credit: 4**      **প্রায়োগিক দর্শন**

#### **Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

#### **Introduction to the Course**

Philosophy, since its beginning was primarily theoretical in nature, though it is often said that philosophy deals with the fundamental problems of life and the world. Thus the practical issues related to human life and the world are very much relevant to the subject-matter of philosophy. This idea was realized seriously by some philosophers of the twentieth century and consequently opened up a new area of philosophical discourse. This new area of philosophical discourse is applied philosophy which deals with the practical issues related to human life. This course covers some practical issues related to personal life, family life, economic life, civil and social life of a person.

#### **Objectives of the Course**

The specific objectives of this course are:

1. -to know the differences between applied philosophy and analytic or theoretical philosophy;
2. -to learn about the nature, types and necessities of self respect and autonomy;
3. -to know about various aspects of human bonds and its impact on human life;
4. -to comprehend the causes of terrorism and to find out its possible remedies;
5. -to know about the fundamental human rights and its different forms;
6. -to know the fundamental rules of business and the responsibilities of business personals;
7. -to know about free market economy and its merits and demerits.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:****Unit 1 (A general study of the nature, scope, subject-matter and characteristics of applied philosophy)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Applied Philosophy: Nature and Subject-matter – Theory and practice – Analytic versus value-judgments – Fact-Value Distinction – Atomistic / Holistic Approach.	<ol style="list-style-type: none"> <li>–define applied philosophy;</li> <li>- explain the subject-matter of applied philosophy;</li> <li>– distinguish between applied philosophy and analytic philosophy.</li> </ol>

**Unit 2 (Human Relationship)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Relationships: Human Bonds – Natural, Legal and Social – Duties and Obligations Towards Each other – Material and Family Bonds – Gender Questions.	<ol style="list-style-type: none"> <li>–explain different types of human bonds;</li> <li>– describe the necessities of bonds on human life;</li> <li>– explain different philosophical theories for unbonding;</li> <li>– state the merits and demerits of bonding and unbonding.</li> </ol>

**Unit 3 (Family and Parenthood)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Parental Rights and Property Rights – Concept of Generation – Authenticity of Parenthood – Caring Children.	<ol style="list-style-type: none"> <li>–explain the domain of parental right;</li> <li>– distinguish between parental rights and property rights;</li> <li>– state the proper mode of parental caring.</li> </ol>

**Unit 4 (Self-Respect)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Two Aspects of self-respect – Conative and Estimative – Psychological and Moral Perspective – Objective & Subjective Standard – Elizabeth Telfer’s Evaluation of Self-Respect.	<ol style="list-style-type: none"> <li>–define self-respect;</li> <li>– distinguish between two aspects of self-respect;</li> <li>– state the danger of losing self-respect.</li> </ol>

### Unit 5 (Autonomy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
External and Internal Dimension of autonomy – Liberty versus Autonomy – Kant’s and Mill’s Conception of Autonomy.	<ol style="list-style-type: none"><li>1. –explain the meaning of autonomy;</li><li>2. – distinguish between liberty and autonomy;</li><li>3. – explain philosophical views on autonomy.</li></ol>

### Unit 6 (Human Rights)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Meaning and History of Human Rights – Hohfeld’s Four-Fold Classification – John Rawl’s Contractual Argument.	<ol style="list-style-type: none"><li>1. –define human rights;</li><li>2. – state the classification of human rights;</li><li>3. – explain Rawl’s view about the development of human rights.</li></ol>

### Unit 7 (Terrorism)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definition of terrorism, Aspects of Terrorism – Types of Terrorism – Terrorism and War – Evaluation of Terrorism.	<ol style="list-style-type: none"><li>1. –define terrorism;</li><li>2. –make distinction among different forms of terrorism;</li><li>3. – explain why terrorism is morally wrong;</li><li>4. - distinguish between terrorism and just war.</li></ol>

### Unit 8 (Philosophy and Law)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Central Features of the Concept of Law – Natural Law and Legal Positivism – Austin’s View of Positivism – Hart’s Conception of Legal Positivism.	<ol style="list-style-type: none"><li>1. –explain the feature of law;</li><li>2. – state the necessities of law in the society;</li><li>3. – Explain philosophical views about the development of law.</li></ol>



### Unit 9 (Business Ethics)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Relation Between Business and Ethics – Different views- Profit-Making Responsibility of Business – Minimalist and Maximalist View – Ethics as a Social Policy.	<ol style="list-style-type: none"> <li>–explain the relation between business and morality;</li> <li>– state the purpose of business;</li> <li>– state the obligation of business personals towards society.</li> </ol>

### Unit 10 (Market Economy)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Philosophy of Market Economy - Market Economy & Human Nature – Arguments for & Against Market Economy, Sustainable Development.	<ol style="list-style-type: none"> <li>–explain what market economy is;</li> <li>– explain the merits and demerits of free market economy;</li> <li>– state the idea of sustainable development.</li> </ol>

### Recommended Books

1. B. Almond & D. Hill (ed.), *Applied Philosophy*, London and New York: Routledge & Kegan Paul, 1991
2. Almond, B. (ed.), *Introducing Applied Ethics*, Oxford: Blackwell Publications, 1995
3. Hugh LaFollette (ed.), *Ethics in Practice*, Oxford, Melbourne, Berlin, : Blackwell Publisher, 1997
4. Dillon, R. S. (ed.), *Dignity, Character and Self-Respect*, New York: Routledge & Kegan Paul, 1995
5. Iannore, A. P. (ed.), *Contemporary Moral Controversies Business*, Oxford: Oxford University Press, 1989
6. Joseph W. Weiss, *Business Ethics*, AusFirst reprint Singapore, 2004
7. Ceadel, M. *Thinking about Peace and War*, Oxford: Oxford University Press, 1987
8. Steiner, H., *An Essay on Rights*, London and Boston: Routledge and Kegan Paul, 1998

## 4<sup>th</sup> year Examination 2027

### 1<sup>st</sup> Semester

**GED 405 : Statistics**  
**Credit: 4** পরিসংখ্যান

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the Course

Statistics is a form of mathematical analysis that uses quantified models, representations, and synopses for a given set of experimental data or real-life studies. In an increasingly complex world, statistical thinking, understanding, and skill are more important than ever. Any research problem can be solved easily by using the statistics module. This course provides students with skills for proficiency in statistics in the prospect of research.

#### Objectives of the Course

The specific objectives of this course are:

1. - to provide students with the knowledge of statistical tools and techniques used in philosophical decision making and solve problems arising in daily affairs;
2. – to provide an understanding for the undergraduate student on statistical concepts to include measurements of location, measures of dispersion, probability, correlation and regression, index number and sampling.
3. - to apply statistical knowledge and skills throughout future careers;
4. - to train up students in order to be a good statistician;

#### Course Learning Outcomes:

After successful completion of this course students will be able to:

1. - understand statistical concepts to measures of central tendency, measures of dispersion, correlation and regression, and sampling.
2. - differentiate between descriptive and inferential statistics.
3. - identify business and economic data graphically and numerically and explain relationships between graphs and numerical data;
4. - distinguish distributions drawn from discrete and continuous data, e.g. binomial and normal distributions;
5. - apply measures of location and measures of dispersion-grouped and ungrouped data cases;
6. - apply statistical tools to solve problems from different fields.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Course Units:**

**Unit 1 (Introduction)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Definitions, scope, functions, limitations	<ol style="list-style-type: none"><li>1. define statistics;</li><li>2. explain the nature of statistics;</li><li>3. know the limitation of statistics;</li><li>4. differentiate between descriptive and inferential statistics</li></ol>

**Unit 2 (Data collection and presentation)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Collection, classification & tabulation of statistical data frequency distribution and graphical representation of data.	<ol style="list-style-type: none"><li>1. identify business and economic data graphically and numerically and explain relationships between graphs and numerical data.</li></ol>

**Unit 3 (Measures of central tendency)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Mean & mode their computation and properties, problems	<ol style="list-style-type: none"><li>1. calculate and apply measures of central tendency grouped and ungrouped data cases.</li></ol>

**Unit 4 (Measures of Dispersion)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Absolute and relative measures of dispersion computation and properties, problems	<ol style="list-style-type: none"><li>1. calculate and apply measures of dispersion grouped and ungrouped data cases.</li></ol>

### Unit 5 (Correlation Analysis: An introduction)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Types of correlation, importance or uses of correlation analyses, methods of studying correlation, person's coefficient of correlation	1. determine from a given set of correlation values which correlation indicates the strongest/weakest linear relationship between two quantitative variables.

### Unit 6 (Probability)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Meaning, addition and multiplication theorems, sample space, events, marginal condition probability, statistical independence of events, baye's theorem, expected value	<ol style="list-style-type: none"><li>1. explain the concept of probability</li><li>2. calculate the probability of simple events</li><li>3. calculate the probability of compound events</li><li>4. calculate the probability of complementary events</li></ol>

### Recommended Books for Fundamental of Statistics

1. Gupta & Gupta Business Statistics
2. Md. Ali Mian and Alimullah Miyan: An Introduction to Statistics, Dhaka, Ayub ALi, 2011..
3. Statistics- Theory and Practice Shukla MC and Gulshan SS
4. Introduction to Theory of Statistics Yule and Kendall
5. Business Statistics: Manindra Kumar Roy, Jiban Chandra Paul and Dulal Chandra Roy

## 4<sup>th</sup> Year Examination 2027

### 2<sup>nd</sup> Semester

**PHIL 406 : Philosophy of Education**  
Credit: 4      শিক্ষাদর্শন

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the Course

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill, and a healthy attitude. It makes an individual civilized, refined, cultured, and educated. Education in the traditional sense means controlling or disciplining the behavior of an individual. Moreover, a philosopher tries to answer some basic questions according to their mature reflection and thinking, and these different answers lead to different philosophies. Therefore, the philosophy of education may be defined as the application of the fundamental principle of the philosophy of life to the work of education. Philosophy of education offers a particular set of principles and establishes a specific set of aims and objectives. It offers criteria for intelligent interpretation of educational end and means.

#### Objectives of the Course:

The Specific Objectives of this course are:

1. - to interpret the meaning of philosophy of education;
2. - to explain the unlimited scope of philosophy of education;
3. - to enumerate the various functions of philosophy of education. State the various methods of Philosophical inquiry;
4. - to describe the relationship between philosophy of teaching and teaching styles.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### Course Units:

##### Unit 1

Contents	Learning Outcome: <i>After successful completion of this unit student will be able to-</i>
Philosophy of education: its definition, nature and scope. Origin of the word 'education', its meaning, significance, aim and utility. Education: its medium of instruction, contents.	<ol style="list-style-type: none"><li>1. – describe the origin and the development of the philosophy of education.</li><li>2. – explain the nature of educational philosophy;</li><li>3. – analyze the method of philosophy of education.</li></ol>

## Unit 2

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Philosophy of education and science of education: education and society, education and morality, education and religion, education and values. Methods and curriculum of modern education.	1. –describe the relation of educational philosophy to other sectors; 2. –distinguish different method of philosophy of education;

## Unit 3

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Educational thoughts: Plato, Aristotle, Rousseau, Herbert Spencer, Jhon Dewey, Montessori, Karl Marx, Russell, Aksay Kumar Datta, Vivekananda, Rabindranath Tagore and Iqbal.	1. – explain the idea of education as a means to achieve justice, both individual justice and social justice; 2. – describe the aim of education; 3. –explain educational thoughts of some prominent figures in this field from both east and west.

### Recommended Books:

1. Plato : The Republic
2. Aristotle : Politics
3. R. Peters(ed) : The Philosophy of Education
4. D.J.O. Conner : Introduction to Philosophy of Education
5. Steven M. Cahn : The Philosophical foundation of Education
6. B. Russell : Education and the social order
৭. সুনন্দা ঘোষ : শিক্ষা দর্শন
৮. অরুণ ঘোষ : শিক্ষা বিজ্ঞানের দর্শন ও মূলতত্ত্ব
৯. সুশীল রায় : শিক্ষাতত্ত্ব ও শিক্ষা দর্শন
১০. আনোয়ারুল্লাহ ভূঁইয়া : শিক্ষাদর্শন-তত্ত্ব ও ইতিহাস

## 4<sup>th</sup> Year Examination 2027

### 2<sup>nd</sup> Semester

<b>PHIL 407</b> : <b>Philosophy of Science and Technology</b>	<b>Marks</b>
<b>Credit: 4</b> বিজ্ঞান ও প্রযুক্তির দর্শন	Written Examination 70
	Internal Evaluation 20
	Attendance 10

#### **Introduction to the course**

In the contemporary perspectives of philosophical study concerning the sustainability of humankind in the planet Earth, the necessity of the harmonization of philosophy with science and technology is a burning issue. On this issue, the underlying problem is, whether science and philosophy could stay harmonically as a single system of knowledge. The harmony of science and philosophy is possible under the contemporary context of epistemological relativity, and this harmony is necessary for the furtherance of humankind in the Earth. Subsequently, in recent times, in the domain of philosophical study, 'The philosophy of Science and Technology' has been discussed mostly. The primary outcome of the course is that students will be equipped with an understanding of the essential concepts, themes, and positions in the philosophy of science and technology. Furthermore, students will learn to reflect critically on how contemporary science and technology relate to humanity.

#### **Objectives of the Course**

The Specific Objectives of this course are:

1. - to evaluate the key questions and theoretical positions of science in the context of the philosophy of science;
2. - to correlate the relevant ethical perspectives on technology with particular emphasis on how to use these concepts to harmonization between humanity and technology.
3. - to analyze the issues exemplifying how science and technology are connected with political, philosophical, historical or societal issues, challenges or problems;
4. - to examine concepts and theories of science and technology that allow them to evaluate the relationship with the subject area and society critically.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

**Unites of Contents: Philosophy of Science:**

Course Contents	Learning Outcomes <i>After successful completion of the course the students will be able to</i>
Historical development of philosophy of science: a historical survey of the works of Francis Bacon, J S Mill and the development of the Vienna Circle.	1. understand the aim and nature of philosophy of science
A unified view of the nature of philosophy of science: verificationism, testability, and falsificationism.	2. explain nature of philosophy of science
Thomas Kuhn: views regarding paradigm, Paradigm shifts in science normal science, on the structure of scientific revolution, scientific revolution as changes of world view.	3. examine nature of scientific revolution
Feyerabend's epistemological anarchism	4. analyze epistemological anarchism
Realism and anti-realism debate, observable and unobservable distinctions, constructive empiricism and scientific realism, epistemological relativity in science, Science and Ethics.	5. understand the nature of different empirical contents

**Unites of Contents: Philosophy of Technology:**

History of the philosophy of technology; Relation between Science and Technology	1. understand the relation between Science and Technology
Artifacts and natural things, Environment and technology, Technology and sustainability, Technology and aesthetics and Technology and ethics.	2. examine different issues relating to technology
Epistemology and technology, Technological determinism	3. analyze technological determinism



## References

1. Agassi, J. (1975). *Science in Flux*. Holland: D. Reidel Publishing Company.
2. Bernal, D. (1965). *Science in History*. Vol-1, Third Edition, England: Penguin Books.
3. Esfeld, M. (2004): "Quantum Entanglement and a Metaphysics of Relations". *Studies in History and Philosophy of Modern Physics* 35B, pp. 601–617.
4. Feyerabend, P. (1975). *Against Method*. New York: New Left Books.
5. French, S. & Ladyman, J. (2003): "Remodelling Structural Realism: Quantum Physics and the Metaphysics of Structure". *Synthese* 136, pp. 31–56.
6. Hawking, H. (1999). Does God play dice? Retrieved September, 2, 2012.
7. Koyre, A. (1968). *Metaphysics and Measurement*. Cambridge: Harvard University Press.
8. Lakatos, I. & Musgrave, A. (1970). *Criticism and the Growth of Knowledge*. Cambridge: Cambridge University Press.
9. Montwill, A. & Breslin, A. (2012). *The Quantum Adventure. Does God Play Dice?* London: Imperial College Press.
10. Price, H. (1963). Clarity is not Enough. In *Clarity is Not Enough: Essays in Criticism of Linguistic Philosophy*. Edited by H D Lewis. London: Allen & Unwin.
11. Sarton, G. (1959). *History of Science, Vol-1*. Baltimore: Carnegie Institute of Washington.
12. Strawson, P. F. (1959). *Individuals. An Essay in Descriptive Metaphysics*. London: Routledge.
13. Wray, K. B. (2011). *Khun's Evolutionary Social Epistemology*. Cambridge: Cambridge University Press.
14. Dakers, John R. (ed) (2006). *Defining Technological Literacy : Towards an Epistemological Framework*, Hampshire, UK: Palgrave Macmillan.
15. Olsen, Jan Kyrre Berg et al., (eds.), (2009). *A companion to the Philosophy of Technology*, London: Blackwell
১৬. আহসান খান, গালিব. *বিজ্ঞানের দর্শন*, ঢাকা: জাতীয় সাহিত্য প্রকাশ
১৭. -----, *বিজ্ঞান পদ্ধতি ও প্রগতি*, ঢাকা: জাতীয় সাহিত্য প্রকাশ
১৮. নূরুজ্জামান, মো. *প্রযুক্তির দর্শন*, ঢাকা: জাতীয় সাহিত্য প্রকাশ
১৯. -----, *বিজ্ঞান ও প্রযুক্তির দর্শন*, ঢাকা: জাতীয় সাহিত্য প্রকাশ
২০. ইসলাম, শহিদুল. (২০১৩) ঢাকা: *বিজ্ঞানের দর্শন*, কথা প্রকাশ

## 4<sup>th</sup> Year Examination 2027

### 2<sup>nd</sup> semester

**PHIL 408 : Symbolic Logic**

**Credit: 4** প্রতীকী যুক্তিবিদ্যা

#### **Marks**

Written Examination	70
Internal Evaluation	20
Attendance	10

#### **Introduction to the Course**

Logic is the science of correct reasoning. It is the study of the methods and principles used to distinguish correct reasoning from incorrect reasoning. Symbolic logic is a particular branch of logic that studies correct reasoning using a formal language. In this course, students will learn how to use symbolic languages and to evaluate deductive arguments for validity.

#### **Objectives of the Course**

The specific objectives of this course are:

1. - to know basic knowledge of symbolic logic.
2. - to learn the nature and kinds of compound statements;
3. - to explore how to draw conclusions using various argument forms
4. - prove the validity or invalidity of arguments.
5. - evaluate arguments and identify mistakes in reasoning;

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

#### **Course Units:**

##### **Unit 1 (Introduction to Logic and Language)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
The nature and characteristics of symbolic logic, the nature of argument, truth and validity.	<ol style="list-style-type: none"><li>1. - define symbolic logic;</li><li>2. - explain the nature of argument;</li><li>3. - distinguish between truth and validity.</li></ol>

## Unit 2 (Arguments Containing Compound Statements)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Simple and compound statements, conditional statements, argument forms and truth tables, statement forms.	<ol style="list-style-type: none"> <li>1. -distinguish between simple and compound statements.</li> <li>2. -symbolize compound statements.</li> <li>3. - test the validity of argument forms using truth tables.</li> <li>4. -explain and exemplify tautology, contradiction and contingency.</li> </ol>

## Unit 3 (The Method of Deduction)

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
Formal proof of validity, proving invalidity, the rule of conditional and indirect proof, the strengthened rule of conditional proof.	<ol style="list-style-type: none"> <li>1. -identify different types of argument as well as their premises and conclusions;</li> <li>2. -evaluate arguments and identify mistakes in reasoning;</li> <li>3. -test the validity or invalidity of arguments;</li> <li>4. -explain conclusive proof of the argument's invalidity.</li> </ol>

## Unit 4: Quantification Theory

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Singular propositions and general propositions. Proving validity: preliminary quantification rules.	<ol style="list-style-type: none"> <li>1. - recognize different types of proposition.</li> <li>2. - symbolize proposition.</li> <li>3. - explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.</li> <li>4. - use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems.</li> </ol>

### Text Prescribed

- A. Irving M. Copi, *Symbolic Logic*, 5<sup>th</sup> edition, Prentice Hall of India, 1996 (Chaps. 1, 2, 3, 4.1 & 4.2).

### Recommended Books

১. Irving M. Copi, *Introduction to Logic*, New York: The Macmillan Company, Second Edition, 1961.
২. Irving M. Copi and Carl Cohen, *Introduction to Logic*, New Delhi: Prentice Hall of India, 1996.
৩. L.S. Stebbing, *A modern Introduction to Logic*, London: Methuen and co. Ltd.1961.
৪. ডঃ আব্দুল মতিন, প্রতীকী যুক্তিবিদ্যা, ঢাকা: বাংলা একাডেমী, ১৯৮৫।
৫. ইন্দ্র কুমার রায়, প্রতীকী ন্যায়, কলকাতা:পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, ১৯৭৭।
৬. মোঃ শামসুদ্দিন, যুক্তিবিদ্যা পরিচিতি, রাজশাহী, ১৯৯৭।
৭. ড. মো. একরাম হোসেন, প্রতীকী যুক্তিবিদ্যা, ঢাকা: গ্রন্থ কুটির, ২০১৭।

## 4<sup>th</sup> Year Examination 2027

### 2<sup>nd</sup> Semester

<b>GED 409</b>	<b>: Human Resource Management</b>	<b>Marks</b>	
<b>Credit: 4</b>	<b>মানবসম্পদ ব্যবস্থাপনা</b>		
		Written Examination	70
		Internal Evaluation	20
		Attendance	10

#### **Introduction to the Course**

This course is designed to help students to be acquainted with the fundamentals of HRM, covering areas such as the employment process, compensation, and benefits, employee management (recruiting, staffing, performance reviews, etc.), training and development, employee relations, etc. Moreover, this course will provide students more complex and less well-defined areas of HRM to provide students' with the opportunity to apply concepts, theories, and best practices to the challenges they will face practically. Particular emphasis of the course is on job analysis and job design, human resource planning, recruitment, selection, training and development, performance appraisal and compensation, promotion policy, grievance handling, health and safety of employees. By studying the course, students will develop the ability to run the human resource department independently.

#### **Objectives of the Course**

The specific objectives of this course are:

1. to acquire knowledge about the role, functions and functioning of human resource department of the organizations;
2. to design and formulate various HRM processes such as recruitment, selection, training, development, performance appraisals and reward systems, compensation plans and ethical behaviour;
3. to develop ways in which human resources management might diagnose a business strategy and then facilitate the internal change necessary to accomplish the strategy;
4. to evaluate the developing role of human resources in the global arena.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written Examination)

## Course Units

### Unit 1: Introduction

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Aims and Characteristics of HRM, How HR impacts on organizational performance, Role of HRM, HRM functions, various models of HRM, Approaches to HRM, HRM practices in Bangladesh.	<ol style="list-style-type: none"><li>1. - understand the basic concept of Human Resource Management.</li><li>2. - evaluate and Design various organizational structures and understand how they are related to organizational success.</li><li>3. - understand the importance and the impact the HRM.</li></ol>

### Unit 2: Job Analysis and Job Design

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Nature and use of Job analysis information, Steps in job analysis, Methods of Collecting Job analysis Information, Writing job descriptions and job specifications.	<ol style="list-style-type: none"><li>1. - discuss the nature of job analysis, including what it is and how it's used.</li><li>2. - use methods of collecting job analysis information, including interviews, questionnaires, and observation.</li><li>3. - write job descriptions, including summaries and job functions, using the Internet and traditional methods.</li><li>4. - write job specifications using the Internet as well as your judgment.</li></ol>

### Unit 3: Organization design and Planning

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Organization design, Types of organization design, Elements of Organization design. The process of organizing and its aim, Conducting organization reviews, Organization analysis and diagnosis, Organization planning.	<ol style="list-style-type: none"><li>1. - be able to design the organization structure.</li><li>2. - be able to diagnose and analysis the process of organizations and its aims.</li><li>3. - acquire skills in organizational planning.</li></ol>

#### Unit 4: Recruitment and Selection

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Sources and methods of recruitment, constraints of recruitment, differences between recruitment and selection, the selection process, constraints of selection, methods and types of interview, guidelines for employment interview.	<ol style="list-style-type: none"><li>1. - be able to form a policy for job analysis.</li><li>2. - know formalize, design and evaluate various recruitment and placement Policies.</li><li>3. - be able to develop a selection and interviewing program.</li></ol>

#### Unit 5: Training and Development

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Importance, process of training, determining training needs, methods of training, evaluating training effectiveness, differences between training and development, management development process, management development methods.	<ol style="list-style-type: none"><li>1. - realize the importance of training and development of employees</li><li>2. - be able to develop and design a training and development program.</li><li>3. -design a performance appraisal and a reward system for the organization.</li><li>4. -design pay plans and incentives.</li></ol>

#### Unit 6: Compensation and Benefits

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Compensation policies, factors affecting wage mix, theories of wages, incentive wage plans (individual-group and organization wide incentive plans), Establishing pay plans.	<ol style="list-style-type: none"><li>1. -determining wage rates.</li><li>2. - can conduct a job evaluation.</li><li>3. -explain in detail how to establish pay scale.</li><li>4. -discuss competency-based pay and other current trends in compensation.</li></ol>

### Unit 7: Employee relations

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Ethics and Fair Treatment at work, role of HR Management in Fostering Ethics and Fair treatment, Employee Discipline and Privacy.	<ol style="list-style-type: none"><li>1. -explain what is meant by ethical behavior at work.</li><li>2. -discuss important factors that shape ethical behavior at work.</li><li>3. -describe at least four specific ways in which HR management can influence ethical behavior at work.</li><li>4. -employ fair disciplinary practices.</li></ol>

### Unit 8: Employee Safety

Contents	Learning Outcome <i>After successful completion of this unit students will be able to-</i>
Responsibilities and rights of Employers and Employees, Workplace Health Hazards, Occupational Security, Safety and Health.	<ol style="list-style-type: none"><li>1. - name and define pay for time not worked benefits.</li><li>2. -describe main insurance benefits.</li><li>3. -discuss the main retirement benefits.</li><li>4. -outline the main employees' services benefits.</li><li>5. -explain the main flexible benefit programs.</li></ol>

### Books Recommended:

1. David Lepak, *Human Resource Management*, Pearson, India, 2009
2. PravinDurai, *Human Resource Management*, Pearson, India, 2010
3. K. Aswathappa, *Human Resource Management: Text and Cases*, Tata McGraw-Hill, India, 2010
4. David A. Decenzo, *Human Resource Management*, Oxford University Press, 2011
5. Gary Dessler, *Human Resource Management*, Pearson, India, 2011
6. Raymond Noe, John R. Hollenbeck, Barry Gerhart, *Fundamentals of Human Resource Management*, McGraw Hill Education, India, 2012
7. Lloyd L Byars, *Human Resource Management*, McGraw Hill Education, India, 2013
8. Valerie Anderson, *Research Methods in Human Management: Investigating a Business Issue*, Chartered Institute of Personnel and Development, India, 2013
9. Joseph J. Martocchio, *Strategic Compensation: A Human Resource Management Approach*, Pearson, India, 2018
10. Jyotsana Sharma, *Human Resource Management*, Horizon Press, India, 2019



## 4<sup>th</sup> year Examination 2027

### 2<sup>nd</sup> Semester

**PHIL 410 : Research Methodology**

**Credit: 4** গবেষণা পদ্ধতিতত্ত্ব

#### Marks

Written Examination	70
Internal Evaluation	20
Attendance	10

#### Introduction to the Course

Research is an essential part for every sector in our national life. It is a critical examination into a subject to discover new facts for increasing the sum total of human knowledge. It is a form of analysis that uses quantified models, representations and synopses for a given set of experimental data or real-life studies. In a complex world, research activities, understanding, and skill are more important than ever. Any problem can be solved easily by using the research module. This course will help students to develop their skills for proficiency in the area of research such as report writing, preparing research proposal and dissertation writing systematically. Besides this, it will enable student to undertake a research project.

#### Objectives of the Course

The specific objectives of this course are:

1. –to sharpen students with research methodology, data collection, problem solving and report writing;
2. – to familiarize students with comparative study with different methods of a discipline;
3. - to provide knowledge of research tools and techniques used in philosophical decision making and solve problems arising in daily affairs;
4. - to apply research based knowledge and skills throughout future careers;
5. - to train up students in order to be a good researcher.

#### Course Learning Outcomes:

After successful completion of this course students will be able to:

1. - understand the key concepts and theories in research methodology;
2. - demonstrate the different research methods and its application to proper content;
3. - identify important issues in our society and its research result to be implemented;
4. -apply research tools to solve problems from different fields.

**Teaching-learning Strategy:** Lecture, open discussion & interactive

**Assessment Procedure:** Formative & summative (class attendance, class test, assignment, presentation & written examination)

**Course Units:****Unit 1 (Introduction)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
meaning and aims of research, the nature and scope of research and its application, utility and classification (such as descriptive, theoretical & practical, quantitative & qualitative, comparative historical, logical analysis, evaluative, experimental and scientific)	<ol style="list-style-type: none"> <li>1. understand the meaning of research;</li> <li>2. describe the scope of research;</li> <li>3. explain the utility of research;</li> <li>4. describe the classification of research and comparative analysis.</li> </ol>

**Unit 2 (Research Problem & Research Proposal)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
problem identification & an outline of research proposal.	<ol style="list-style-type: none"> <li>1. describe problem identification and formulation;</li> <li>2. writing an outline of a research proposal.</li> </ol>

**Unit 3 (Research Design)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
meaning and importance of research design.	<ol style="list-style-type: none"> <li>1. planning the research design;</li> <li>2. writing the different research designs.</li> </ol>

**Unit 4 (Sampling & Data Collection Method)**

Contents	Learning Outcome <i>After successful completion of this unit student will be able to-</i>
sampling design and its procedure, philosophical, survey, case study and random choice method.	<ol style="list-style-type: none"> <li>1. steps in sampling design;</li> <li>2. analyze the different kinds of data collection method and its implementation.</li> </ol>

### Unit 5 (Analysis and Processing of Data)

Contents	Learning Outcome
	<i>After successful completion of this unit student will be able to-</i>
some problems of processing	<ol style="list-style-type: none"><li>1. data process techniques and operations.</li><li>2. qualitative data processing techniques.</li></ol>

### Unit 6 (Ethics in Research)

Contents	Learning Outcome
	<i>After successful completion of this unit student will be able to-</i>
plagiarism & role of ethics	<ol style="list-style-type: none"><li>1. know about the plagiarism of research.</li><li>2. understand values, ethics and role of moral power in research.</li></ol>

### Unit 7 (Philosophical Perspectives of Research)

Contents	Learning Outcome
	<i>After successful completion of this unit student will be able to-</i>
ontology and epistemology	<ol style="list-style-type: none"><li>1. select a research topic in the context of philosophy;</li><li>2. distinction research in humanities and research in social science &amp; science</li></ol>

### Unit 8 (Report Writing)

Contents	Learning Outcome
	<i>After successful completion of this unit student will be able to-</i>
term paper, thesis, research paper & report writing.	<ol style="list-style-type: none"><li>1. know about the different steps in writing report.</li><li>2. understand the layout of the research report.</li></ol>

### Unit 9 (Referencing Styles)

Contents	Learning Outcome
	<i>After successful completion of this unit student will be able to-</i>
different types of reference	1. know the different types of reference style such as MLA, ASA, APA, Harvard Style. etc.

### Recommended Books for Research Methodology

1. C.R. Kothari, *Research Methodology: Methods & Techniques*, Calcutta: Wisha Prakashan.1993.
2. William J. Goode and K. Hatt Paul, *Methods in Social Research*, Tokyo: McGraw-Hill, 2001.
3. Md. Zainul Abedin, *A Hand of Research*, Dhaka: Book Syndicate, 2005.
4. R. Kumar, *Research Methodology: A Step-by Step Guide for Beginners*. USA: SAGE Publications Ltd. 2010.
5. K. F. Punch, *Introduction to social Research: Quantitative and Qualitative Approaches*, SAGE Publications Ltd, 1998.
6. J. M. Ruane, *Essential of Research Methods*, Blackwell Publishing, 2004.
7. I. Gregory, *Ethics in Research*, London: Continuum, 2005.
8. Zinao Leary, *The Essential Guide of Doing Research*, USA: SAGE Publications, 2004.
৯. ড. শাহজাহান তপন, *থিসিস ও এ্যাসাইনমেন্ট লিখনঃ পদ্ধতি ও কৌশল*, ঢাকা: প্রতিভা, ১৯৯৩।
১০. ড. মো. আশরাফ আলী, *শিক্ষা গবেষণা পদ্ধতি*,
১১. ড. এন এইচ.এম. আবু বকর, *দর্শন গবেষণা পদ্ধতি*,
১২. ড. খুরশিদ আলম, *সমাজ গবেষণা পদ্ধতি*, ঢাকা: মিনার্ভা পাবলিকেশন্স, ১৯৯৮।

## **About the Department**

The Department of Philosophy is one of the oldest departments of the University of Rajshahi. It has an excellent faculty strength specialized in the various fields of philosophy. With the exceptional academic expertise of the faculty members, the Department of philosophy has been rendering a wonderful service to the pursuit of knowledge. The Department offers a four year Honors and a one year M. A. degrees which cover ancient, medieval, modern and contemporary western and eastern philosophy as well as logic, psychology, moral philosophy, Muslim philosophy, Indian philosophy, political philosophy, philosophy of art, philosophy of education, philosophy of religion, analytic philosophy, comparative religion etc. In our curriculum, we have offered different types of philosophy like theistic, atheistic, polytheistic, monistic etc. to enrich and broaden the mental horizon of the students. We want to acquaint students with the contemporary philosophical development so that they may become curious to know the real significance of ultimate reality. We are trying to make our students competent enough to serve our motherland sincerely and selflessly so that they can be the bright illustration of morality. We offer a unique opportunity to pursue a diversified and a well-balanced plan of study which includes courses ranging from epistemology, metaphysics and axiology. Some of our areas of specialization are analytic philosophy, ethics, philosophy of language, philosophy of mind, phenomenology, existentialism, aesthetics, contemporary continental philosophy, marxism and post-modernism. More than five hundred students are studying in the Department at present, with the active and cordial guidance of 22 academic staff. In addition to B.A. Honors and M.A. degrees the Department offers M.Phil. and Ph.D Degrees as well under the active guidance of the well qualified faculty members.

## **Facilities of the Department**

### **Well-equipped Classrooms:**

The Department has well-equipped classrooms with multimedia facilities and other modern electronic devices for congenial teaching-learning environment.

### **Seminar Library:**

In addition to the University Central Library, we have a Seminar Library in our Department with huge collections of text books, recommended books, journals and important reading materials for the students and teachers.

### **Computer Lab:**

The Department has a moderate computer lab with Broadband Internet facilities. This Computer lab has been established with a view to open up access to our students to the knowledge of contemporary world by using information technology.

**Scholarships:**

The Department has the policy to help the students financially in case of financial hardship. In addition to the department's welfare fund there are 'Renu Smriti Trust Scholarship' and 'Alumni Welfare Fund' to help the students.

**Darshan Somity:**

In the Department, there is a *somity* named 'Darshan Somity' which was established to enrich philosophical thinking concerning different philosophical issues. All students and teachers of the department are members of the *Somity*. The *Somity* arranges seminars and discussions on different topics related to contemporary global challenges. By celebrating 'World Philosophy Day' the *somity* takes initiative to create awareness of moral values among the people. The *Somity* also arranges events for fresher's reception for newly admitted and fare-well to outgoing students of the department.

**Darshan Alumni Association:**

The Department has an Alumni Association to make a close connection between alumni and the current students. To make a bridge between old and new by sharing ideas and views is one of the aims of the alumni association. A congenial environment of establishing relation between alumni and students of the Department is prevailing through arranging regular council of the alumni association.

**Journal of Philosophy:**

There is a philosophical research journal named 'Anwesan' in the Department to explore different thoughts and practices concerning philosophy. Research papers from home and abroad are published regularly in the journal.

**Student Counseling:**

Though there is no well-formed counseling center for the students in the Department, the teachers are sincere always to solve the problems of the students regarding academic and non-academic affairs. The teachers are eager to make a close relationship between teacher and students.

### Extra-Curricular Activities

**Sports and Culture:**

The Department of Philosophy takes part in all inter-department games organized by the Department of Physical Education, R.U. The Department has achieved tremendous success in sports especially in football, cricket, volleyball, badminton, table tennis, carom, chess etc. Students of the Department are showing excellent performance in several events in the inter university and national competitions. In addition to that, the Department organizes inter-year indoor and outdoor games each year.

**Study Tour:**

The Department arranges study tour within the country each year for the outgoing students (M.A.).

**Picnic:**

In every year, students organize annual picnic in cooperation with the Department.

রাজশাহী বিশ্ববিদ্যালয়  
কলা অনুষদ

৪ (চার) বছর মেয়াদী অনার্স কোর্সের সেমিস্টার পদ্ধতির অর্ডিন্যান্স  
শিক্ষাবর্ষ : ২০২২-২০২৩ থেকে কার্যকর

- ১। কলা অনুষদের বিভাগসমূহ : দর্শন বিভাগ
- ২। ডিগ্রি : বি.এ.অনার্স
- ৩। ভর্তি সংক্রান্ত নিয়মাবলী : বিশ্ববিদ্যালয়ের নিয়ম অনুযায়ী প্রথম বর্ষ সম্মান শ্রেণিতে ছাত্র-ছাত্রীদেরকে বি.এ./বি.পি.এ.অনার্স ডিগ্রির জন্য ভর্তি করা হবে।
- ৪। মেয়াদকাল ও পাঠ্যক্রম : ৪ (চার) বছর মেয়াদী বি.এ./ বি.পি.এ. অনার্স কোর্স অনূর্ধ্ব ৬টি শিক্ষা বছরে সমাপ্ত করতে হবে। সেমিস্টার পদ্ধতির অর্ডিন্যান্স অনুযায়ী বিভাগ পাঠ্যক্রম প্রস্তুত করবে। এই পাঠ্যক্রম অনুষদ ও শিক্ষা পরিষদ কর্তৃক অনুমোদিত হতে হবে।
- ৫। কোর্স কাঠামো :
  - ক) লেটার গ্রেডিং সেমিস্টার পদ্ধতির মোট নম্বর ৩৭০০ হবে।
  - খ) লেটার গ্রেডিং সেমিস্টার পদ্ধতির নীতিমালা অনুযায়ী সঙ্গীত বিভাগ ও নাট্যকলা বিভাগের অনার্স ডিগ্রির প্রতিটি কোর্স ১০০ অথবা ৫০ নম্বরের ইউনিট হিসেবে পরিগণিত হবে। অন্যান্য সকল বিভাগের প্রতিটি কোর্স ১০০ নম্বরের ইউনিট হিসেবে থাকবে। তবে সকল বিভাগের ক্ষেত্রেই মৌখিক পরীক্ষার জন্য নির্ধারিত ৫০ নম্বর ২ ক্রেডিট কোর্স হিসেবে পরিগণিত হবে। সঙ্গীত বিভাগ ও নাট্যকলা বিভাগে মৌখিক বাদে প্রতি সেমিস্টারে সর্বাধিক ২টি ৫০ নম্বরের কোর্স রাখা যাবে।
  - গ) লেটার গ্রেডিং সেমিস্টার পদ্ধতির নীতিমালা অনুযায়ী অনার্স ডিগ্রির প্রতিটি ১০০ নম্বরের পূর্ণ কোর্সকে ০৪ ক্রেডিট এবং ৫০ নম্বরের কোর্সকে ০২ ক্রেডিট বিবেচনা করে ৩৭০০ নম্বরের মোট ক্রেডিট সংখ্যা ১৪৮ হবে।
  - ঘ) কলা অনুষদভুক্ত বিভাগসমূহে ১০০ নম্বরের প্রতিটি কোর্সের লিখিত/তত্ত্বীয় পরীক্ষা হবে ৭০ নম্বরের, অভ্যন্তরীণ মূল্যায়ন হবে ২০ নম্বরের এবং ক্লাস উপস্থিতির নম্বর হবে ১০। ৫০ নম্বরের প্রতিটি কোর্সের লিখিত/তত্ত্বীয় পরীক্ষা হবে ৩৫ নম্বরের এবং অভ্যন্তরীণ মূল্যায়ন হবে ১০ নম্বরের ও ক্লাস উপস্থিতি হবে ৫ নম্বরের।
  - ঙ) গ্রেডিং পদ্ধতিতে প্রতি সেমিস্টারের ব্যাপ্তি হবে ৬ মাস।
  - চ) বি.এ. অনার্স ডিগ্রির জন্য মোট ৩৭০০ নম্বর ও ১৪৮ ক্রেডিট-এর সেমিস্টার ভিত্তিক বণ্টন হবে নিম্নরূপ :

প্রথম বর্ষ : ৮৫০ নম্বর

১ম সেমিস্টার ৪০০ (লিখিত  $৭০ \times ৪ = ২৮০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৪ = ৮০$ , ক্লাস উপস্থিতি  $১০ \times ৪ = ৪০$ ) = ১৬ ক্রেডিট

২য় সেমিস্টার ৪৫০ (লিখিত  $৭০ \times ৪ = ২৮০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৪ = ৮০$ , ক্লাস উপস্থিতি  $১০ \times ৪ = ৪০$ , মৌখিক ৫০) = ১৮ ক্রেডিট

দ্বিতীয় বর্ষ: ৮৫০ নম্বর

১ম সেমিস্টার ৪০০ (লিখিত  $৭০ \times ৪ = ২৮০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৪ = ৮০$ , ক্লাস উপস্থিতি  $১০ \times ৪ = ৪০$ ) = ১৬ ক্রেডিট

২য় সেমিস্টার ৪৫০ (লিখিত  $৭০ \times ৪ = ২৮০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৪ = ৮০$ , ক্লাস উপস্থিতি  $১০ \times ৪ = ৪০$ , মৌখিক ৫০) = ১৮ ক্রেডিট

তৃতীয় বর্ষ: ৯৫০ নম্বর

১ম সেমিস্টার ৪০০ (লিখিত  $৭০ \times ৪ = ২৮০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৪ = ৮০$ , ক্লাস উপস্থিতি  $১০ \times ৪ = ৪০$ ) = ১৬ ক্রেডিট

২য় সেমিস্টার ৫৫০ (লিখিত  $৭০ \times ৫ = ৩৫০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৫ = ১০০$ , ক্লাস উপস্থিতি  $১০ \times ৫ = ৫০$ , মৌখিক ৫০) = ২২ ক্রেডিট

চতুর্থ বর্ষ: ১০৫০ নম্বর

১ম সেমিস্টার ৫০০ (লিখিত  $৭০ \times ৫ = ৩৫০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৫ = ১০০$ , ক্লাস উপস্থিতি  $১০ \times ৫ = ৫০$ ) = ২০ ক্রেডিট

২য় সেমিস্টার ৫৫০ (লিখিত  $৭০ \times ৫ = ৩৫০$ , অভ্যন্তরীণ মূল্যায়ন  $২০ \times ৫ = ১০০$ , ক্লাস উপস্থিতি  $১০ \times ৫ = ৫০$ , মৌখিক ৫০) = ২২ ক্রেডিট

বি.এ. অনার্স প্রোগ্রামের ৭০ নম্বরের প্রতিটি লিখিত পরীক্ষার সময় হবে ৪ ঘন্টা।

\*অভ্যন্তরীণ মূল্যায়নের ধরন হবে নিম্নরূপ :

Assignment/Class Test/Presentation/Fieldwork/ সংশ্লিষ্ট বিভাগ কর্তৃক গৃহীত যে কোন মূল্যায়ন পদ্ধতি। প্রয়োজনে কোন বিভাগ একাধিক ধরন ব্যবহার করতে পারবে।

৬। দর্শন বিভাগের জন্য প্রযোজ্য নয়।

৭। ক্লাস উপস্থিতি :

প্রতি সেমিস্টারের পরীক্ষায় অংশ গ্রহণের জন্য প্রত্যেক শিক্ষার্থীর ক্লাস উপস্থিতির হার গড়ে ৭৫% বা তার বেশী (কলেজিয়েট) হতে হবে। তবে উপস্থিতির হার গড়ে ৬০% থেকে ৭৫% এর নীচে (নন-কলেজিয়েট) হলে বিশ্ববিদ্যালয়ের নির্ধারিত ফি প্রদানসহ শিক্ষার্থী পরীক্ষায় অংশ গ্রহণ করতে পারবে। উপস্থিতির হার গড়ে ৬০% এর নীচে (ডিস-কলেজিয়েট) হলে পরীক্ষায় অংশ গ্রহণ করতে পারবে না। উপস্থিতির শতকরা হার নির্ধারিত হবে সকল কোর্সের উপস্থিতির গড় করে।

৮। প্রতিটি কোর্সের ক্লাস উপস্থিতির জন্য নির্ধারিত ১০ নম্বর বণ্টন হবে নিম্নরূপ: (প্রতিটি কোর্সের সংশ্লিষ্ট শিক্ষক এ নম্বর বণ্টন করবে)

৯০% -এর উপরে	= ১০
৮৫% থেকে ৯০% এর নীচে	= ৯
৮০% থেকে ৮৫% এর নীচে	= ৮
৭৫% থেকে ৮০% এর নীচে	= ৭
৭০% থেকে ৭৫% এর নীচে	= ৬
৬৫% থেকে ৭০% এর নীচে	= ৫
৬০% থেকে ৬৫% এর নীচে	= ৪



৬০% এর নীচে = ০

**৯। সাপ্তাহিক ক্লাস সংখ্যা ও কোর্স সমাপ্তির সময়সীমা :**

- ক) ১০০ নম্বরের প্রতি কোর্সের জন্য ক্লাসের মোট সংখ্যা ৬০টি (ক্রেডিট আওয়ার)। ৫০ নম্বরের প্রতিটি কোর্সের জন্য (সঙ্গীত বিভাগ ও নাট্যকলা বিভাগের জন্য প্রযোজ্য) ক্লাসের মোট সংখ্যা ৩০টি (ক্রেডিট আওয়ার)।
- খ) কোর্স শিক্ষকগণ কোর্স সমাপ্তির পর মোট ক্লাস গ্রহণের সংখ্যা ও শিক্ষার্থীদের ক্লাসে উপস্থিতির সংখ্যার ১ কপি বিভাগীয় সভাপতির নিকট জমা দিবেন। বিভাগীয় সভাপতি ক্লাস উপস্থিতির গড় হার নির্ণয় করে বিধি মোতাবেক শিক্ষার্থীদের পরীক্ষার ফরম পূরণের ব্যবস্থা করবেন।
- গ) লিখিত পরীক্ষা শুরুর পূর্বেই কোর্স শিক্ষকগণ অভ্যন্তরীণ মূল্যায়ন, ক্লাস উপস্থিতি ও ব্যবহারিকের নম্বরের (সঙ্গীত বিভাগ ও নাট্যকলা বিভাগের জন্য প্রযোজ্য) ৩ কপি সংশ্লিষ্ট পরীক্ষা কমিটির সভাপতি এবং ১ কপি পরীক্ষা নিয়ন্ত্রকের নিকট জমা দিবেন।
- ঘ) লিখিত পরীক্ষার উত্তরপত্র পরীক্ষণের পর পরীক্ষকগণ উত্তরপত্র পরীক্ষা নিয়ন্ত্রক/পরীক্ষা কমিটির সভাপতির নিকট জমা দিবেন। ১কপি নম্বরপত্র একই সাথে পরীক্ষা নিয়ন্ত্রকের নিকট এবং ৩ কপি নম্বর পত্র পরীক্ষা কমিটির সভাপতির নিকট জমা দিবেন।
- ঙ) ৪ মাসের মধ্যে কোর্সের পাঠদান সমাপ্ত করতে হবে। তবে তা ১৩ পাঠদান সপ্তাহের কম হবে না।

**১০। পরীক্ষা কমিটি গঠন, কমিটির কার্যাবলী ও পরীক্ষা গ্রহণ :**

- ক) প্রতি বর্ষের ১ম ও ২য় সেমিস্টার পরীক্ষার জন্য ১ জন বহিরাগত সদস্যসহ মোট ৫ সদস্য বিশিষ্ট একটি কমিটি থাকবে। কোন বর্ষের কোন পরীক্ষায় পুরাতন পরীক্ষার্থী থাকলে তাদের জন্য পৃথক কমিটি কাজ করবে। বিভাগীয় একাডেমিক কমিটি পরীক্ষা কমিটির সভাপতি ও সদস্যগণের নাম সুপারিশ করবে।
- খ) বিশ্ববিদ্যালয় কর্তৃপক্ষ পরীক্ষা শুরুর তারিখ নির্ধারণ ও পরীক্ষার সময়সূচী প্রণয়ন করবে। তদনুযায়ী বিভাগীয় সভাপতি পরীক্ষা নিয়ন্ত্রকের মাধ্যমে পরীক্ষা গ্রহণের ব্যবস্থা করবেন।
- গ) পরীক্ষা কমিটি প্রশ্নকর্তা ও পরীক্ষকগণের নাম সুপারিশ, প্রশ্নপত্রসমূহ সমীক্ষণ, মুদ্রণ ও সংরক্ষণ করবে।
- ঘ) পরীক্ষা কমিটির সভাপতি পরীক্ষা নিয়ন্ত্রকের নিকট সুপারিশকৃত প্রশ্নকর্তা ও পরীক্ষকগণের নাম প্রেরণ করবেন এবং পরীক্ষা নিয়ন্ত্রক তদনুযায়ী ব্যবস্থা নিবেন।
- ঙ) পরীক্ষা কমিটি মৌখিক পরীক্ষা গ্রহণ করে নম্বর প্রদান করবে। নম্বরপত্রের ১ কপি পরীক্ষা নিয়ন্ত্রকের নিকট পাঠাবে এবং ৩ কপি পরীক্ষা কমিটির সভাপতির নিকট জমা রাখবে।
- চ) পরীক্ষা কমিটির সভাপতি সংশ্লিষ্ট সকল কোর্সের নম্বর পাওয়ার পর পরীক্ষা কমিটির সভা ডেকে পরীক্ষা কমিটির সভাপতি ও সদস্যদের মধ্য থেকে ৩ জন টেবুলেটরের নাম প্রস্তাব করে পরীক্ষা নিয়ন্ত্রকের নিকট পাঠাবেন। যদি কোন সদস্য কোন কারণে টেবুলেশন করতে অপারগ হন তাহলে পরীক্ষা কমিটি সে ক্ষেত্রে বিকল্প টেবুলেটরের নাম সুপারিশ করে পরীক্ষা নিয়ন্ত্রকের নিকট পাঠাবে। টেবুলেটরগণ ফলাফল প্রস্তুত করে তা প্রকাশের জন্য সংশ্লিষ্ট পরীক্ষা কমিটির সভাপতির মাধ্যমে পরীক্ষা নিয়ন্ত্রকের দপ্তরে পাঠাবেন।

### ১১। প্রশ্নপত্র প্রণয়ন ও উত্তরপত্র মূল্যায়ন পদ্ধতি :

প্রত্যেক কোর্সের জন্য ২ জন (১ম ও ২য়) প্রশ্নকর্তা থাকবেন এবং উত্তরপত্র মূল্যায়নের জন্য ২ জন (১ম ও ২য়) পরীক্ষক থাকবেন। ১ম প্রশ্নকর্তা ও উত্তরপত্র পরীক্ষক অবশ্যই অভ্যন্তরীণ হতে হবে। ২য় প্রশ্নকর্তা ও পরীক্ষক অভ্যন্তরীণ/বহিরাগত (অন্য বিশ্ববিদ্যালয়ের সংশ্লিষ্ট বিভাগ থেকে) হতে পারবেন।

১ম ও ২য় পরীক্ষকের প্রদত্ত নম্বর দু'টির গড় করে ফলাফল তৈরি করতে হবে।

১ম ও ২য় পরীক্ষকের প্রদত্ত নম্বরের মধ্যে পার্থক্য ২০% বা ততোধিক হলে পরীক্ষা কমিটি ৩য় পরীক্ষক দ্বারা সংশ্লিষ্ট উত্তরপত্র মূল্যায়ন করার সুপারিশ করবে। ৩য় পরীক্ষকের প্রদত্ত নম্বর ১ম ও ২য় পরীক্ষকের প্রদত্ত নম্বরের মধ্যে যেটি নিকটতম হবে সেটি গ্রহণপূর্বক গড় করতে হবে।

অনার্স পরীক্ষার যে কোন কোর্সের মোট উত্তরপত্রের ৫০% বা তার বেশী সংখ্যক ৩য় পরীক্ষকের প্রয়োজন হলে সেক্ষেত্রে সকল উত্তরপত্র ৩য় পরীক্ষক কর্তৃক মূল্যায়নের ব্যবস্থা করতে হবে।

৩য় পরীক্ষকের প্রদত্ত নম্বর যদি ১ম ও ২য় পরীক্ষকের প্রদত্ত নম্বরের সমান দূরত্বে অবস্থান করে তাহলে ৩য় পরীক্ষকের প্রদত্ত নম্বরের সাথে ১ম অথবা ২য় পরীক্ষকের প্রদত্ত নম্বরের মধ্যে যেটি বেশী তার সাথে গড় করতে হবে।

টেবুলেশন শুরুর পূর্বে পরীক্ষকগণ তাঁদের স্ব স্ব কোর্সের লিখিত, অভ্যন্তরীণ মূল্যায়ন, ব্যবহারিক, মৌখিক ও ক্লাস উপস্থিতির নম্বরসহ ১ কপি বিস্তারিত নম্বরপত্র পরীক্ষা নিয়ন্ত্রকের নিকট এবং ৩ কপি বিস্তারিত নম্বরপত্র পরীক্ষা কমিটির সভাপতির নিকট অবশ্যই সীলগালা করে জমা দিবেন।

মূল্যায়নের সকল ক্ষেত্রে (লিখিত, অভ্যন্তরীণ মূল্যায়ন, ক্লাস উপস্থিতি ও ব্যবহারিক) ভগ্নাংশকে পূর্ণ নম্বর ধরতে হবে।

যে বিভাগে দু'জন শিক্ষক একটি কোর্স পড়ান সে বিভাগে দু'জন শিক্ষকের প্রদত্ত অভ্যন্তরীণ মূল্যায়ন ও ক্লাস উপস্থিতির নম্বর গড় করে প্রার্থীকে অভ্যন্তরীণ মূল্যায়ন ও ক্লাস উপস্থিতি নম্বর প্রদান করা হবে।

- ক্লাস উপস্থিতির প্রদানকৃত নম্বরের ক্ষেত্রে প্রযোজ্য নমুনা

নমুনা-১: ১ম কোর্স শিক্ষক ৭৪% = ৬ গড়- ৫  
২য় কোর্স শিক্ষক ৬৪% = ৪ প্রাপ্ত নম্বর- ৫

নমুনা-২: ১ম কোর্স শিক্ষক ৭৪% = ৬ গড়- ০৩  
২য় কোর্স শিক্ষক ৫৫% = ০ প্রাপ্ত নম্বর- ০

যদি ১ জন শিক্ষক সম্পূর্ণ কোর্স পড়ান সেক্ষেত্রে ১ জন শিক্ষকই অভ্যন্তরীণ মূল্যায়ন ও ক্লাস উপস্থিতির নম্বর প্রদান করবেন। ৭০ নম্বরের লিখিত পরীক্ষার জন্য সময়কাল হবে ৪ ঘন্টা এবং ৩৫ নম্বরের লিখিত পরীক্ষার সময়কাল হবে ৩ ঘন্টা।

- **উত্তরপত্র পরীক্ষণ :** ১ম পরীক্ষক ১০ দিন, ২য় পরীক্ষক ১০ দিন, রেজাল্ট প্রস্তুত ১০ দিন। ১ মাসের মধ্যে ফলাফল প্রকাশ করতে হবে। নির্ধারিত সময়ের মধ্যে উত্তরপত্র ও নম্বরপত্র জমা না দিলে বিশ্ববিদ্যালয়ের নিয়ম অনুযায়ী পারিতোষিক কর্তন করা হবে।

**১২।** পাসের জন্য ন্যূনতম নম্বর : ৪ অথবা ২ ক্রেডিটের প্রতিটি কোর্সের পাস নম্বর হবে ন্যূনতম ৪০%। এর নীচে পেলে তা F গ্রেড বলে গণ্য হবে।

**১৩।** পরীক্ষার মাধ্যম :

পরীক্ষা দানের মাধ্যম হবে ইংরেজী অথবা বাংলা ভাষা।

**১৪।** পরীক্ষার সংখ্যা ও সময় :

বি.এ. অনার্স সেমিস্টার পদ্ধতিতে পরীক্ষা অনুষ্ঠিত হবে বছরে দু'বার করে মোট চার বছরে আটবার অর্থাৎ ১ম বর্ষের ১ম সেমিস্টার শেষে ১ম বর্ষ ১ম সেমিস্টার পরীক্ষা এবং ১ম বর্ষের ২য় সেমিস্টার শেষে ১ম বর্ষ ২য় সেমিস্টার পরীক্ষা অনুষ্ঠিত হবে। অনুরূপভাবে ২য় বর্ষের ১ম সেমিস্টার শেষে ২য় বর্ষ ১ম সেমিস্টার পরীক্ষা এবং ২য় বর্ষের ২য় সেমিস্টার শেষে ২য় বর্ষ ২য় সেমিস্টার পরীক্ষা অনুষ্ঠিত হবে। ৩য় বর্ষের ১ম সেমিস্টার শেষে ৩য় বর্ষ ১ম সেমিস্টার পরীক্ষা এবং ৩য় বর্ষের ২য় সেমিস্টার শেষে ৩য় বর্ষ ২য় সেমিস্টার পরীক্ষা অনুষ্ঠিত হবে এবং ৪র্থ বর্ষের ১ম সেমিস্টার শেষে ৪র্থ বর্ষ ১ম সেমিস্টার পরীক্ষা এবং ৪র্থ বর্ষের ২য় সেমিস্টার শেষে ৪র্থ বর্ষ ২য় সেমিস্টার পরীক্ষা অনুষ্ঠিত হবে।

**১৫।** ফলাফল প্রস্তুত :

প্রতি সেমিস্টারের GPA নির্ধারণের জন্য উক্ত সেমিস্টারে সকল লিখিত পরীক্ষা, অভ্যন্তরীণ মূল্যায়ন, ক্লাস উপস্থিতি, ব্যবহারিকের মূল্যায়ন ও মৌখিক পরীক্ষায় (প্রয়োজ্য ক্ষেত্রে) প্রাপ্ত মোট গ্রেড পয়েন্টকে SGP তে রূপান্তরিত করে মোট ক্রেডিট দিয়ে ভাগ করতে হবে।

কৃতকার্য প্রার্থীদের ফলাফল ৮ সেমিস্টার পরীক্ষার ফলাফলের ভিত্তিতে তৈরি করা হবে এবং তা প্রকাশ করা হবে CGPA এর ভিত্তিতে। এই ফলাফলের ইংরেজী Transcript এ থাকবে প্রত্যেক কোর্সের কোর্স নম্বর, কোর্সের শিরোনাম, কোর্সের Letter Grade (LG) এবং Grade Point (GP) এবং এরপর থাকবে প্রত্যেক সেমিস্টারের GPA, তারপর CGPA এবং সবশেষে Letter Grade।

পরীক্ষার ফলাফল নির্ধারণের জন্য নিম্নলিখিত গ্রেডিং পদ্ধতি অনুসরণ করা হবে :

Numerical Grade	Letter Grade	Grade Point
80% and above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.50
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete	I	--

GPA নির্ণয়ের ক্ষেত্রে দশমিকের (.) পর ৩ ঘর পর্যন্ত নিতে হবে। চূড়ান্ত পরীক্ষায় CGPA নির্ণয়ের ক্ষেত্রে দশমিকের (.) পর ২ ঘর পর্যন্ত নিতে হবে।

ফলাফল প্রস্তুতের নমুনা :

Course Number	Number of Credits (Col. 1)	Grade Awarded (Col. 2)	Corresponding Grade Point (CGP) (Col. 3)	Earned Credit (EC) (Col. 4)	Secured Grade Point (SGP) (Col. 1×Col. 3)	Grade Point Average (GPA) = SGP ÷ Total Credit
101	4	A	3.75	4	15.00	100.00 ÷ 36 = 2.777
102	4	B+	3.25	4	13.00	
103	4	F	00	00	00	
104	4	A-	3.50	4	14.00	
105	4	B	3.00	4	12.00	
106	4	C	2.25	4	09.00	
107	4	B-	2.75	4	11.00	
108	4	C+	2.50	4	10.00	
109	4	A+	4.00	4	16.00	
	<b>36</b>			<b>32</b>	<b>100.00</b>	

$$\text{GPA} = \frac{\text{Sum of (Credit} \times \text{Grade Points)}}{\text{Total Credits}} \quad \text{or, } \text{GPA} = \frac{\text{SGP}}{\text{Total Credits}} = 100.00 \div 36 = 2.777$$

GPA এর ক্ষেত্রে দশমিকের (.) পর ৩ (তিন) ডিজিট গ্রহণ করতে হবে। এ ক্ষেত্রে দশমিকের (.) পর ৪র্থ ডিজিট কোনভাবেই গণনাযোগ্য হবে না। শুধু দশমিকের (.) পর ৩য় ডিজিট পর্যন্ত লিপিবদ্ধ করতে হবে। উদাহরণ দেখা যেতে পারে (3.4999→3.499)

CGPA (Cumulative Grade Point Average) বের করতে হলে সকল সেমিস্টারে অর্জিত মোট SGP কে (১ম বর্ষ, ১ম ও ২য় সেমিস্টার + ২য় বর্ষ, ১ম ও ২য়

সেমিস্টার + ৩য় বর্ষ, ১ম ও ২য় সেমিস্টার + ৪র্থ বর্ষ, ১ম ও ২য় সেমিস্টার এর SGPকে )  
সকল সেমিস্টারের মোট Credit (১৪৮) দিয়ে ভাগ করতে হবে।

CGPA-তে দশমিকের (.) পর ২ (দুই) ডিজিট গ্রহণ করতে হবে। এক্ষেত্রে দশমিকের  
(.) পর ৩য় ডিজিট ৫ অথবা তার অধিক হলে দশমিকের (.) পর ২য় ডিজিটের সাথে ১ (এক)  
যোগ করে দশমিকের পর ২ (দুই) ডিজিট লিপিবদ্ধ করতে হবে।

উদাহরণ- 3.485→3.49, 3.354→3.35

#### ১৬। ক্লাস প্রমোশন :

ক্লাস প্রমোশনের জন্য একজন পরীক্ষার্থীকে নিম্নরূপ ন্যূনতম GPA ও ক্রেডিট পেতে  
হবে।

১ম বর্ষ পরীক্ষা :	১ম সেমিস্টার GPA - 2.00 - Credit :	১২
	২য় সেমিস্টার GPA - 2.00 - Credit :	১৪
২য় বর্ষ পরীক্ষা :	১ম সেমিস্টার GPA - 2.25 - Credit :	১২
	২য় সেমিস্টার GPA - 2.25 - Credit :	১৪
৩য় বর্ষ পরীক্ষা :	১ম সেমিস্টার GPA - 2.50 - Credit :	১২
	২য় সেমিস্টার GPA - 2.50 - Credit :	১৮
৪র্থ বর্ষ পরীক্ষা :	১ম সেমিস্টার GPA - 2.50 - Credit :	১৬

#### ১৭। কোর্স উন্নয়ন :

ক) কোন সেমিস্টারের পরীক্ষায় পরীক্ষার্থী কোন কোর্সে GP 3.00 এর নীচে পেলে এমন  
০১ (একটি) কোর্সে মাত্র ১ (এক) বার পরবর্তী সেমিস্টারে নিজ পাঠ্যক্রম অনুযায়ী কোর্স  
উন্নয়ন পরীক্ষা দিতে পারবে।

খ) তবে পরীক্ষার্থী কোন কোর্সে লেটার গ্রেড F প্রাপ্ত হলে তখন শুধু এমন ০১ (একটি)  
কোর্সের কোর্স উন্নয়ন পরীক্ষা পরবর্তী ০২ (দুই) সেমিস্টারের মধ্যে সর্বোচ্চ ২ (দুই) বার  
দিতে পারবে। পরীক্ষার্থীকে কোর্স উন্নয়ন পরীক্ষা তার জন্য নির্ধারিত পাঠ্যক্রম অনুযায়ী  
দিতে হবে।

ক এবং খ উভয় ক্ষেত্রে পরীক্ষার্থীর সংশ্লিষ্ট কোর্সের পূর্বের অভ্যন্তরীণ মূল্যায়ন ও ক্লাস  
উপস্থিতির নম্বর বহাল থাকবে। ক এবং খ উভয়ের ক্ষেত্রে একক অথবা মিলিতভাবে কোন  
বর্ষে মৌখিকসহ (যদি মৌখিকের গ্রেড উন্নয়ন প্রয়োজন হয় শুধু সেক্ষেত্রে) ২টির বেশী  
কোর্সের জন্য পরীক্ষা দেয়া যাবে না। অবশ্যই F গ্রেডের মান অগ্রাধিকার ভিত্তিতে উন্নয়ন  
করতে হবে। উভয় ক্ষেত্রে শিক্ষার্থীকে ফলাফল প্রকাশের ১৫ দিনের মধ্যে কোর্স উন্নয়নের  
পরীক্ষা দেওয়ার জন্য বিভাগীয় সভাপতির নিকট আবেদন করতে হবে।

#### ১৮। লেটার গ্রেড উন্নয়ন :

কোন পরীক্ষার্থী যদি অনার্স ৪র্থ বর্ষের এর ২য় সেমিস্টার পরীক্ষায় কোন কোর্সে GP 3.00  
এর নীচে পায়, সেক্ষেত্রে শিক্ষার্থী এধরনের সর্বোচ্চ ২টি কোর্সে মানোন্নয়ন পরীক্ষা দিয়ে  
CGPA উন্নয়ন করতে পারবে। ৪র্থ বর্ষের ২য় সেমিস্টার পরীক্ষায় GP 3.00 এর নীচে

পেয়েছে এমন সর্বোচ্চ ২টি (মৌখিকসহ, যদি মৌখিকের গ্রেড উন্নয়ন করতে চায়) কোর্সে মান উন্নয়নের নিমিত্তে তার জন্য প্রযোজ্য পাঠ্যক্রম অনুযায়ী অব্যবহিত পরবর্তী সেমিস্টারে অনুষ্ঠিতব্য পরীক্ষায় অংশ গ্রহণ করতে পারবে। এ ধরনের পরীক্ষার্থীর সংশ্লিষ্ট কোর্সের অভ্যন্তরীণ মূল্যায়ন ও ক্লাস উপস্থিতির পূর্বের প্রাপ্ত নম্বর বহাল থাকবে। মান উন্নয়ন যে বছর হবে সে বছরই পরীক্ষার্থীর মান উন্নয়ন বছর বলে গণ্য হবে। ফলাফল প্রকাশের ১৫ দিনের মধ্যে পরীক্ষার্থী মান উন্নয়ন পরীক্ষা দেওয়ার জন্য বিভাগীয় সভাপতির নিকট লিখিত আবেদন করবে এবং তার আবেদন বিভাগীয় একাডেমিক কমিটির সুপারিশসহ পরীক্ষা নিয়ন্ত্রকের নিকট প্রেরণ করতে হবে। ফলাফল উন্নয়ন পরীক্ষা পরীক্ষার্থীকে ভর্তির শিক্ষাবর্ষ থেকে ৬টি শিক্ষাবর্ষের মধ্যেই সম্পন্ন করতে হবে। Letter Grade উন্নয়ন না হলে পূর্বের ফলাফল বহাল থাকবে।

### ১৯। ডিগ্রি অর্জন :

অনার্স ডিগ্রি লাভের জন্য একজন পরীক্ষার্থীকে CGPA কমপক্ষে 2.50 এবং মোট ক্রেডিট ১৪৮ এর মধ্যে ১৪০ ক্রেডিট পেলে অনার্স ডিগ্রি দেয়া হবে। ২টি লেটার গ্রেড F পেলেও চূড়ান্ত ডিগ্রি অর্জিত হবে, তবে কোন ক্রমেই একই সেমিস্টারে ১টির অধিক লেটার গ্রেড F পেলে ডিগ্রি প্রদান করা যাবে না।

### ২০। পুনঃভর্তি :

ক) কোন পরীক্ষার্থী কোন সেমিস্টার পরীক্ষায় অংশগ্রহণে ব্যর্থ (ড্রপট আউট) হলে অব্যবহিত পরবর্তী সেমিস্টারে পুনঃভর্তি হয়ে পরীক্ষায় অংশ গ্রহণের সুযোগ পাবে। কিন্তু এ ধরনের সুযোগ যে কোন সেমিস্টারে মাত্র ১ বার এবং ৬ শিক্ষাবর্ষের মধ্যে সর্বাধিক ২ বার সুযোগ পাবে।

খ) ১ম বর্ষের ১ম সেমিস্টার পরীক্ষায় অংশগ্রহণ না করলে/ব্যর্থ হলে অব্যবহিত পরবর্তী শিক্ষাবর্ষের সিলেবাস অনুযায়ী পরীক্ষা দিতে হবে এবং নিয়মিত শিক্ষার্থীদের সকল নিয়ম তাদের ক্ষেত্রেও প্রযোজ্য হবে।

গ) ১ম বর্ষের ১ম সেমিস্টারে কোন শিক্ষার্থী পরীক্ষা শুরু করে শেষ না করলে অথবা পরীক্ষা দিয়ে অকৃতকার্য হলে সে নতুন শিক্ষাবর্ষের সিলেবাস অনুযায়ী ক্লাস করবে এবং পরীক্ষা দিবে।

ঘ) অন্যান্য সেমিস্টারের যে কোন পুনঃভর্তিকৃত শিক্ষার্থীর ক্ষেত্রে নিজ শিক্ষাবর্ষের সিলেবাস প্রযোজ্য হবে।

ঙ) অকৃতকার্য শিক্ষার্থীকে সংশ্লিষ্ট পরীক্ষার ফলাফল প্রকাশের ১৫ দিনের মধ্যে পুনঃভর্তি হতে হবে। পরীক্ষায় অংশগ্রহণ করতে না পারা এবং পরীক্ষা শুরু করে শেষ না করা শিক্ষার্থীবৃন্দকে সংশ্লিষ্ট পরীক্ষা শেষ হওয়ার ১৫ দিনের মধ্যে পুনঃভর্তি হতে হবে।

### ২১। একাডেমিক ক্যালেন্ডার :

প্রতি বর্ষের শুরুতে (১ম ও ২য় সেমিস্টার) ভর্তির সময় বিভাগীয় একাডেমিক কমিটি শিক্ষার্থীদেরকে একাডেমিক ক্যালেন্ডারের মাধ্যমে ক্লাস শুরুর তারিখ, কোর্স সমাপ্তির তারিখ ও পরীক্ষা শুরুর তারিখ অবগত করবে।

একাডেমিক ক্যাঙ্গেজারে নিম্নলিখিত বিষয় উল্লেখ থাকা বাঞ্ছনীয় :

ক) প্রতি সেমিস্টারের পাঠদানের সময়কাল ১৩ সপ্তাহ।

খ) কোর্স সমাপ্তির ১৫ দিন পর পরীক্ষা শুরু হবে।

গ) পরীক্ষা সমাপ্তির ১ মাসের মধ্যে ফলাফল প্রকাশ করতে হবে।

ঘ) পরীক্ষা শেষে ৭ দিনের মধ্যে পরবর্তী সেমিস্টারের ক্লাশ শুরু হবে।

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