

QUESTION BANK

Department of Philosophy

Pattamundai College, Pattamundai

+3 2nd Year Arts (3rd Semester)

CORE – V

Ethics

GROUP-A

Each question carries one mark.

Unit-I: Definition, Nature & Scope of Ethics, Ethics in Relation to Politics, Sociology, and Religion

- Ethics is the branch of philosophy that deals with _____, concerning what is morally right and wrong.
- The _____ nature of ethics explores whether ethical principles are universal or culturally specific.
- The scope of ethics includes the study of _____, moral responsibility, and human conduct.
- Ethics in relation to _____ examines how moral principles are applied within the governance of societies.
- The relationship between ethics and _____ focuses on how social norms influences moral behaviour.
- _____ examines how religious beliefs shape moral principles and ethical behaviour.
- Ethics helps to differentiate between _____ behaviour and immoral behaviour in both personal and public life.
- _____ ethics is concerned with the moral obligations of governments and political leaders.
- The term _____ refers to the study of moral values in social contexts.
- Ethics in religion often deals with the concepts of _____, duty, and moral law.

Unit-II: Distinction Between Moral and Non-Moral Action, Moral and Factual Judgement, Object of Moral Judgement

- Moral actions are those that are guided by _____ principles, while non-moral actions are not.
- _____ judgment is based on ethical considerations, while factual judgment is based on objective reality.
- The object of moral judgment is to assess whether an action is _____ or unethical.
- An action is considered _____ if it aligns with accepted moral standards.
- _____ judgments concern what ought to be done, while factual judgments concern what is.

- _____ is the principle that actions are morally good if they are done with the right intentions.
- A _____ action is one that is free from ethical considerations.
- Moral judgments involve evaluations of human actions, while _____ judgments deal with observable facts.
- The _____ of a moral judgment refers to the person or action being judged.
- A _____ judgment expresses a value statement about what is right or wrong.

Unit-III: Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism

- Hedonism is the ethical theory that considers _____ as the highest good.
- _____ is the moral theory that actions are right if they promote the greatest happiness for the greatest number.
- The theory of _____ is concerned with strict adherence to moral principles, regardless of consequences.
- _____ is the ethical theory that focuses on achieving personal excellence and moral virtue.
- _____ utilitarianism considers the long-term consequences of actions in determining their moral worth.
- According to hedonism, pleasure is the ultimate _____ of life.
- Rigorism often emphasizes _____ duty over personal or collective happiness.
- _____ utilitarianism focuses on the individual actions that lead to the greatest overall good.
- Perfectionism argues that moral actions are those that contribute to the _____ development of individuals.
- _____ combines the pursuit of moral virtue with the maximization of happiness.

Unit-IV: Theories of Punishment: Retributive, Reformatory, and Preventive Theory

- The retributive theory of punishment is based on the principle of _____, or giving offenders what they deserve.
- The _____ theory of punishment focuses on rehabilitating the offender to prevent future crimes.
- The preventive theory of punishment aims to _____ society by deterring potential criminals.
- According to retributive justice, punishment should be _____ to the severity of the crime.
- The _____ theory emphasizes the importance of reforming the character of the offender.
- Preventive punishment serves as a _____ to others who might consider committing similar crimes.
- Retributive punishment is often justified by the idea of _____ or moral balance.
- Reformatory punishment seeks to _____ the offender's behaviour and reintegrate them into society.

- The _____ theory of punishment aims to protect society by removing dangerous individuals.
- Retributive justice is often associated with the concept of _____ punishment.
- Reformatory theory is based on the belief that people can _____ and improve.
- Preventive theory supports punishments that act as a _____ to crime, such as imprisonment.
- _____ theory focuses on the idea of moral reparation through punishment.
- Reformatory justice is linked to the goal of _____ the offender's life.
- Preventive theory is concerned with _____ crime through the example set by punishment.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit-I: Definition, Nature & Scope of Ethics, Ethics in Relation to Politics, Sociology, and Religion

- What is the definition of ethics, and how does it differ from other branches of philosophy?
- How does the nature of ethics help in understanding what constitutes moral behaviour?
- Discuss the scope of ethics in relation to personal and social conduct.
- How does ethics relate to politics, and why is it important for political leaders to consider ethical principles?
- In what ways does sociology interact with ethics, particularly concerning social norms and values?
- How does religion influence ethical behaviour and the development of moral codes?
- Explain the importance of ethics in public administration and governance.
- What role does ethics play in the formulation of laws and public policies?
- How does ethical behaviour contribute to social harmony and justice?
- Discuss the interrelationship between ethics and human rights.

Unit-II: Distinction Between Moral and Non-Moral Action, Moral and Factual Judgement, Object of Moral Judgement

- What is the distinction between moral and non-moral actions, and why is this distinction important?
- How do moral judgments differ from factual judgments in the context of ethical decision-making?
- What constitutes the object of moral judgment, and how is it determined?
- Explain the role of intention in distinguishing between moral and non-moral actions.
- How can a factual judgment lead to a moral judgment in ethical reasoning?
- Discuss the relevance of context in determining whether an action is moral or non-moral.
- What is the significance of evaluating the consequences of an action in moral judgment?
- How does a moral judgment differ from a legal judgment?

- Explain how moral principles guide decision-making in complex ethical dilemmas.
- How do cultural differences influence the distinction between moral and non-moral actions?

Unit-III: Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism

- What is hedonism, and how does it define the concept of the good life?
- How does utilitarianism evaluate the morality of actions based on their consequences?
- What is the principle of utility in utilitarianism, and how is it applied to moral decision-making?
- Explain rigorism and its emphasis on strict adherence to moral duty.
- How does perfectionism as a moral theory differ from other ethical theories in its approach to moral development?
- What are the main criticisms of hedonism as a moral theory?
- How does utilitarianism address the potential conflict between individual rights and the greater good?
- What is the role of moral duty in rigorism, and how does it shape ethical behaviour?
- How does perfectionism define the ultimate goal of human life, and what is its significance in ethics?
- Discuss how hedonism and utilitarianism might lead to different moral conclusions in a given scenario.

Unit-IV: Theories of Punishment: Retributive, Reformatory, and Preventive Theory

- What is retributive theory, and how does it justify punishment?
- How does reformatory theory view the purpose of punishment, and what are its main objectives?
- What is the preventive theory of punishment, and how does it aim to protect society?
- Explain how retributive justice differs from restorative justice in its approach to punishment.
- How does the reformatory theory of punishment emphasize the rehabilitation of offenders?
- Discuss the preventive theory's focus on deterrence and its impact on crime rates.
- How does retributive theory ensure that punishment is proportionate to the crime?
- What are the potential benefits of reformatory punishment for both the individual and society?
- How does preventive theory address the issue of recidivism among criminals?
- In what ways do the theories of punishment overlap, and how can they complement each other?
- How does retributive theory align with the concept of moral desert in ethics?
- Discuss the role of education and vocational training in the reformatory theory of punishment.
- How does the preventive theory of punishment contribute to the overall safety of a community?

- What are the ethical implications of using punishment as a means of social control?
- How can the principles of fairness and justice be maintained in the application of various theories of punishment?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit-I: Definition, Nature & Scope of Ethics, Ethics in Relation to Politics, Sociology, and Religion

- Define ethics and explain its importance in guiding human conduct.
- How does ethics differ from law and morality in guiding behaviour?
- Discuss the nature of ethics and its role in evaluating human actions.
- Explain how ethics relates to political leadership and decision-making.
- How does sociology influence ethical norms and societal values?
- Describe the impact of religion on ethical principles and practices.
- What is the scope of ethics in determining what is considered a moral action?
- How does ethics contribute to the development of social policies and laws?
- Discuss the role of ethics in addressing issues of justice and equality in society.
- Explain the relationship between ethics and cultural norms.

Unit-II: Distinction Between Moral and Non-Moral Action, Moral and Factual Judgment, Object of Moral Judgment

- Differentiate between moral and non-moral actions with examples.
- How do moral judgments differ from factual judgments in terms of their basis and application?
- What is the object of moral judgment and how is it assessed?
- Explain the importance of intention in distinguishing between moral and non-moral actions.
- How can understanding the distinction between moral and non-moral actions help in ethical decision-making?
- Discuss the role of context in evaluating whether an action is moral or non-moral.
- How do cultural differences impact the object of moral judgment?
- Explain how moral judgments are influenced by personal values and societal norms.
- What is the significance of evaluating the consequences of actions in moral judgment?
- Discuss how factual judgments can inform but do not determine moral judgments.

Unit-III: Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism

- What is hedonism and how does it define the good life?
- Explain how utilitarianism evaluates actions based on their outcomes.

- How does rigorism differ from other moral theories in its approach to moral rules?
- What is perfectionism, and how does it propose achieving moral excellence?
- Discuss the main strengths and weaknesses of hedonism as an ethical theory.
- How does utilitarianism address the balance between individual rights and the greater good?
- Describe the emphasis of rigorism on adherence to moral principles and its implications.
- How does perfectionism influence the development of personal and moral virtues?
- Compare and contrast hedonism and utilitarianism in their approach to assessing happiness.
- Explain how rigorism and perfectionism might lead to different conclusions in ethical dilemmas.

Unit-IV: Theories of Punishment: Retributive, Reformative, and Preventive Theory

- What is retributive punishment and how does it justify the imposition of penalties?
- Describe the goals of reformative punishment and its focus on rehabilitating offenders.
- Explain the preventive theory of punishment and its aim to deter future crimes.
- How does retributive theory ensure that punishment is proportionate to the crime committed?
- Discuss the role of reformative punishment in the reintegration of offenders into society.
- How does preventive theory contribute to reducing crime rates through deterrence?
- Compare retributive and reformative theories in terms of their approach to justice.
- Explain how the preventive theory addresses the issue of recidivism.
- Discuss the ethical considerations involved in applying retributive punishment.
- How does reformative theory utilize education and therapy in its approach to punishment?
- What are the potential benefits and drawbacks of preventive punishment for societal safety?
- Describe how retributive theory aligns with the concept of moral desert.
- How can reformative theory balance the need for justice with the goal of rehabilitation?
- Discuss how preventive theory uses the threat of punishment to influence potential offenders.
- Explain the ethical implications of combining different theories of punishment in a judicial system.

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit-I: Definition, Nature & Scope of Ethics, Ethics in Relation to Politics, Sociology, and Religion

- Define ethics and explain its significance in guiding human behaviour. How does ethics differ from other philosophical disciplines such as aesthetics and logic?
- Discuss the nature of ethics in terms of its prescriptive nature. How does it guide actions and decisions in various contexts?
- Explain the scope of ethics in relation to personal conduct and professional behaviour. What areas does ethics encompass in daily life?
- Analyse how ethics intersects with politics. Provide examples of ethical dilemmas that political leaders may face and how ethical principles can guide their decisions.
- Discuss the role of ethics in sociology. How do sociological theories contribute to our understanding of moral behaviour and social norms?
- Explain how religious beliefs shape ethical principles. Provide examples of how different religions approach ethical issues such as charity, honesty, and justice.
- Discuss the impact of ethics on public administration. How do ethical considerations influence the formulation and implementation of public policies?
- Analyse the role of ethics in shaping social justice movements. How do ethical theories contribute to the advocacy of equality and human rights?
- Explain how ethics can be applied to business practices. What are the ethical responsibilities of businesses towards their stakeholders?
- Discuss the relationship between ethics and law. How do ethical principles inform the creation and interpretation of legal standards?

Unit-II: Distinction Between Moral and Non-Moral Action, Moral and Factual Judgment, Object of Moral Judgment

- Define moral action and non-moral action. Provide examples of each and explain why it is important to differentiate between them.
- Discuss the difference between moral judgments and factual judgments. How do these judgments affect our understanding of actions and their consequences?
- Explain the object of moral judgment. How is it determined and what factors influence the evaluation of actions as morally right or wrong?
- Analyse the significance of intention in distinguishing between moral and non-moral actions. How does understanding intention affect moral evaluation?
- Discuss how cultural differences can influence the object of moral judgment. Provide examples of how different cultures may have varying moral standards.
- Explain the role of context in moral judgment. How does context influence the evaluation of whether an action is moral or immoral?
- Discuss the importance of consequences in moral judgment. How do outcomes of actions contribute to their moral evaluation?
- Compare and contrast moral judgments with legal judgments. How do moral and legal standards interact in the context of justice?
- Explain how personal values influence moral judgments. How do individual beliefs and experiences shape our understanding of right and wrong?
- Discuss how moral judgments are formed in complex situations. What criteria are used to evaluate actions when there are competing moral principles?

Unit-III: Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism

- Explain the core principles of hedonism. How does this theory define the concept of pleasure, and what implications does it have for ethical decision-making?
- Discuss utilitarianism and its focus on the consequences of actions. How does the principle of utility guide moral decisions in this theory?
- Analyse the concept of rigorism in ethics. How does it emphasize adherence to moral rules, and what challenges does it face in practical application?
- Explain perfectionism as an ethical theory. How does it define moral excellence and the role of personal development in achieving it?
- Compare hedonism and utilitarianism. How do these theories approach the idea of happiness and well-being, and what are their key differences?
- Discuss the main criticisms of hedonism. How do critics argue against the idea that pleasure is the ultimate good?
- Analyse the utilitarian approach to balancing individual rights with the greater good. How does this theory address potential conflicts between personal and collective interests?
- Explain how rigorism deals with moral dilemmas. How does it handle situations where strict adherence to rules might lead to negative consequences?
- Discuss how perfectionism integrates the pursuit of moral virtues with everyday ethical decision-making. What are its practical implications for individuals?
- Compare rigorism and perfectionism in terms of their approach to moral rules and personal development. How do these theories differ in their ethical guidance?

Unit-IV: Theories of Punishment: Retributive, Reformatory, and Preventive Theory

- Explain the retributive theory of punishment. How does it justify punishment based on the concept of moral desert and justice?
- Discuss the goals of reformatory punishment. How does this theory focus on rehabilitating offenders and reintegrating them into society?
- Analyse the preventive theory of punishment. How does it aim to deter crime and protect society from future offenses?
- Compare retributive and reformatory theories of punishment. How do these theories differ in their objectives and methods of addressing crime?
- Discuss how retributive theory ensures that punishment is proportionate to the crime committed. What are the key principles involved?
- Explain the role of education and therapy in reformatory punishment. How do these elements contribute to the rehabilitation of offenders?
- Analyse the preventive theory's approach to deterrence. How does the threat of punishment influence potential offenders and reduce crime rates?
- Discuss the ethical implications of retributive punishment. How does this theory address the balance between justice and forgiveness?

- Explain the impact of reformative punishment on the offender’s future behaviour. How does this approach aim to prevent recidivism?
- Discuss the preventive theory’s effectiveness in crime prevention. What are its strengths and limitations in creating a safer society?
- Compare the ethical foundations of retributive and preventive theories of punishment. How do these theories address issues of fairness and justice?
- Analyse how reformative punishment contributes to social justice. What are its goals in terms of reducing inequality and promoting rehabilitation?
- Explain how preventive punishment can be applied in different legal systems. What are the variations in its implementation across jurisdictions?
- Discuss the potential for combining retributive, reformative, and preventive theories in a comprehensive approach to punishment. What are the benefits and challenges?
- Analyse the role of moral philosophy in shaping theories of punishment. How do ethical theories influence the development of penal policies and practices?

CORE – VI

History of Greek Philosophy

GROUP-A

Each question carries one mark.

Unit-I: Nature of Greek Philosophy: What is Philosophy? Origin, Development, and Salient Features of Early Greek Thought

- The term “philosophy” comes from the Greek words “philos” meaning _____ and “Sophia” meaning _____.
- Greek philosophy began in the _____ century BCE and is often considered the foundation of Western philosophy.
- The early Greek philosophers are known as the _____ philosophers, who sought to explain the nature of the cosmos.
- The primary focus of early Greek thought was on _____, seeking to understand the nature and origin of everything.
- Thales, Anaximander, and Anaximenes are associated with the _____ school of thought in early Greek philosophy.
- Anaximander proposed that the primary substance is the _____, an infinite or boundless principle.
- Heraclitus is famous for his doctrine that _____ is the fundamental essence of reality.
- The philosophy of _____ is characterized by the concept of “the one” as the fundamental reality.
- The early Greek philosophers often focused on _____ explanations rather than mythological ones.
- The concept of _____ is central to understanding the development of Greek thought, representing a transition from mythological to rational explanations.

Unit-II: Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus, and Atomism of Democritus

- Parmenides is known for his philosophy of _____, arguing that change and multiplicity are illusions.
- According to Parmenides, true reality is _____ and unchanging, while the sensory world is deceptive.
- Heraclitus is famous for his doctrine that _____ is the only constant in the universe.
- Heraclitus's concept of _____ highlights the constant flux and change in the natural world.
- Democritus is known for developing the theory of _____, proposing that everything is composed of indivisible atoms.
- The primary element in Democritus's atomic theory is _____, which he believed to be infinite in number and variety.
- Democritus's theory of atoms was a precursor to modern _____ theory in physics.
- Heraclitus's concept of _____ refers to the harmony of opposites, emphasizing the dynamic nature of reality.
- According to Parmenides, the world of _____ is an illusion, contrasting with the world of being, which is real.
- Democritus's idea that everything is composed of _____ marked a significant shift from earlier Greek thought.

Unit-III: Socrates: Problem Before Socrates, Dialectical Method, Epistemology, and Ethics of Socrates

- Socrates is known for his method of _____, which involves asking a series of questions to stimulate critical thinking.
- The central problem before Socrates was the question of _____, specifically how to achieve a virtuous and meaningful life.
- Socrates believed that knowledge is _____, and that understanding one's own ignorance is the first step toward wisdom.
- Socrates's dialectical method is also known as _____ questioning, which aims to expose contradictions and clarify ideas.
- Socrates's concept of _____ refers to the idea that virtue is a form of knowledge and can be taught.
- According to Socrates, the pursuit of _____ is more important than the pursuit of wealth or power.
- Socrates's ethics are based on the idea that moral virtue is achieved through _____ and self-examination.
- Socrates believed that true knowledge comes from _____ of oneself and one's limitations.

- The trial of Socrates is famously recorded in _____ works, where he was charged with corrupting the youth of Athens.
- Socrates’s famous dictum, “Know thyself,” emphasizes the importance of _____ in understanding moral and ethical behaviour.
- **Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul; Aristotle: Theory of Form and Matter, Theory of Causation**
- Plato’s theory of _____ suggests that non-material abstract forms represent the most accurate reality.
- According to Plato, the world we perceive with our senses is merely a _____ of the true, unchanging forms.
- Plato’s allegory of the _____ illustrates his theory of knowledge and the nature of reality.
- In Plato’s view, the _____ is the eternal and unchanging essence of reality that transcends the physical world.
- Plato’s theory of the soul includes three parts: the rational, the _____, and the appetitive.
- According to Plato, the _____ is the highest part of the soul and is responsible for reason and wisdom.
- Aristotle’s concept of _____ refers to the physical substance or matter of which a thing is composed.
- In Aristotle’s philosophy, the _____ refers to the form or essence of a thing, distinguishing it from mere matter.
- Aristotle’s theory of _____ identifies four causes—material, formal, efficient, and final—that explain why things exist and change.
- According to Aristotle, the _____ cause is the primary reason for a thing’s existence and its purpose or end.
- Plato’s theory of the _____ emphasizes the distinction between the material world and the realm of ideal forms.
- Aristotle’s concept of _____ explains the nature of change and movement in terms of potentiality and actuality.
- Plato’s _____ is a dialogue that explores the nature of justice and the ideal state.
- Aristotle’s philosophy emphasizes empirical observation and _____ as a means of gaining knowledge about the world.
- Plato’s notion of _____ relates to the realm of perfect forms, which are the true reality compared to the imperfect material world.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit-I: Nature of Greek Philosophy: What is Philosophy? Origin, Development, and Salient Features of Early Greek Thought

- What is the origin of the term "philosophy" and what does it mean?
- Describe the main goal of early Greek philosophers in their quest for knowledge.
- What was the primary focus of early Greek philosophy in explaining the universe?
- How did early Greek thought transition from mythological to rational explanations?
- Name the three early Greek philosophers known for their contributions to natural philosophy.
- What concept did Thales introduce as the primary substance of all things?
- How did Anaximander's idea of the "apeiron" differ from Thales's notion of primary substance?
- What was Anaximenes's explanation for the fundamental substance of reality?
- How did early Greek philosophers attempt to explain natural phenomena without relying on mythology?
- What is the significance of the pre-Socratic philosophers in the history of Western philosophy?

Unit-II: Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus, and Atomism of Democritus

- What is Parmenides's main argument about the nature of being and change?
- How does Parmenides distinguish between the way of truth and the way of opinion?
- What central idea did Heraclitus introduce regarding the nature of reality?
- How does Heraclitus's concept of flux contrast with Parmenides's views on being?
- What is the significance of the saying "you cannot step into the same river twice" in Heraclitus's philosophy?
- Describe Democritus's theory of atomism and its contribution to the understanding of matter.
- How did Democritus explain the nature of change and interaction in the world?
- What was the role of the "void" in Democritus's atomic theory?
- How did early Greek philosophers like Democritus influence later scientific thought?
- What was the impact of pre-Socratic thought on the development of metaphysics?

Unit-III: Socrates: Problem Before Socrates, Dialectical Method, Epistemology, and Ethics of Socrates

- What philosophical problem was central to Socrates's inquiry?
- Describe the Socratic method and its purpose in philosophical discourse.
- How did Socrates's approach to ethics differ from that of his predecessors?
- What is Socrates's view on the relationship between knowledge and virtue?
- How did Socrates's method of questioning contribute to his understanding of moral concepts?
- What role did the concept of "knowing oneself" play in Socratic philosophy?
- How did Socrates address the issue of moral relativism?
- What was Socrates's stance on the role of reason in achieving a virtuous life?
- How did Socrates's focus on ethics shape the direction of Western philosophy?

- What were the charges against Socrates, and how did he defend his philosophy during his trial?

Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul; Aristotle: Theory of Form and Matter, Theory of Causation

- What is Plato's theory of forms, and how does it relate to his theory of knowledge?
- How does Plato's allegory of the cave illustrate his theory of knowledge and reality?
- Describe the role of the "ideal forms" in Plato's philosophy.
- What are the three parts of the soul according to Plato, and what functions do they serve?
- How does Plato's concept of the soul relate to his theory of the ideal state?
- What is Aristotle's theory of form and matter, and how does it explain the nature of objects?
- Explain Aristotle's concept of "substance" and its components in his theory of form and matter.
- How does Aristotle differentiate between potentiality and actuality in his philosophy?
- What is Aristotle's four causes, and how do they explain the existence and change of things?
- Describe the purpose of the "final cause" in Aristotle's theory of causation.
- How did Plato's theory of forms influence his views on education and knowledge?
- What is the significance of Plato's theory of the tripartite soul for his ethical theory?
- How did Aristotle's empirical approach differ from Plato's theory of forms?
- What role does the concept of "telos" play in Aristotle's explanation of natural phenomena?
- How did Plato's and Aristotle's theories contribute to the development of Western philosophy?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit-I: Nature of Greek Philosophy: What is Philosophy? Origin, Development, and Salient Features of Early Greek Thought

- Define "philosophy" and explain its etymological roots. What does it aim to achieve?
- Discuss the origin of Greek philosophy and its primary focus during the early period.
- What are the key characteristics of early Greek thought that distinguish it from earlier mythological explanations?
- How did early Greek philosophers contribute to the development of rational inquiry?
- Explain the significance of the transition from mythological to rational explanations in Greek philosophy.
- What were the main contributions of Thales to early Greek philosophy?
- Describe Anaximander's concept of the "apeiron" and its importance in early Greek thought.

- How did Anaximenes's views on the primary substance differ from those of his predecessors?
- Discuss the role of natural philosophy in the development of early Greek thought.
- What impact did early Greek philosophy have on subsequent Western philosophical traditions?

Unit-II: Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus, and Atomism of Democritus

- What is Parmenides's view on the nature of being and its relation to change?
- How does Parmenides differentiate between "being" and "non-being"?
- Explain Heraclitus's doctrine of flux and its implications for understanding reality.
- What does Heraclitus mean by the phrase "everything flows," and how does it reflect his philosophical views?
- Outline Democritus's theory of atomism and its significance for ancient and modern thought.
- How did Democritus's idea of atoms contribute to the understanding of physical matter?
- Describe the role of the "void" in Democritus's atomic theory.
- What were the main philosophical challenges that Parmenides's and Heraclitus's ideas posed to their contemporaries?
- How did Heraclitus's and Parmenides's views on change and permanence influence later Greek philosophy?
- Discuss the influence of Democritus's atomic theory on the development of scientific thought.

Unit-III: Socrates: Problem Before Socrates, Dialectical Method, Epistemology, and Ethics of Socrates

- What were the central philosophical problems that Socrates addressed in his work?
- Describe the Socratic method and its purpose in philosophical inquiry.
- How did Socrates's method of questioning contribute to his views on knowledge and virtue?
- What is Socrates's perspective on the relationship between knowledge and ethical behaviour?
- Explain how Socrates's focus on ethics and virtue differed from that of his predecessors.
- How did Socrates's philosophy influence his approach to questions of morality and justice?
- What was Socrates's view on the possibility of moral knowledge?
- Discuss the role of self-knowledge in Socratic ethics.
- How did Socrates's trial and execution reflect the tensions between his philosophy and Athenian society?
- In what ways did Socrates's emphasis on reason and dialogue shape his approach to ethics?

**Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul;
Aristotle: Theory of Form and Matter, Theory of Causation**

- What is Plato's theory of forms, and how does it relate to his theory of knowledge?
- Explain Plato's allegory of the cave and its significance for understanding his theory of reality.
- How does Plato's theory of ideas address the problem of knowledge and perception?
- Describe the three parts of the soul according to Plato and their respective functions.
- What is the role of the rational part of the soul in Plato's ethical theory?
- How does Aristotle's theory of form and matter explain the nature of physical objects?
- What is Aristotle's concept of "substance," and how does it differ from Plato's forms?
- Explain Aristotle's distinction between potentiality and actuality in his philosophy.
- What are the four causes in Aristotle's theory of causation, and how do they explain the existence of objects?
- Discuss the concept of the "final cause" in Aristotle's explanation of natural phenomena.
- How does Plato's theory of the ideal state relate to his concept of the philosopher-king?
- What influence did Aristotle's empirical approach have on the development of scientific methodology?
- Describe the relationship between Plato's theory of forms and his educational philosophy.
- How did Aristotle's concept of "entelechy" contribute to his understanding of change and development?
- Compare and contrast Plato's and Aristotle's views on the nature of reality and knowledge.

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit-I: Nature of Greek Philosophy: What is Philosophy? Origin, Development, and Salient Features of Early Greek Thought

- Define philosophy and describe its emergence in ancient Greece. Discuss the transition from mythological to rational explanations and its significance for Greek thought.
- Explain the contributions of Thales, Anaximander, and Anaximenes to early Greek philosophy. How did their ideas shape the development of natural philosophy?
- Discuss the concept of arche as introduced by early Greek philosophers. How did this concept evolve through the thoughts of Thales, Anaximander, and Anaximenes?
- Analyse the role of the Milesian School in the development of Greek philosophy. What were their main contributions, and how did they influence subsequent philosophical thought?
- Describe the early Greek philosophers' approach to understanding the nature of reality. How did their focus differ from earlier mythological explanations?

- Discuss the impact of early Greek philosophical thought on later philosophical traditions in the Western world. What lasting influences can be traced to this period?
- Compare and contrast the early Greek philosophical approach to understanding the cosmos with that of later Greek philosophers like the Sophists and Socrates.
- Evaluate the significance of the concept of logos in early Greek philosophy. How did it contribute to the development of rational inquiry?
- Examine the influence of early Greek philosophy on the development of scientific thought. How did these early ideas lay the groundwork for future scientific advancements?
- Analyse the contributions of the early Greek philosophers to the field of metaphysics. How did their ideas shape the subsequent exploration of reality and existence?

Unit-II: Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus, and Atomism of Democritus

- Discuss Parmenides’s philosophy regarding the concept of being. How does his view challenge the notion of change and multiplicity?
- Explain the central tenets of Heraclitus’s philosophy, especially his doctrine of flux. How does this view contrast with Parmenides’s perspective?
- Analyse the implications of Heraclitus’s statement “you cannot step into the same river twice.” How does it reflect his understanding of change and permanence?
- Describe Democritus’s atomic theory. How did his ideas about atoms and the void contribute to the development of materialistic philosophy?
- Evaluate the significance of the pre-Socratic thinkers’ contributions to the development of metaphysical and epistemological theories. How did their ideas influence later philosophical developments?
- Compare and contrast the philosophical approaches of Parmenides and Heraclitus regarding the nature of reality and change. How did each philosopher’s views shape the discourse on existence?
- Discuss the impact of Democritus’s theory of atomism on ancient Greek thought. How did it challenge or complement other pre-Socratic theories?
- Examine the philosophical implications of Parmenides’s argument against the possibility of change. How does his view address the nature of reality and perception?
- Analyse the role of the void in Democritus’s philosophy. How does it contribute to his understanding of the physical universe and the nature of existence?
- Discuss how Heraclitus’s views on becoming and change influenced later philosophical and scientific thought. What are the long-term implications of his ideas?

Unit-III: Socrates: Problem Before Socrates, Dialectical Method, Epistemology, and Ethics of Socrates

- Examine the main philosophical problems that Socrates addressed. How did his approach differ from that of his predecessors and contemporaries?

- Describe the Socratic method of dialectic. How does this method facilitate the pursuit of knowledge and the examination of moral concepts?
- Analyse Socrates's epistemological views. What is his understanding of knowledge, and how does it differ from other philosophical perspectives of his time?
- Discuss Socrates's ethical philosophy. How does he define virtue, and what role does reason play in achieving a virtuous life?
- Explain Socrates's concept of the examined life. Why does he consider it essential for personal development and moral integrity?
- Evaluate Socrates's views on the relationship between knowledge and virtue. How does his perspective address the question of moral responsibility?
- Discuss the significance of Socrates's trial and execution in the context of his philosophy. What do these events reveal about his views on justice and the role of the philosopher in society?
- Analyse Socrates's critique of Athenian democracy and its institutions. How did his philosophical ideas challenge the prevailing norms and values of his time?
- Explain the influence of Socrates's philosophy on his students, particularly Plato. How did Socrates's ideas shape the development of Plato's own philosophical system?
- Discuss the methodological differences between Socrates and the Sophists. How did Socrates's approach to philosophy contrast with the relativistic views of the Sophists?

Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul; Aristotle: Theory of Form and Matter, Theory of Causation

- Outline Plato's theory of forms and its implications for understanding reality and knowledge. How does this theory address the problem of universals?
- Discuss the allegory of the cave as presented by Plato. How does it illustrate his theory of forms and the nature of knowledge?
- Analyse Plato's theory of the soul and its three parts. How does this theory relate to his views on justice and the ideal state?
- Describe the key differences between Plato's and Aristotle's theories of form and matter. How do these differences reflect their respective philosophical perspectives?
- Explain Aristotle's concept of substance and its role in his theory of form and matter. How does this concept contribute to his understanding of physical reality?
- Discuss Aristotle's theory of causation, including the four causes. How does this theory provide a comprehensive explanation for the existence and change of objects?
- Evaluate the influence of Plato's theory of forms on his educational philosophy. How did his ideas shape his views on knowledge and learning?
- Compare Aristotle's empirical approach with Plato's idealism. How did Aristotle's methodology differ from Plato's, and what were the implications for their respective philosophies?
- Examine the role of the final cause in Aristotle's explanation of natural phenomena. How does this concept contribute to his overall theory of causation?
- Discuss the impact of Plato's theory of the forms on his political philosophy, particularly in relation to his vision of the ideal state and the philosopher-king.

- Analyse the relationship between Plato’s theory of forms and his views on the nature of reality and knowledge. How does this relationship inform his philosophical system?
- Describe Aristotle’s concept of “entelechy” and its significance for his understanding of natural processes and development.
- Explain how Plato’s theory of knowledge addresses the problem of scepticism. What are the strengths and weaknesses of his approach?
- Discuss Aristotle’s critique of Plato’s theory of forms. How does Aristotle’s critique contribute to the development of his own philosophical system?
- Evaluate the contributions of Plato and Aristotle to the development of Western philosophy. How did their ideas influence subsequent philosophical and scientific thought?

CORE – VII

Systems of Indian Philosophy-II

GROUP-A

Each question carries one mark.

Unit-I: Upanisadic View of Atman and Brahman, Vidya and Avidya, Para Vidya and Aparavidya

- In the Upanisads, _____ is described as the ultimate reality or universal consciousness.
- The concept of _____ refers to the individual self or soul in Upanisadic philosophy.
- _____ is the knowledge that leads to the realization of Brahman, while _____ is the knowledge of the material world.
- According to the Upanisads, _____ is the highest form of knowledge that transcends empirical understanding.
- _____ refers to ignorance or knowledge that pertains to the material world and does not lead to spiritual liberation.
- The realization of _____ leads to the understanding of the unity between Atman and Brahman.
- _____ is the term used to describe the spiritual knowledge that is necessary for liberation according to the Upanisads.
- In Upanisadic thought, _____ is the illusory power that creates the perception of the world apart from Brahman.
- _____ is considered as the primary cause of suffering and bondage in the Upanisadic worldview.
- The distinction between _____ and _____ is fundamental in understanding the nature of reality according to the Upanisads.

Unit-II: Nyaya Theory of Inference, Prama and Aprama, Concept of God

- In Nyaya philosophy, _____ refers to valid knowledge obtained through inference.
- _____ is the term used for invalid knowledge or erroneous understanding in Nyaya philosophy.
- The Nyaya school identifies _____ as one of the means of acquiring valid knowledge.
- _____ refers to knowledge that is considered to be authoritative or reliable in Nyaya philosophy.
- The concept of _____ in Nyaya philosophy involves deriving conclusions based on observations and reasoning.
- _____ is considered as a non-permanent state of knowledge or perception according to Nyaya.
- The Nyaya theory of inference involves _____, _____, and _____ as its primary components.
- In Nyaya, _____ is the ultimate reality or God, often associated with the creator of the universe.
- The Nyaya school distinguishes between _____ and _____ based on their validity and reliability.
- _____ is the philosophical concept that deals with the nature of knowledge and its sources in Nyaya.

Unit-III: Vaishesika: Categories (Padarthas), Nyaya: Pramanas

- In Vaishesika philosophy, the term _____ refers to the categories or classes of entities.
- The _____ in Vaishesika philosophy includes substances, qualities, actions, and others.
- _____ is a key category in Vaishesika that denotes the material basis of the universe.
- In Vaishesika, _____ refers to the property or attribute of an object.
- _____ is the Nyaya term for a means of valid knowledge, such as perception, inference, or testimony.
- The concept of _____ in Nyaya refers to the process of drawing logical conclusions from observations.
- _____ is one of the pramanas in Nyaya that involves direct sensory experience.
- In Nyaya, _____ refers to the authoritative knowledge obtained from reliable sources.
- _____ is a category in Vaishesika that pertains to the temporal aspect of reality.
- The Nyaya system identifies _____ as a key component of logical reasoning and knowledge acquisition.

Unit-IV: Sankara and Ramanuja's View on Maya, Jiva, Isvara, Brahman, and Liberation

- According to _____, Maya is considered to be an illusion that veils the true nature of Brahman.
- _____ views Maya as a real but transient aspect of the universe that is ultimately subservient to Brahman.
- The term _____ in Sankara's philosophy refers to the individual soul that experiences bondage and liberation.
- _____ is the concept in Ramanuja's philosophy that represents the personal god who is the creator and sustainer of the universe.
- According to _____, liberation (Moksha) is achieved through the realization of the non-dual nature of Brahman.
- _____ emphasizes the importance of devotion and surrender to God as the means of achieving liberation.
- In Ramanuja's system, _____ is the divine principle that maintains the order and harmony of the cosmos.
- _____ refers to the illusory power of Brahman that creates the empirical world according to Sankara.
- _____ asserts that liberation involves the eternal union of the individual soul with the personal god.
- The concept of _____ in Sankara's philosophy is central to the understanding of the ultimate reality and its manifestation.
- According to _____, the self (Atman) and the ultimate reality (Brahman) are distinct but ultimately unified.
- _____ views Brahman as an impersonal absolute reality, while _____ views Brahman as a personal deity.
- The _____ concept in Ramanuja's philosophy emphasizes the distinction between the eternal soul and the temporary body.
- According to _____, the ultimate goal of human life is to realize the identity of Atman with Brahman.
- _____ describes the process of liberation as the removal of ignorance and the realization of one's true nature.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit-I: Upanisadic View of Atman and Brahman, Vidya and Avidya, Para Vidya and Apra vidya

- What is the Upanisadic view of Atman?
- How does the Upanisadic concept of Brahman differ from Atman?
- Define Vidya according to the Upanisads.
- What does Avidya represent in Upanisadic philosophy?

- How is Para Vidya distinguished from Aparavidya in the Upanisads?
- Explain the relationship between Atman and Brahman as described in the Upanisads.
- What role does Vidya play in achieving spiritual knowledge?
- How does Avidya contribute to the cycle of birth and rebirth in Upanisadic thought?
- What is the significance of understanding Para Vidya for attaining liberation?
- Describe the concept of Brahman as the ultimate reality in Upanisadic philosophy.

Unit-II: Nyaya Theory of Inference, Prama and Aprama, Concept of God

- What is the Nyaya theory of inference?
- Define Prama in the context of Nyaya philosophy.
- What does Aprama mean in Nyaya philosophy?
- How does Nyaya philosophy distinguish between valid and invalid knowledge?
- What is the Nyaya definition of God?
- Describe the role of inference in Nyaya epistemology.
- How does Nyaya define the criteria for valid knowledge?
- What are the primary sources of knowledge according to Nyaya?
- How does Nyaya philosophy address the concept of error or false knowledge?
- Explain the concept of God as a creator in Nyaya philosophy.

Unit-III: Vaishesika: Categories (Padarthas), Nyaya: Pramanas

- What are the main categories (Padarthas) in Vaishesika philosophy?
- Describe the category of substance in Vaishesika.
- What is the significance of quality as a category in Vaishesika?
- How does Vaishesika define the category of action?
- What are the Pramanas according to Nyaya philosophy?
- How does Nyaya categorize perception as a source of knowledge?
- Explain the role of inference as a Pramana in Nyaya philosophy.
- What is the importance of testimony as a Pramana in Nyaya?
- Describe the category of inherence in Vaishesika.
- How does Nyaya define the concept of doubt in relation to knowledge?

Unit-IV: Sankara and Ramanuja's View on Maya, Jiva, Isvara, Brahman, and Liberation

- How does Sankara define Maya?
- What is Ramanuja's perspective on Maya compared to Sankara's?
- Describe Sankara's view of Jiva.
- How does Ramanuja's view of Jiva differ from Sankara's?
- What is the role of Isvara in Sankara's philosophy?
- Explain Ramanuja's understanding of Isvara.
- How does Sankara describe Brahman?
- What is Ramanuja's view on Brahman and its relation to the world?

- How does Sankara's concept of liberation differ from Ramanuja's?
- What is the process of liberation according to Sankara?
- Describe Ramanuja's approach to achieving liberation.
- How does Sankara view the relationship between Brahman and the empirical world?
- What are the key differences between Sankara and Ramanuja's views on the nature of reality?
- Explain Ramanuja's concept of divine grace in the context of liberation.
- How does Sankara's philosophy address the problem of evil and suffering?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit-I: Upanisadic View of Atman and Brahman, Vidya and Avidya, Para Vidya and Aparavidya

- What does the Upanisadic concept of Atman represent?
- How is Brahman defined in Upanisadic thought?
- Differentiate between Vidya and Avidya in the Upanisads.
- Explain Para Vidya and its importance in the Upanisads.
- What role does Avidya play in Upanisadic philosophy?
- How is the concept of Atman related to Brahman in Upanisadic thought?
- What is the primary goal of attaining Vidya according to the Upanisads?
- Describe the nature of Aparavidya.
- How does the Upanisadic view of Brahman influence the concept of liberation?
- What is the distinction between Para Vidya and Aparavidya in terms of their impact on spiritual growth?

Unit-II: Nyaya Theory of Inference, Prama and Aprama, Concept of God

- What is the role of inference in Nyaya philosophy?
- Define Prama in Nyaya philosophy.
- What does Aprama signify in Nyaya epistemology?
- Explain the concept of God in Nyaya philosophy.
- How does Nyaya differentiate between valid and invalid knowledge?
- What are the primary sources of valid knowledge according to Nyaya?
- Describe how Nyaya philosophy addresses the concept of doubt.
- What is the significance of inference as a Pramana in Nyaya philosophy?
- How does Nyaya philosophy handle the issue of error in knowledge?
- Discuss the concept of God as a creator in Nyaya.

Unit-III: Vaishesika: Categories (Padarthas), Nyaya: Pramanas

- What are the main categories (Padarthas) in Vaishesika philosophy?
- Explain the category of substance in Vaishesika.
- What role do qualities play in the Vaishesika system?
- How is the category of action defined in Vaishesika?
- Describe the Pramanas according to Nyaya philosophy.
- What is the significance of perception as a Pramana in Nyaya?
- How does Nyaya define inference as a means of knowledge?
- What is the role of testimony as a Pramana in Nyaya philosophy?
- Discuss the concept of inherence in the context of Vaishesika.
- How does Nyaya address the concept of doubt in relation to knowledge acquisition?

Unit-IV: Sankara and Ramanuja's View on Maya, Jiva, Isvara, Brahman, and Liberation

- How does Sankara describe Maya in his philosophy?
- What is Ramanuja's perspective on Maya compared to Sankara's view?
- Explain Sankara's understanding of Jiva.
- How does Ramanuja's view of Jiva differ from Sankara's perspective?
- What role does Isvara play in Sankara's philosophy?
- How does Ramanuja understand Isvara?
- Describe Sankara's concept of Brahman.
- What is Ramanuja's view on Brahman and its relation to the world?
- How does Sankara's view on liberation differ from Ramanuja's perspective?
- Explain the process of liberation according to Sankara's philosophy.
- What is Ramanuja's approach to achieving liberation?
- How does Sankara address the relationship between Brahman and the empirical world?
- What are the key differences between Sankara and Ramanuja's views on the nature of reality?
- Describe Ramanuja's concept of divine grace in achieving liberation.
- How does Sankara's philosophy address the problem of evil and suffering?

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit-I: Upanisadic View of Atman and Brahman, Vidya and Avidya, Para Vidya and Aparavidya

- Explain the Upanisadic concept of Atman and its relationship with Brahman. Discuss how understanding Atman leads to spiritual liberation.
- Discuss the concept of Brahman in the Upanisads. How is Brahman described, and what is its significance in the Upanisadic philosophy?

- Define Vidya and Avidya according to Upanisadic philosophy. How do these concepts affect human understanding and spiritual progress?
- Analyse the role of Vidya as higher knowledge versus Avidya as ignorance, and their implications for spiritual growth and enlightenment.
- Compare and contrast Para Vidya and Aparavidya in the context of the Upanisads. How do they contribute to the understanding of ultimate reality?
- Describe how Para Vidya (higher knowledge) and Aparavidya (lower knowledge) differ and their respective roles in realizing Brahman.
- How does the Upanisadic view of Atman challenge the materialistic view of the self? Discuss the implications for understanding human nature.
- Compare the Upanisadic concept of Atman with materialistic views of the self, and discuss the philosophical implications.
- Explain the role of meditation in understanding Brahman according to the Upanisads. What methods are suggested for realizing this ultimate reality?
- Analyse the Upanisadic teaching of the relationship between Atman and the empirical world. How does this relationship impact the concept of reality?
- Discuss how the Upanisads view the relationship between Atman and the material world, and its effect on the understanding of reality.
- What is the significance of the concept of Avidya in the Upanisadic philosophy? How does overcoming Avidya lead to spiritual enlightenment?
- Explore the role of ignorance (Avidya) in obscuring the true nature of reality and the process of overcoming it to achieve enlightenment.
- Discuss the implications of Para Vidya for the practice of spirituality according to the Upanisads. How does it differ from the approach of Aparavidya?
- Evaluate how Para Vidya provides insight into ultimate reality and contrasts with Aparavidya in terms of practical spiritual practice.
- Explain the Upanisadic concept of the self in relation to the physical body and mind. How does this perspective influence ethical and spiritual practices?
- Analyse how the Upanisadic view of the self as distinct from the physical body and mind influences ethical behaviour and spiritual practices.

Unit-II: Nyaya Theory of Inference, Prama and Aprama, Concept of God

- Discuss the Nyaya theory of inference. What are the key elements of this theory, and how does it contribute to the process of acquiring knowledge?
- Explain the process of inference in Nyaya philosophy, including the types of inference and their role in knowledge acquisition.
- Define and differentiate between Prama and Aprama in the Nyaya system. How do these concepts affect the validation of knowledge?
- Describe Prama (valid knowledge) and Aprama (invalid knowledge) and their significance in assessing the reliability of knowledge.
- What is the Nyaya concept of God? How does this concept fit within the broader framework of Nyaya philosophy?

- Explore the Nyaya view of God as the creator and sustainer of the universe, and its place in Nyaya epistemology.
- Examine the role of perception as a Pramana in Nyaya philosophy. What criteria must be met for perception to be considered valid?
- Analyse how perception is validated as a source of knowledge in Nyaya, including the conditions required for it to be reliable.
- How does Nyaya philosophy address the issue of error in knowledge acquisition? Discuss the methods used to correct or prevent such errors.
- Discuss Nyaya's approach to identifying and rectifying errors in knowledge through critical analysis and reasoning.
- Explain the concept of inference in Nyaya philosophy, including its types and the role it plays in acquiring knowledge.
- Detail the different types of inference (e.g., inductive and deductive) and their significance in the Nyaya approach to knowledge.
- What is the Nyaya understanding of the relationship between God and the universe? How does this understanding influence the Nyaya view of causation?
- Discuss how Nyaya views the divine as a necessary cause for the universe and its implications for understanding causation.
- Analyse the Nyaya concept of testimony (Sabda) as a source of knowledge. What makes testimony a reliable Pramana in Nyaya philosophy?
- Evaluate the criteria that make testimony a valid source of knowledge and its role in the Nyaya epistemological framework.
- Discuss the role of logical reasoning in Nyaya philosophy. How does it contribute to the validation of knowledge claims?
- Explain how logical reasoning is employed in Nyaya to evaluate and validate various knowledge claims and arguments.
- What is the significance of the Nyaya theory of logical fallacies? How does it impact the pursuit of valid knowledge?
- Analyse how Nyaya identifies and addresses logical fallacies, and their impact on ensuring the validity of knowledge.

Unit-III: Vaishesika: Categories (Padarthas), Nyaya: Pramanas

- Describe the Vaishesika categories (Padarthas). How do these categories contribute to the understanding of reality in Vaishesika philosophy?
- Outline the six main categories in Vaishesika and their role in classifying and understanding the components of reality.
- How does Vaishesika define the category of substance? Discuss its importance in the Vaishesika framework.
- Explain the concept of substance in Vaishesika philosophy and its fundamental role in the categorization of reality.
- What is the significance of quality as a Padartha in Vaishesika? How does it interact with substances?

- Analyse the concept of quality as a category in Vaishesika and its relationship with substances.
- Discuss the Vaishesika category of action. How is it understood in the context of other categories like substance and quality?
- Describe the category of action and how it integrates with other categories to provide a comprehensive understanding of change and activity.
- Explain the concept of generality (Samanya) in Vaishesika. How does it contribute to the classification of objects?
- Explore how generality functions in the Vaishesika system to categorize and generalize objects and their properties.
- How does the Nyaya philosophy define Pramanas? Discuss the different types of Pramanas and their significance in acquiring knowledge.
- Describe the main types of Pramanas (sources of valid knowledge) in Nyaya, including perception, inference, and testimony.
- What is the role of perception as a Pramana in Nyaya philosophy? Discuss its limitations and the conditions for its validity.
- Explain how perception functions as a valid source of knowledge and the conditions required to ensure its accuracy.
- How does Nyaya philosophy address the concept of error in the context of Pramanas? What methods are used to correct such errors?
- Analyse Nyaya's approach to dealing with errors in knowledge, including the methods for identifying and correcting inaccuracies.
- Describe the Nyaya theory of inference. What are its key components, and how does it contribute to knowledge acquisition?
- Discuss the structure of inference in Nyaya, including the components of logical reasoning and their role in deriving knowledge.
- What is the significance of testimony (Sabda) as a Pramana in Nyaya? How is it validated and used to supplement other Pramanas?
- Evaluate the role of testimony as a source of knowledge and its importance in providing reliable information when used alongside other Pramanas.

Unit-IV: Sankara and Ramanuja's View on Maya, Jiva, Isvara, Brahman, and Liberation

- Discuss Sankara's concept of Maya. How does it affect the understanding of reality and the nature of Brahman?
- Explain how Sankara views Maya as an illusion and its impact on the perception of reality and Brahman.
- Compare Sankara's and Ramanuja's views on Maya. How do their perspectives influence their overall philosophical systems?
- Contrast the views of Maya held by Sankara and Ramanuja and analyse the implications of these differences for their philosophies.
- What is Sankara's understanding of Jiva? How does this concept relate to the broader view of Atman and Brahman?

- Describe Sankara's view of Jiva as an individual soul and its relation to the universal Atman and Brahman.
- Explain Ramanuja's concept of Jiva. How does his view differ from Sankara's understanding of the individual soul?
- Discuss Ramanuja's perspective on Jiva, emphasizing the distinctions from Sankara's interpretation.
- How does Sankara define Isvara, and what role does Isvara play in his philosophy?

+3 2nd Year Arts (4th Semester)

CORE – VIII

Contemporary Indian Philosophy

GROUP-A

Each question carries one mark.

Unit I: Tagore and Vivekananda

- Tagore believed that the ultimate goal of human life is to achieve _____.
- According to Tagore, God is conceived as _____ and _____.
- Tagore's view on the nature of man emphasizes the _____ and _____ aspects of human existence.
- Vivekananda emphasized the concept of _____ in understanding the true nature of man.
- Vivekananda's idea of universal religion advocates for the unity of all _____.
- Practical Vedanta, according to Vivekananda, involves the application of _____ in everyday life.
- According to Vivekananda, the essence of man is _____ and _____.
- Tagore saw _____ as the central reality behind all appearances.
- Vivekananda's concept of man is closely tied to the idea of _____ consciousness.
- Tagore's philosophy emphasizes the role of _____ in connecting with the divine.

Unit II: Sri Aurobindo

- Sri Aurobindo's concept of _____ is central to his philosophy of reality.
- In Sri Aurobindo's view, the ultimate reality is known as _____.
- The process of _____ involves the gradual unfolding of divine consciousness in the world.
- According to Sri Aurobindo, _____ is the illusion that hides the true nature of reality.
- Sri Aurobindo's Integral Yoga aims at the transformation of _____ and _____.
- The evolutionary process, according to Sri Aurobindo, moves towards a higher state of _____.

- In Sri Aurobindo's view, reality is a combination of _____, _____, and _____.
- Sri Aurobindo believed that spiritual evolution is necessary for the realization of _____.
- The concept of _____ plays a crucial role in Sri Aurobindo's philosophy of evolution.
- Integral Yoga involves the integration of _____, _____, and _____ dimensions of human experience.

Unit III: Gandhi and Dr. B.R. Ambedkar

- Gandhi's philosophy emphasizes the importance of _____ in personal and social life.
- According to Gandhi, the concept of _____ is central to understanding God and truth.
- Gandhi believed in achieving social justice through _____.
- Dr. B.R. Ambedkar's vision for a just society includes the elimination of _____ and _____.
- Gandhi's ideal social order is based on the principles of _____ and _____.
- The concept of _____ is central to Gandhi's understanding of non-violence.
- Gandhi's view on truth involves the idea that it is _____ and _____.
- Dr. B.R. Ambedkar advocated for the rights of _____ and _____ in Indian society.
- Gandhi's approach to social change involves _____ and _____ methods.
- Ambedkar's vision of a just society focuses on _____ and _____ for all individuals.

Unit IV: S. Radhakrishnan and J. Krishnamurti

- S. Radhakrishnan's philosophy of _____ emphasizes the nature of man and reality.
- According to Radhakrishnan, _____ is the ultimate reality behind all phenomena.
- J. Krishnamurti's view on man and nature focuses on the idea of _____.
- Radhakrishnan believes that religion should help man understand _____ and _____.
- J. Krishnamurti is known for his critique of _____ and traditional methods of spiritual practice.
- The concept of _____ is central to J. Krishnamurti's understanding of human crisis.
- S. Radhakrishnan's philosophy highlights the unity of _____ and _____.
- According to J. Krishnamurti, human crisis arises from the conflict between _____ and _____.
- Radhakrishnan's view on reality involves the interplay of _____ and _____.

- J. Krishnamurti believes that true understanding comes from _____ rather than adherence to doctrine.

General Questions

- Tagore's perspective on religion involves an emphasis on _____ and _____.
- Vivekananda's universal religion is based on the idea of _____ unity.
- Sri Aurobindo's Integral Yoga integrates aspects of _____, _____, and _____.
- Gandhi's approach to non-violence includes _____ and _____.
- Dr. B.R. Ambedkar's reformist vision aimed at achieving _____ in social structures.
- S. Radhakrishnan's philosophy integrates elements of _____ and _____ in understanding reality.
- J. Krishnamurti's teachings emphasize the need for _____ understanding over _____.
- Tagore's notion of God includes both _____ and _____ dimensions.
- Vivekananda's Practical Vedanta focuses on the application of _____ principles in daily life.
- According to Sri Aurobindo, the process of evolution is towards the realization of _____.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit I: Tagore and Vivekananda

- How does Tagore describe the relationship between man and God?
- What are the central elements of Tagore's concept of reality?
- Explain Tagore's view on the nature of man in relation to spirituality.
- What does Tagore believe is the ultimate goal of human existence?
- How does Vivekananda define the concept of man?
- What is Vivekananda's perspective on universal religion?
- Describe Vivekananda's Practical Vedanta and its significance.
- How does Vivekananda's view of man relate to his concept of divine consciousness?
- In what way does Tagore's philosophy integrate the concept of reality with religion?
- What role does Tagore attribute to the human spirit in connecting with the divine?

Unit II: Sri Aurobindo

- What is the essence of Sri Aurobindo's concept of Sacchidananda?
- How does Sri Aurobindo define Maya and its role in understanding reality?

- Explain Sri Aurobindo's view on the evolution of consciousness.
- What is Integral Yoga according to Sri Aurobindo?
- How does Sri Aurobindo's philosophy address the concept of world and reality?
- Describe the process of spiritual evolution in Sri Aurobindo's thought.
- How does Sri Aurobindo's Integral Yoga differ from traditional Yoga practices?
- What role does divine consciousness play in Sri Aurobindo's philosophy of evolution?
- How does Sri Aurobindo integrate the concepts of reality and evolution in his teachings?
- Explain the significance of the term 'Sacchidananda' in Sri Aurobindo's philosophy.

Unit III: Gandhi and Dr. B.R. Ambedkar

- How does Gandhi's philosophy view the concept of Truth?
- What is Gandhi's perspective on God and its relationship to non-violence?
- Explain Gandhi's approach to achieving social justice through non-violence.
- What are Gandhi's views on the ideal social order?
- How does Dr. B.R. Ambedkar envision a just society?
- What are the key elements of Gandhi's concept of non-violence?
- How does Ambedkar's vision challenge traditional social structures?
- Describe Gandhi's understanding of the relationship between God and truth.
- What role does non-violence play in Gandhi's approach to social reform?
- How does Dr. B.R. Ambedkar propose to address social inequalities?

Unit IV: S. Radhakrishnan and J. Krishnamurti

- How does S. Radhakrishnan define the nature of man?
- What is Radhakrishnan's view on the relationship between man and reality?
- Explain Radhakrishnan's perspective on religion and its role in human life.
- How does J. Krishnamurti view the connection between man and nature?
- What does J. Krishnamurti identify as the cause of the human crisis?
- Describe Radhakrishnan's concept of reality.
- How does Krishnamurti's philosophy address the notion of human crisis?
- What are the central themes of Radhakrishnan's view on religion?
- How does J. Krishnamurti suggest individuals address the crisis in human nature?
- What role does Radhakrishnan attribute to human consciousness in understanding reality?

• General Question

- How does Tagore's concept of reality differ from Vivekananda's?
- What common themes can be found in the philosophies of Tagore and Sri Aurobindo?
- How do Gandhi's and Ambedkar's views on social order differ?

- What is the significance of the concept of Sacchidananda in Sri Aurobindo's philosophy?
- How does Radhakrishnan's view of man compare to Krishnamurti's perspective?
- Describe the influence of Vivekananda's Practical Vedanta on modern Indian philosophy.
- How do Gandhi's views on non-violence influence his approach to social reform?
- What are the key elements of Integral Yoga according to Sri Aurobindo?
- How does Ambedkar's vision of a just society challenge traditional social norms?
- In what ways do Radhakrishnan and Krishnamurti address the concept of reality?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit I: Tagore and Vivekananda

- Tagore's View of Man: Explain Tagore's understanding of the nature of man in his philosophy. How does he relate this to the concept of divinity?
- Tagore's Concept of God: Describe Tagore's perspective on God. How does he view God's role in the world and in human life?
- Tagore and Reality: Discuss Tagore's interpretation of reality. How does he connect reality with religious experience?
- Tagore's Religion: What are the key features of Tagore's approach to religion? How does it differ from traditional views?
- Vivekananda's Concept of Man: Summarize Vivekananda's view on the concept of man. How does it reflect his broader philosophical beliefs?
- Universal Religion According to Vivekananda: Describe Vivekananda's idea of universal religion. How does he propose it can unify different religious traditions?
- Practical Vedanta: What is Practical Vedanta according to Vivekananda? How does he suggest it should be applied in daily life?
- Vivekananda and Spirituality: Explain Vivekananda's understanding of spirituality. How does it influence his concept of human nature?
- Tagore and Human Nature: How does Tagore's philosophy address the dual aspects of human nature? Explain with examples.
- Vivekananda's View on Religion: How does Vivekananda's concept of religion integrate with his vision of universal brotherhood?

Unit II: Sri Aurobindo

- Sri Aurobindo's Worldview: Outline Sri Aurobindo's view of the world. How does it reflect his broader philosophical and spiritual beliefs?
- Maya in Sri Aurobindo's Philosophy: Define Maya according to Sri Aurobindo. What role does it play in understanding reality?
- Evolution in Sri Aurobindo's Thought: Describe Sri Aurobindo's concept of evolution. How does it relate to his ideas about divine consciousness?

- Sacchidananda Explained: What does Sri Aurobindo mean by Sacchidananda? How does this concept fit into his overall philosophical system?
- Integral Yoga: Explain the concept of Integral Yoga as proposed by Sri Aurobindo. How does it differ from other forms of Yoga?
- Sri Aurobindo's Reality: How does Sri Aurobindo's understanding of reality incorporate the concepts of Sat, Chit, and Ananda?
- Spiritual Evolution According to Sri Aurobindo: Discuss how Sri Aurobindo views the process of spiritual evolution. What is its significance in his philosophy?
- World and Reality in Sri Aurobindo's Thought: How does Sri Aurobindo reconcile the concepts of world and reality in his philosophy?
- Maya and Spiritual Insight: What is the relationship between Maya and spiritual insight in Sri Aurobindo's philosophy?
- Sri Aurobindo's Yoga Practice: Describe how Sri Aurobindo's Integral Yoga aims to transform the individual's spiritual and practical life.

Unit III: Gandhi and Dr. B.R. Ambedkar

- Gandhi's Concept of Truth: Explain Gandhi's concept of truth. How does it influence his approach to personal and social ethics?
- God and Non-violence in Gandhi's Philosophy: How does Gandhi relate the concept of God to his principle of non-violence?
- Gandhi's Social Order: Describe Gandhi's vision of an ideal social order. What are its key components and goals?
- Gandhi's Approach to Non-violence: How does Gandhi's philosophy of non-violence apply to social and political activism?
- Ambedkar's Vision of Justice: Summarize Dr. B.R. Ambedkar's vision for creating a just society. What are the main features of his social reform ideas?
- Social Equality in Ambedkar's Thought: How does Ambedkar propose to achieve social equality? Discuss his key strategies and objectives.
- Gandhi and Social Justice: How does Gandhi's approach to social justice contrast with that of Ambedkar?
- Ambedkar's Critique of Traditional Social Norms: What is Dr. B.R. Ambedkar's main criticisms of traditional social norms? How does he address these issues?
- Gandhi's Non-violence and Social Change: Discuss the role of non-violence in Gandhi's strategy for social change.
- Ambedkar's Approach to Reform: How does Ambedkar's approach to social reform differ from other reformist strategies of his time?

Unit IV: S. Radhakrishnan and J. Krishnamurti

- Radhakrishnan's View of Man: What is S. Radhakrishnan's understanding of the nature of man? How does it relate to his view on reality?
- Reality According to Radhakrishnan: Describe Radhakrishnan's conception of reality. How does he integrate this with his views on religion?

- Radhakrishnan's Philosophy of Religion: How does Radhakrishnan define religion? What role does it play in human life according to him?
- Krishnamurti on Man and Nature: Explain J. Krishnamurti's views on the relationship between man and nature. How does this impact his philosophy?
- Human Crisis in Krishnamurti's Thought: What does J. Krishnamurti identify as the root causes of the human crisis? How does he suggest addressing these issues?
- Radhakrishnan and Human Consciousness: How does Radhakrishnan's view on human consciousness contribute to his understanding of reality?
- Krishnamurti's Approach to Crisis: What is Krishnamurti's approach to dealing with the human crisis? How does it reflect his broader philosophical beliefs?
- Radhakrishnan's Perspective on Religion and Reality: How does Radhakrishnan link religion with his concept of reality?
- Krishnamurti on Conflict and Resolution: How does J. Krishnamurti propose resolving conflicts within human nature and society?
- Radhakrishnan's View of Spirituality: What is Radhakrishnan's perspective on spirituality? How does it relate to his overall philosophy?
- Krishnamurti's Critique of Tradition: How does J. Krishnamurti critique traditional methods of spiritual practice?
- Radhakrishnan and Religious Experience: What is Radhakrishnan's view on the role of religious experience in understanding reality?
- Krishnamurti's Concept of Freedom: How does Krishnamurti define freedom? What role does it play in his philosophy?
- Radhakrishnan's Integration of Philosophy and Religion: Describe how Radhakrishnan integrates philosophical and religious elements in his thought.
- Krishnamurti's Understanding of Human Potential: How does J. Krishnamurti view human potential and its development? What are his key ideas on this topic?

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit I: Tagore and Vivekananda

- Discuss Tagore's understanding of the nature of man. How does Tagore relate human nature to the divine, and what implications does this have for his philosophy of life and spirituality?
- Analyse Tagore's perspective on God and reality. How does his view of God influence his understanding of reality, and how does this compare to traditional religious views?
- Tagore's approach to religion. How does he integrate his views on God, reality, and human nature into his philosophy of religion?
- Explore Vivekananda's concept of man. How does his view align with or differ from traditional Vedantic thought, and what are the implications for understanding human potential?
- Describe Vivekananda's idea of universal religion. How does he reconcile diverse religious traditions under a universal framework, and what are the core principles of this universal religion?

- Discuss Vivekananda's concept of Practical Vedanta. How does he suggest applying Vedantic principles in everyday life, and what are the expected outcomes of such application?
- Compare and contrast Tagore's and Vivekananda's views on the nature of man. What are the similarities and differences in their philosophical approaches?
- Explain how Tagore integrates his understanding of reality with his views on religion. How does this integration influence his overall philosophical outlook?
- Analyse how Vivekananda's Practical Vedanta contributes to social change. What are the practical implications of his philosophy for societal development?
- Compare Tagore's and Vivekananda's perspectives on God. How do their views influence their respective philosophical systems?

Unit II: Sri Aurobindo

- Discuss Sri Aurobindo's perspective on the world. How does his view reflect his broader philosophical and spiritual beliefs?
- Analyse Sri Aurobindo's concept of Maya. How does this concept help in understanding the nature of reality and spiritual evolution?
- Explain Sri Aurobindo's theory of evolution. How does he integrate spiritual evolution with physical and psychological development?
- Discuss the significance of Sacchidananda in Sri Aurobindo's philosophy. How does this concept relate to his understanding of reality and divine consciousness?
- Describe Integral Yoga as proposed by Sri Aurobindo. How does it differ from other forms of Yoga, and what are its goals and practices?
- Explain how Sri Aurobindo integrates the concepts of world and reality. What role does each play in his overall philosophical system?
- Analyse the relationship between Maya and reality in Sri Aurobindo's thought. How does he address the illusionary nature of Maya?
- Discuss the process of spiritual evolution in Sri Aurobindo's philosophy. What are the key stages, and how does it contribute to personal and collective growth?
- Sri Aurobindo's vision of divine consciousness. How does this vision influence his approach to Integral Yoga and spiritual practice?
- Evaluate the impact of Sri Aurobindo's Integral Yoga on contemporary philosophical and spiritual thought. How has it influenced modern practices and beliefs?

Unit III: Gandhi and Dr. B.R. Ambedkar

- Discuss Gandhi's understanding of truth. How does his concept of truth inform his ethical and social philosophy?
- Analyse Gandhi's perspective on the relationship between God and non-violence. How does this relationship shape his approach to social and political issues?
- Describe Gandhi's vision of an ideal social order. What are the main features of this social order, and how does it address issues of justice and equality?
- Explain the role of non-violence in Gandhi's philosophy. How does he propose applying non-violence in personal and social contexts?

- Discuss Dr. B.R. Ambedkar's vision for a just society. What are the key elements of his social reform ideas, and how do they address issues of inequality and discrimination?
- Analyse Dr. B.R. Ambedkar's critique of traditional social norms. How does his critique contribute to his vision of social justice?
- Compare Gandhi's and Ambedkar's approaches to social justice. What are the similarities and differences in their strategies and goals?
- Discuss the practical applications of Gandhi's principle of non-violence. How has it been used in various social and political movements?
- Explain Dr. B.R. Ambedkar's approach to social reform. How does he propose addressing systemic inequalities and promoting social change?
- Compare and contrast Gandhi's and Ambedkar's views on an ideal society. How do their visions reflect their broader philosophical and social beliefs?

Unit IV: S. Radhakrishnan and J. Krishnamurti

- Discuss S. Radhakrishnan's view of the nature of man. How does it relate to his understanding of reality and religion?
- Explain S. Radhakrishnan's conception of reality. How does this conception influence his views on human existence and spirituality?
- Describe Radhakrishnan's approach to religion. How does he integrate religious experience with his philosophical outlook?
- Analyse J. Krishnamurti's perspective on the relationship between man and nature. How does this view impact his overall philosophy?
- Explain J. Krishnamurti's understanding of the human crisis. What are the root causes, and how does he propose addressing them?
- Discuss how S. Radhakrishnan integrates philosophical and religious elements in his thought. What are the key aspects of this integration?
- Analyse Krishnamurti's approach to resolving the human crisis. How does his philosophy offer solutions to contemporary issues?
- Describe S. Radhakrishnan's perspective on spirituality. How does it influence his overall philosophical and religious views?
- Discuss J. Krishnamurti's critique of traditional spiritual practices. What are his main objections, and how does he propose an alternative approach?
- Explain how Radhakrishnan's philosophy addresses the relationship between man and reality. How does this relationship shape his views on religion?
- Analyse J. Krishnamurti's concept of freedom. How does it relate to his understanding of human nature and societal constraints?
- Discuss the significance of S. Radhakrishnan's contributions to contemporary Indian philosophy. How have his ideas influenced modern philosophical thought?
- Describe J. Krishnamurti's philosophy of personal and societal transformation. What are the key principles, and how do they apply to contemporary issues?
- Explain Radhakrishnan's view on the role of religion in human life. How does he see religion contributing to personal and societal development?
- J. Krishnamurti's vision of a new society. How does his philosophy suggest transforming existing social structures?

CORE – IX

History of Modern European Philosophy

GROUP-A

Each question carries one mark.

Unit I: Bacon and Descartes

- Bacon's theory of _____ refers to the false notions that mislead the mind.
- According to Bacon, the _____ method involves deriving general principles from specific observations.
- Descartes' method of _____ involves doubting all beliefs to find certain knowledge.
- The statement "Cogito, ergo sum" translates to "I _____, therefore I am."
- Descartes uses the _____ argument to prove the existence of God.
- The theory of _____ in Bacon's philosophy includes Idola Tribus, Idola Specus, Idola Fori, and Idola Theatri.
- Bacon argues that the _____ method is crucial for scientific inquiry and knowledge acquisition.
- Descartes' universal doubt leads him to the conclusion that his own _____ is indubitable.
- The _____ argument by Descartes posits that the idea of a perfect being must be caused by a perfect being.
- Bacon believes that the _____ of the mind are the main obstacles to acquiring true knowledge.

Unit II: Spinoza and Leibniz

- Spinoza defines _____ as that which exists in itself and is conceived through itself.
- According to Spinoza, _____ are the essential properties or qualities of substance.
- In Spinoza's philosophy, _____ are the particular modifications or expressions of substance.
- Leibniz's theory of _____ posits that reality consists of simple substances or "monads."
- The concept of _____ in Leibniz's philosophy means that everything happens according to a preordained plan.
- Spinoza's substance is _____ because it is self-sustaining and infinite.
- Leibniz argues that monads have no _____ but only internal states.

- In Leibniz's theory, _____ harmony is the idea that everything in the universe is synchronized by God.
- According to Spinoza, the universe is a _____ of interacting modes and attributes.
- Leibniz believes that each monad reflects the entire _____ from its own perspective.

Unit III: Locke, Berkeley, and Hume

- Locke refutes _____ ideas by arguing that all knowledge originates from experience.
- According to Locke, the primary sources of knowledge are _____ and reflection.
- Berkeley's principle "Esse Est Percipi" translates to "To _____ is to be perceived."
- Berkeley's subjective _____ suggests that only ideas and perceptions exist.
- Hume distinguishes between _____ and ideas, with impressions being more vivid and immediate.
- According to Hume, _____ scepticism questions the justification of causal relationships.
- Locke's theory states that knowledge comes from _____ experience or sensory input.
- Berkeley's idealism denies the existence of _____ objects apart from their perception.
- Hume argues that causal _____ are not derived from reason but are habits of the mind.
- Berkeley's argument for subjective idealism denies the existence of _____ substances.

Unit IV: Kant

- Kant attempts to reconcile _____ and rationalism in his critical philosophy.
- The concept of _____ judgments refer to those that extend our knowledge beyond mere definitions.
- According to Kant, synthetic-a priori judgments are _____ to be known independently of experience.
- Kant's _____ philosophy asserts that while we can know phenomena, the noumena remain inaccessible.
- The concept of _____ is central to Kant's idea that knowledge arises from the interaction between the mind and experience.
- Kant's notion of _____ is that the mind imposes certain structures on our perception of the world.

- In Kant's view, _____ judgments are those that do not add new knowledge but clarify concepts.
- Kant argues that the _____ of metaphysical knowledge is limited to what can be experienced.
- The idea that knowledge is structured by _____ forms such as space and time is key in Kant's theory.
- Kant's critical philosophy includes the argument that _____ categories shape how we perceive the world.
- Descartes' universal doubt leads to the realization of the certainty of one's own _____.
- Spinoza's view of God is synonymous with _____, meaning everything that exists.
- Leibniz's monads are considered to have no _____ and exist independently of each other.
- Locke's argument against innate ideas asserts that all knowledge is _____ from experience.
- Berkeley's idealism implies that the existence of objects is dependent on _____ perception.
- Hume's scepticism about causality challenges the notion that _____ can be logically justified.
- Kant's philosophy asserts that _____ knowledge involves principles that are known independently of experience.
- According to Kant, _____ judgments are necessarily true and form the basis of mathematical knowledge.
- Leibniz's pre-established harmony suggests that _____ is orchestrated by a divine plan.
- Kant's critical philosophy posits that while we can know the _____, the ultimate reality remains beyond our grasp.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit I: Bacon and Descartes

- How does Descartes argue for the existence of God?
- What is the Idola Specus in Bacon's theory?
- Describe the role of sensory experience in Bacon's Inductive Method.
- What does Descartes' method of doubt aim to achieve?

- How does Descartes use the idea of a “malicious demon” in his philosophy?
- What is Idola Fori in Bacon’s theory?

Unit II: Spinoza and Leibniz

- What does Spinoza mean by 'Substance'?
- How does Spinoza define ‘Attributes’?
- What are ‘Modes’ in Spinoza’s philosophy?
- What is Leibniz’s theory of Monads?
- Explain Leibniz’s concept of Pre-established Harmony.
- What distinguishes Spinoza’s Substance from traditional concepts of God?
- How does Leibniz’s view of monads challenge materialism?
- Describe the nature of ‘Attributes’ according to Spinoza.
- How does Spinoza’s concept of Substance influence his understanding of determinism?
- What role does ‘Pre-established Harmony’ play in Leibniz’s philosophy of causation?

Unit III: Locke, Berkeley, and Hume

- What is Locke’s argument against Innate Ideas?
- How does Locke distinguish between Primary and Secondary Qualities?
- What does Berkeley mean by ‘Esse Est Percipi’?
- How does Berkeley’s subjective idealism challenge materialism?
- What is Hume’s distinction between Impressions and Ideas?
- How does Hume’s scepticism address the concept of causality?
- What are the main sources of knowledge according to Locke?
- How does Berkeley justify the existence of objects in his idealism?
- What is Hume’s view on the role of habit in forming beliefs about causality?
- How does Locke’s theory of knowledge differ from that of Descartes?

Unit IV: Kant

- What is Kant’s approach to reconciling Empiricism and Rationalism?
- Explain the concept of Synthetic-a priori judgments in Kant’s philosophy.
- What role do categories play in Kant’s theory of knowledge?
- How does Kant define the concept of Phenomena and Noumena?

- What is Kant's view on the limits of human knowledge?
- How does Kant's Categorical Imperative function in his moral philosophy?
- What distinguishes a priori knowledge from a posteriori knowledge according to Kant?
- How does Kant's notion of the 'Transcendental Unity of Apperception' contribute to his philosophy?
- What is Kant's stance on the possibility of metaphysical knowledge?
- How does Kant's philosophy address the issue of objectivity in knowledge?
- What are the main principles of Bacon's Inductive Method?
- How does Descartes use the concept of 'clear and distinct perceptions'?
- What is Spinoza's view on the nature of free will?
- Describe Leibniz's notion of 'windowless monads'.
- What does Hume argue about the principle of induction?
- How does Berkeley's idealism address the problem of physical objects' existence?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit I: Bacon and Descartes

- What is the Idola Tribus in Bacon's philosophy?
- How does Bacon's Inductive Method differ from Deductive Reasoning?
- What is the purpose of Descartes' method of Universal Doubt?
- Explain the significance of "Cogito, ergo sum" in Descartes' philosophy.
- How does Descartes argue for the existence of God?
- What is the Idola Specus in Bacon's theory?
- Describe the role of sensory experience in Bacon's Inductive Method.
- What does Descartes mean by "clear and distinct perceptions"?
- How does Descartes use the idea of a "malicious demon" in his philosophy?
- What is Idola Fori in Bacon's theory?

Unit II: Spinoza and Leibniz

- What does Spinoza mean by 'Substance'?
- How does Spinoza define 'Attributes'?
- What are 'Modes' in Spinoza's philosophy?
- What is Leibniz's theory of Monads?
- Explain Leibniz's concept of Pre-established Harmony.
- What distinguishes Spinoza's Substance from traditional concepts of God?

- How does Leibniz's view of monads challenge materialism?
- Describe the nature of 'Attributes' according to Spinoza.
- How does Spinoza's concept of Substance influence his view on determinism?
- What role does 'Pre-established Harmony' play in Leibniz's theory of causation?

Unit III: Locke, Berkeley, and Hume

- What is Locke's argument against Innate Ideas?
- How does Locke differentiate between Primary and Secondary Qualities?
- What does Berkeley's principle 'Esse est percipi' mean?
- How does Berkeley's subjective idealism challenge materialism?
- What is Hume's distinction between Impressions and Ideas?
- How does Hume's scepticism address causality?
- What are the primary sources of knowledge according to Locke?
- How does Berkeley justify the existence of objects in his idealism?
- What is Hume's view on the principle of induction?
- How does Locke's empirical theory of knowledge differ from Descartes' rationalism?

Unit IV: Kant

- How does Kant reconcile Empiricism and Rationalism in his philosophy?
- What are Synthetic-a priori judgments in Kant's philosophy?
- What role do categories play in Kant's theory of knowledge?
- How does Kant distinguish between Phenomena and Noumena?
- What is Kant's view on the limits of human knowledge?
- How does Kant's Categorical Imperative function in his moral philosophy?
- What distinguishes a priori knowledge from a posteriori knowledge according to Kant?
- What is the 'Transcendental Unity of Apperception' in Kant's philosophy?
- What does Kant say about metaphysical knowledge?
- How does Kant address objectivity in knowledge?
- What is the role of induction in Bacon's scientific method?
- How does Descartes' method of doubt contribute to his philosophy?
- What is Spinoza's view on human freedom?
- Describe Leibniz's concept of 'windowless monads.'
- How does Hume's philosophy challenge traditional notions of causality?

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit I: Bacon and Descartes

- Discuss Bacon's Theory of Idola and its impact on scientific inquiry.

- Explain Bacon's Inductive Method and its significance in the development of modern science.
- Analyse Descartes' concept of Universal Doubt and its role in his epistemology.
- Discuss the significance of the statement "Cogito, ergo sum" in Descartes' philosophy.
- Analyse how "Cogito, ergo sum" ("I think, therefore I am") serves as the fundamental certainty in Descartes' quest for knowledge.
- Evaluate Descartes' arguments for the existence of God and their impact on his philosophy.
- What is the Idola Specus in Bacon's theory, and how do they affect human knowledge?
- Assess the role of sensory experience in Bacon's Inductive Method.
- How does Descartes' concept of 'clear and distinct perceptions' contribute to his theory of knowledge?
- Analyse the use of the 'malicious demon' hypothesis in Descartes' philosophical methodology.
- What is the Idola Fori in Bacon's theory, and how do they impact reasoning?

Unit II: Spinoza and Leibniz

- Explain Spinoza's concept of Substance and its role in his philosophy.
- Describe Spinoza's definition of Attributes and their relationship to Substance.
- What are Modes in Spinoza's philosophy, and how do they manifest Substance?
- Outline Leibniz's theory of Monads and their significance in his metaphysics.
- Analyse Leibniz's concept of Pre-established Harmony and its implications for causation.
- How does Spinoza's concept of Substance compare with traditional notions of God?
- Evaluate Leibniz's challenge to materialism through his theory of Monads.
- Discuss the nature and role of Attributes in Spinoza's metaphysical system.
- What is Spinoza's view on determinism, and how does it relate to his concept of Substance?
- How does Leibniz's idea of Pre-established Harmony address the problem of interaction between Monads?

Unit III: Locke, Berkeley, and Hume

- Discuss Locke's argument against Innate Ideas and its impact on empiricism.
- Explain Locke's distinction between Primary and Secondary Qualities.
- What is Berkeley's principle of 'Esse est percipi,' and how does it challenge materialism?
- Analyse Berkeley's subjective idealism and its implications for the nature of reality.
- What is Hume's distinction between Impressions and Ideas, and how does it inform his empiricism?
- Discuss Hume's scepticism regarding causality and its implications for scientific inquiry.

- What are the main sources of knowledge according to Locke, and how do they contribute to his empiricism?
- How does Berkeley justify the existence of objects in his idealist framework?
- What is Hume's view on the principle of induction, and how does it affect our understanding of scientific knowledge?
- Compare Locke's empirical approach to knowledge with Descartes' rationalist approach.

Unit IV: Kant

- Explain Kant's approach to reconciling Empiricism and Rationalism in his philosophy.
- What are Synthetic-a priori judgments, and how do they contribute to Kant's theory of knowledge?
- Discuss the role of categories in Kant's philosophy and their impact on our knowledge of the world.
- How does Kant differentiate between Phenomena and Noumena, and what are the implications for knowledge?
- What is Kant's perspective on the limits of human knowledge and its relation to metaphysics?
- How does Kant's Categorical Imperative function in his ethical theory?
- Differentiate between a priori and a posteriori knowledge in Kant's framework.
- What is the 'Transcendental Unity of Apperception' in Kant's theory, and why is it important?
- How does Kant address the possibility of metaphysical knowledge in his philosophy?
- What is Kant's view on the objectivity of knowledge and its relation to subjective experience?
- How does Bacon's Inductive Method influence the development of modern scientific practices?
- Discuss the significance of Descartes' method of doubt in establishing a foundation for knowledge.
- What are the implications of Spinoza's Substance for understanding the nature of God and reality?
- How does Leibniz's theory of Monads challenge traditional physicalist views of the universe?
- Evaluate Hume's impact on the philosophy of causation and its influence on subsequent philosophical thought.

CORE – X

Philosophy of Language

GROUP-A

Each question carries one mark.

Unit-I: Word Meaning

- The meaning of the word “meaning” can be classified into various types, including _____ and _____.
- Ambiguity occurs when a word or sentence has _____ meanings.
- Vagueness is a feature of language where the boundaries of a word's meaning are _____.
- A word like “bank” in English is an example of _____ ambiguity.
- The term “vagueness” refers to a situation where it is unclear whether a word applies to a _____.
- A word with multiple related meanings exhibits _____ ambiguity.
- The word “light” is an example of a word with _____ ambiguity.
- Vagueness often leads to _____ in communication.
- Words with clear, distinct meanings have less _____.
- The study of meaning in language is a key aspect of _____.

Unit-II: Definitions

- A denotative definition refers to the _____ meaning of a word.
- Connotative definitions include both the _____ and the _____ meaning of a word.
- An ostensive definition explains the meaning of a word by _____.
- Defining characteristics are the essential features that _____ a term.
- Accompanying characteristics are features that are _____ but not essential to the definition of a term.
- A stipulative definition is used to _____ a new term or to redefine an existing term in a specific context.
- A reportive definition aims to _____ how a term is generally used in language.
- A persuasive definition is intended to _____ the listener's attitude toward the term.
- An example of an ostensive definition is pointing to a _____ and saying “This is a chair.”
- Reportive definitions reflect the _____ usage of a word.

Unit-III: Sentence Meaning

- A proposition is the _____ expressed by a declarative sentence.
- The relationship between word meaning and sentence meaning is _____.
- The truth value of a sentence is determined by the truth of the _____ it expresses.
- Sentence meaning is not only dependent on word meaning but also on the _____ structure.
- A sentence is meaningful if it expresses a _____ proposition.
- The meaning of a sentence can be affected by its _____ in a conversation.
- Criteria for sentence meaning include grammaticality, _____, and relevance.
- The distinction between word meaning and sentence meaning is central to _____.
- A sentence can be grammatically correct but _____ meaningless.
- The proposition “Snow is white” expresses the _____ that snow is white.

Unit-IV: Concept and Truth

- Concepts are mental representations that help us _____ the world.
- The source of concepts can be _____, _____, or a combination of both.
- Truth as correspondence holds that a statement is true if it corresponds to _____.
- The coherence theory of truth asserts that a statement is true if it is _____ with a set of beliefs.
- Pragmatism defines truth as what _____ in practical terms.
- Concepts play a crucial role in shaping our _____.
- The coherence theory of truth is often associated with the philosopher _____.
- Truth as it works is a concept primarily associated with _____.
- The correspondence theory of truth relies on the relationship between language and _____.
- A concept can be _____ even if it lacks a clear definition.

Additional Questions (General)

- Ambiguity and vagueness are key issues in the philosophy of _____.
- The term "stipulative definition" is often used in _____ contexts.
- Ostensive definitions are particularly useful for explaining _____ concepts.
- A _____ definition can sometimes be persuasive.
- Sentence meaning is closely related to the concept of _____.
- The proposition expressed by a sentence is its _____ meaning.
- Accompanying characteristics are _____ for the definition but often mentioned.
- Concepts are often considered to be _____ in nature.
- The idea that truth is what works is a _____ approach.
- The nature of concepts is a central concern in _____.

GROUP - B

Answer each of the following within two to three sentences. Each question carries two marks.

Unit-I: Word Meaning

- What are the different types of ambiguity in language, and how do they affect communication?
- How does vagueness differ from ambiguity in the context of word meaning?
- Explain the significance of the word "meaning" in the study of language.
- How can a single word have multiple meanings, and what challenges does this present?
- Describe an example of a sentence that is ambiguous due to the meaning of a single word.
- What is the impact of vagueness on legal and philosophical arguments?
- How can context help resolve ambiguity in communication?

- Explain how the concept of “family resemblance” relates to the vagueness of word meanings.
- In what ways does ambiguity play a role in literary interpretation?
- How does the principle of charity relate to resolving vagueness in communication?

Unit-II: Definitions

- What is the difference between denotative and connotative definitions, and why is each important?
- How does an ostensive definition work, and what are its limitations?
- Explain the role of defining characteristics in creating a precise definition.
- How do accompanying characteristics differ from defining characteristics in a definition?
- What is a stipulative definition, and in what contexts is it most useful?
- Compare and contrast reportive and persuasive definitions with examples.
- How can a persuasive definition influence the perception of a term?
- Provide an example of a reportive definition and explain its importance in everyday language.
- Why are ostensive definitions particularly effective for teaching new concepts?
- In what situations might a stipulative definition lead to confusion or misunderstanding?

Unit-III: Sentence Meaning

- What is a proposition, and how does it relate to sentence meaning?
- How does the meaning of individual words contribute to the overall meaning of a sentence?
- Explain the importance of syntax in determining sentence meaning.
- How can a sentence be grammatically correct but semantically meaningless?
- What are the criteria for determining the meaning of a sentence?
- How does the context of a conversation influence the meaning of a sentence?
- Describe the relationship between word meaning and sentence meaning.
- How does the principle of compositionality apply to sentence meaning?
- What role does pragmatics play in understanding sentence meaning?
- Explain the difference between a declarative sentence and the proposition it expresses.

Unit-IV: Concept and Truth

- What are the key differences between the correspondence and coherence theories of truth?
- How does the pragmatist view of truth differ from the correspondence theory?
- Explain the role of concepts in shaping human understanding of the world.
- What is the source of concepts, and how do they develop in the mind?
- How does the coherence theory of truth handle contradictory beliefs within a belief system?

- Describe the relationship between language and reality in the correspondence theory of truth.
- How does the pragmatist theory of truth assess the validity of a statement?
- What challenges arise when trying to define abstract concepts?
- How does the concept of “truth as it works” relate to practical outcomes?
- Explain the significance of conceptual analysis in the philosophy of language.

Additional Questions (General)

- How does ambiguity in word meaning challenge the process of translation between languages?
- Why is it important to distinguish between denotative and connotative meanings in communication?
- How does an ostensive definition help in teaching language to children?
- What are the advantages and disadvantages of using stipulative definitions in philosophical discourse?
- How do reportive definitions help clarify the common usage of a term?
- Why might a persuasive definition be considered manipulative in certain contexts?
- How do concepts influence the way we perceive and interact with the world?
- In what ways does the correspondence theory of truth depend on empirical evidence?
- How does the coherence theory of truth handle the integration of new information into a belief system?
- What role do definitions play in resolving disputes over the meaning of terms?

GROUP - C

Answer each of the following within 75 words. Each question carries three marks.

Unit-I: Word Meaning

- Explain the different senses in which the term “meaning” is used in the philosophy of language.
- How does lexical ambiguity differ from syntactic ambiguity? Provide examples.
- Discuss the significance of context in resolving ambiguity in communication.
- How does vagueness in language create challenges in legal interpretation?
- Explain how homonyms contribute to lexical ambiguity with examples.
- How does the concept of “family resemblance” relate to the vagueness of word meanings?
- Discuss the role of precision in reducing vagueness in scientific language.
- What is polysemy, and how does it differ from homonymy?
- How can pragmatic context help resolve vagueness in everyday communication?

Unit-II: Definitions

- Compare and contrast denotative and connotative definitions with examples.

- How does an ostensive definition work, and in what contexts is it most effective?
- Explain the importance of defining characteristics in creating an accurate definition.
- What is the difference between stipulative and reportive definitions? Provide examples.
- Discuss how a persuasive definition can influence public opinion.
- Why are ostensive definitions often used in teaching children language?
- How do reportive definitions contribute to clarifying the meaning of technical terms?
- Explain the potential dangers of relying solely on stipulative definitions in philosophical debates.
- How can accompanying characteristics complicate the process of defining a term?
- Discuss the limitations of using ostensive definitions for abstract concepts.

Unit-III: Sentence Meaning

- What is a proposition, and how does it relate to the meaning of a sentence?
- Explain the importance of syntax in determining the meaning of a sentence.
- How does sentence meaning differ from word meaning? Provide examples.
- Discuss how the principle of compositionality applies to sentence meaning.
- Explain the role of pragmatics in understanding the meaning of a sentence.
- What are the criteria for determining the meaning of a sentence?
- How can a grammatically correct sentence be semantically meaningless? Provide examples.
- Discuss the relationship between sentence structure and the truth conditions of a proposition.
- How does context influence the interpretation of a sentence's meaning?
- Explain the difference between the literal and implied meaning of a sentence.

Unit-IV: Concept and Truth

- Compare the correspondence and coherence theories of truth with examples.
- How does the pragmatist theory of truth differ from the correspondence theory?
- Discuss the role of concepts in shaping human perception and understanding.
- Explain how concepts are formed and their sources in human cognition.
- What are the main challenges in defining abstract concepts? Provide examples.
- Discuss the coherence theory of truth and its application to belief systems.
- How does the pragmatist view of truth assess the usefulness of a concept?
- Explain the significance of the correspondence theory of truth in empirical science.
- How does the coherence theory handle conflicting beliefs within a system?
- Discuss how conceptual analysis is used in the philosophy of language.

Additional Questions (General)

- How does ambiguity in word meaning complicate the translation of texts between languages?
- Why is distinguishing between denotative and connotative meanings important in communication?

- How do stipulative definitions help clarify meaning in specialized fields like law or science?
- Explain the relationship between language and reality in the correspondence theory of truth.
- How do definitions play a role in philosophical inquiry and debate?

GROUP - D

Answer each of the following within 500 words. Each question carries seven marks.

Unit-I: Word Meaning

- Discuss the different types of meaning associated with the term “meaning” in the philosophy of language.
- Analyse the role of context in resolving lexical ambiguity in communication.
- Explain the distinction between homonymy and polysemy with relevant examples.
- How does vagueness differ from ambiguity, and what are the implications of each for language?
- Explore how context helps in resolving vagueness in legal and everyday language.
- Discuss the concept of “family resemblance” and its relation to the vagueness of word meanings.
- Examine the challenges that vagueness presents in the interpretation of laws and ethical guidelines.
- Analyse the impact of polysemy on the interpretation of literary texts.
- Discuss how ambiguity can lead to misunderstandings in cross-cultural communication.

Unit-II: Definitions

- Compare and contrast denotative and connotative definitions, highlighting their importance in communication.
- Discuss the effectiveness of ostensive definitions in teaching new concepts and the limitations they may encounter.
- Analyse the role of defining characteristics in ensuring the precision of a definition.
- Explain the significance of stipulative definitions in philosophical discourse and their potential pitfalls.
- Compare reportive and persuasive definitions, discussing how each can influence understanding.
- Discuss the role of ostensive definitions in language acquisition, especially in children.
- Explore the challenges of defining abstract concepts using denotative and connotative definitions.
- Analyse how stipulative definitions can clarify meaning in specialized fields like science and law.
- Discuss the impact of persuasive definitions on political and social discourse.
- Examine the role of accompanying characteristics in creating a comprehensive definition of a term.

Unit-III: Sentence Meaning

- Explain the relationship between propositions and sentences, with examples illustrating their connection.
- Analyse the importance of syntax in determining sentence meaning and the potential for ambiguity.
- Discuss the principle of compositionality and its application to understanding sentence meaning.
- Explore the role of pragmatics in interpreting the meaning of sentences in different contexts.
- Discuss the criteria for determining sentence meaning, with examples of sentences that challenge these criteria.
- Analyse how context can alter the literal meaning of a sentence and contribute to its interpretation.
- Discuss the difference between literal and implied meanings of sentences, with examples.
- Explain how a sentence can be grammatically correct but semantically meaningless, providing examples.
- Analyse the relationship between sentence structure and the truth conditions of the propositions they express.
- Explore the significance of word meaning in constructing and understanding sentence meaning.

Unit-IV: Concept and Truth

- Compare the correspondence and coherence theories of truth, discussing their strengths and limitations.
- Discuss the pragmatist theory of truth and how it differs from the correspondence and coherence theories.
- Explore the role of concepts in human cognition, and discuss how they influence perception and understanding.
- Analyse the sources of concepts in human cognition, with examples of how they are formed and utilized.
- Discuss the challenges in defining abstract concepts, and the philosophical implications of these challenges.
- Explore the coherence theory of truth and how it handles the integration of new information into a belief system.
- Analyse the relationship between language and reality in the correspondence theory of truth.
- Discuss the role of conceptual analysis in the philosophy of language, with examples of its application.
- Explain how the coherence theory of truth addresses conflicting beliefs within a system of thought.
- Analyse the concept of “truth as it works” in pragmatism and its implications for understanding truth.

Additional Questions (General)

- Discuss how ambiguity in word meaning affects translation and interpretation across different languages.
- Explore the importance of distinguishing between denotative and connotative meanings in effective communication.
- Analyse the role of stipulative definitions in clarifying concepts in legal and scientific contexts.
- Discuss how the correspondence theory of truth underpins empirical science and its implications for knowledge.
- Explore the philosophical significance of definitions in resolving disputes over the meaning of terms.