

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### STRUCTURE, COURSES&SYLLABI OF SEMESTER -I



Disclaimer: The syllabi are uploaded as approved by the Academic Council on ..... and Executive Council on ....



## **COURSES OFFERED BY DEPARTMENT OF PHILOSOPHY**

## Category I

[UG Programme for Bachelor in Philosophy (Honours) degree in three years]

### DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : Introduction to Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Philosophy DSC 1	4	3	1	None		None

#### Learning Objectives

The Learning Objectives of this course are as follows:

- This course is about basics in philosophy. Students will learn about what the subject is all about.
- It will introduce students to questions like What is reality?, what is good and what is bad?, what is beautiful and why? What is justice? What is science and scientific temper? Etc.
- The course covers some basic topics so that the student is well aware of the breadth of the subject of philosophy and is prepared for further study in it.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying the course the student will come to know what is studied in various fields of philosophy, how the subject is divided into various fields.
- Apart from the subject matter of ethics, aesthetics, and social political philosophy, the student will also learn about the relation between philosophy and science and about the inculcation of the scientific temper for doing further work in philosophy.
- The student will be well prepared to tackle questions of philosophy after taking this course.

## SYLLABUS OF DSC-1

### UNIT 1: What is Philosophy?(4 Weeks)

1. Philosophy, *Darsana, Anviksiki, Tattva*
2. Classifications of Philosophy

“What is Philosophy” (pp. 1-5), “Divisions of Philosophy”, (pp. 13-15, in Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill

“Introduction” (pp. 1-10 ) by Bertrand Russell,. *History of Western Philosophy*, RKP,

“General Introduction” (1-12) in Ramakrishna Puligandla’s *Fundamentals of Indian Philosophy*, D K Printworld, 2008

Kautīlya. (2003). *Arthaśāstra*, Book 1,section 1-3, *The KautīlyaArthaśāstra-*, trans. R. P. Kangle, (Bombay University : 1972), reprint, Delhi: 2003, MotilalBanarasidass Publishers.

### UNIT – II Metaphysics and Epistemology (4 weeks)

1. The Question of Existence
2. Different views of reality
3. Knowledge and Belief

Kristie Miller: What is Metaphysics? (193-209)

Duncan Pritchard: What is Knowledge? (123-133)

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

### UNIT 3: Ethics and Aesthetics (3 weeks)

1. The basis of right and wrong
2. Aesthetics: art and its objects

Michael Brady: What is Ethics? (3- 6)

Kathleen Stock: What is Art? (81-93)

Prescribed Text: Duncan Pritchard: What is this thing called Philosophy? (RKP, 2015)

#### **UNIT 4: Social and Political Philosophy and Philosophy of Science (5 weeks)**

1. Social Contract
2. Justice
3. Scientific Temper

Thom Brooks “What is Justice” (52-65)

Chatttopadhyaya, D. P. (1990). Defending the Scientific Temper. *India International Centre Quarterly*, 17(3/4), 42–57. <http://www.jstor.org/stable/23002452>

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

#### **Practical component (if any) - NIL**

#### **Essential Readings/Recommended Readings**

Pritchard, Duncan (ed.) (2015). *What is This Thing Called Philosophy?*. Routledge.

Appiah, Anthony (2003). *Thinking It Through: An Introduction to Contemporary Philosophy*. Oxford University Press.

Blackburn, Simon (1999). *Think: A Compelling Introduction to Philosophy*. Oxford University Press.

Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill.

#### **Suggestive readings**

Perry, John ;Bratman, Michael & Fischer, John Martin (2009). *Introduction to Philosophy: Classical and Contemporary Readings, Fourth Edition, International Edition*. OUP USA.

Pojman, Louis P. & Fieser, James (eds.) (2007). *Introduction to Philosophy: Classical and Contemporary Readings*. Oxford University Press.

Strawson, Peter (1992). *Analysis and Metaphysics: An Introduction to Philosophy*. Oxford University Press.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2): Logic

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Logic DSC 2	4	3	1	NIL		

#### Learning Objectives

- This course primarily helps in developing one's skill in correct reasoning or argumentation.
- It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

#### Learning Outcomes:

- Helps in sharpening the reasoning and argumentation skills of a learner and simultaneously helps in identifying the flaws.
- Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.
- Helps in good scoring for a better rank in form of result.

---

## **Unit 1 Basic Concepts in Logic (3 weeks)**

1. Proposition and Sentence
2. Arguments: Deductive and Inductive
3. Truth, Validity and Soundness

:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 1-33.

## **Unit 2 Traditional Logic (6 weeks)**

1. Categorical Propositions: Quality, Quantity and Distribution of Terms
2. The Traditional Square of Opposition, Existential Import
3. Immediate Inferences- Conversion, Obversion and Contraposition
4. Translating Ordinary Language Sentences into Standard Logical Form

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 167-250.

## **Unit 3 Categorical Syllogisms (7 weeks)**

1. Moods and Figures
2. Rules of Syllogism and Syllogistic Fallacies
3. Determining Validity/Invalidity using rules of Syllogism
4. Determining Validity/Invalidity using Venn Diagrams

:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 211-254.

**Practical component (if any) - NIL**

## Essential/Recommended Readings

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed.

Delhi: Pearson, 2016. Suggestive Readings:

1. Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### DISCIPLINE SPECIFIC CORE COURSE – 3 (DSC-3): Indian Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Philosophy DSC 3	4	3	1	NIL		

#### Learning Objectives

- In this course the focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection . Hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.



- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the Śruti and Smṛiti, Karma, Jñāna and Bhakti in different systems of Indian Philosophy and Śreyas and Preyas in Kathopanishad . It will also show the problems which arise in translating the Sanskrit terms to English, for example dharma as translated as religion within Indian Philosophical studies.
- Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Finally it will give a holistic development of their personality.

### **Learning Outcomes**

- Students will understand the richness of Indian Intellectual Traditions through basic concepts such as Śruti and Smṛiti, Karma, Jñāna and Bhakti, Śreyas and Preyas and Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Cārvāka, Buddhism, Jainism, Sāṅkhya, Pūrva- Mīmāṃsā and Vedānta, which will help them to understand and appreciate different perspectives within the society at large.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems.
- Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- Students will develop the ability to think critically and to read and analyse scientific literature.
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

### **UNIT 1: Introduction to Indian Philosophy (3 weeks)**

1. Historical overview
2. Rise of Systems
3. Origins of Indian Philosophy

J.N.Mohanty, *Classical Indian Philosophy*, Lanham: Rowman and Little field, 1999, pp.1-10.

A.K.Warder, *A Course in Indian Philosophy*, Delhi: Motilal Banarsidass Publishers, 2018, pp.4-11

### **UNIT 2: Outlines of Indian Philosophy (4 weeks)**

1. Distinction between *Śruti* and Smṛiti.
2. Distinction between Dharma and Religion.
3. Emphasis on *Karma* (Action), *Jñāna* (Knowledge) and *Bhakti* (Devotion) : An Understanding of different Indian Philosophical Schools
4. Śreyas and Preyas with reference to *KaṭhaUpaniṣad*.

1. Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol. 1, Motilal Banarasi Das Publications, Delhi.
2. Radhakrishnan, S. Moore, (1967) CA, A Sourcebook in Indian Philosophy, Princeton.
3. Raju, P.T. (1985) Structural Depths of Indian Thought, NY Albany: State University of New York Press.
4. KaṭhaUpaniṣad

### **UNIT 3: Indian Metaphysics (5 weeks)**

- 1 Four Noble Truths (catvariayasatyani), Doctrine of Dependent Origination (Pratityasamutpada) and Doctrine of Momentariness (Kshanabhangavada) in Buddhism. Prakṛti, Purusa and Parinamvada of Sankhya School.
- 2 Pūrva- Mīmāṃsā theory of Karma (Apuṛva)
- 3 Indian school of Materialism (Cārvāka, Early Sankhya, Atomism of Vaisesika)

1. Hiriyanna, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin
2. Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol. 1, Motilal Banarasi Das Publications, Delhi
3. Chatterjee, S.C. & D.M. Datta (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta.
4. M.N.Roy, *Materialism in Indian Philosophy*, Delhi: Critical Quest, 2017, Pp1-22 (Selections from Materialism: An Outline of the History of Scientific Thought)
5. Bhattacharya, Ramkrishna. "Materialism in India: A Synoptic View." Retrieved 27 July 2012. <http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>

### **UNIT 4: Indian Epistemology (4 weeks)**

1. Syādvāda of Jainism
2. Prama and Pramana distinction with reference to Nyāya theory of Perception.

1. Chatterjee, S.C. (2008), Nyāya Theory of Knowledge, Delhi, Bharatiya Kala Prakashan.

2. Sharma, C.D. (2003) Critical Survey of Indian Philosophy, Delhi: MotilalBanarsidass

3. Stevenson, S.1951. The Heart of Jainism. London: Oxford University Press.

4. Shastri, Haridatta, BhartiyaDarshanKaItihas.(Hindi)

5. Upadhaya, Baldeva. BhartiyaDarshan (Hindi), Banaras.

**Practical component (if any) – NIL**

**Essential/recommended Readings**

1. Hiriyanna, M: (1951), Outlines of Indian Philosophy, London: Allen & Unwin
2. Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol. 1, MotilalBanarasiDas Publications, Delhi

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

**Category II**

**(Courses for Undergraduate Programme of study with  
\_\_\_Philosophydiscipline as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Philosophical Issues**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSC 1 Philosophical Issues</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>		

**Learning Objectives**

- The primary objective of this course is to introduce the main philosophical issues to students
- It will encourage the students to think critically about some of the most important questions that philosophers ask
- It will also teach students how analytical and rigorous answers are possible to hard questions

**Learning Outcomes**

- By studying this course, a student should be able to demonstrate a clear understanding of the background the philosophical issues.
- They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy.
- They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject.

---

**Unit 1. Introduction (3 weeks)**

- What is Philosophy?
- What is a Philosophical Issue?
- Origins of Indian Philosophy

Moore, B. N., & Bruder, K. (2001). *Philosophy: The power of ideas* (5th ed.). New York: McGraw-Hill, pp. 1-5, 13-15

Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 4-19

---

### **Unit 2. Metaphysical Issues (4 weeks)**

- What is metaphysics?
- Idea of Reality, Being, and Becoming

Laurence, Stephen and Cynthia Macdonald (eds.), 1998, *Contemporary Readings in the Foundations of Metaphysics*, Oxford: Blackwell, pp 1-21

---

### **Unit 3. Epistemological Issues (3 weeks)**

- What is Knowledge?
- Prama, Prameya and Pramana

Lehrer, K. (1990). *Theory of knowledge*. Boulder, CO: Westview Press, pg 2-4

Puligandla, R. (2008). *Fundamentals of Indian Philosophy*, D K Printworld, pp. 184-191

---

### **Unit 4. Ethical Issues (5 weeks)**

- Morality and Ethics
- Buddhist Ethics

Rachels, J., & Rachels, S. (2012). "What is Morality?" In *The Elements of Moral Philosophy 7e*. McGraw Hill. pp 1 to 13

Keown, Damien (2018). "Buddhist Ethics", in Billimoria, Purushottama (ed.) (2018). *Routledge History of Indian Philosophy*. Routledge, pp. 496-505

---

### **Practical component (if any) – NIL**

#### **Essential/recommended readings**

Gupta, R.K., (1995), Social Action and Non-violence, ICPR, New Delhi.

Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.

Kar, Bijayananda (1985), Indian Philosophy, Ajanta Publications, Delhi.

Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.

Lama, Dalai (1999), Ethics for the New Millennium, Riverhead Books, New York.

O'Connor, D.J., (1964), Critical History of Western Philosophy, Free Press of Glencoe, London.

Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin Ltd., London.

#### **Suggestive Readings**

Rao, V. Ramakrishna (1987), Selected Doctrines from Indian Philosophy, Mittal Publications, Delhi.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Logic DSC 2	4	3	1	NIL		

Learning Objective

- This course primarily helps in developing one's skill in correct reasoning or argumentation.
- It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Learning Outcomes

- Helps in sharpening the reasoning and argumentation skills of a learner and simultaneously helps in identifying the flaws.
- Enhances analytical skills so that one can resolve difficult issues and finally arrives at a reasonable solution.

Unit 1 Basic Logical Concepts (2 weeks)

1. Proposition and Sentence
2. Deductive argument
3. Truth, Validity, and Soundness

Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2.

Unit 2 Traditional Logic (A) (5 weeks)

1. Terms and Distribution of terms
2. Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4. Translating Ordinary Language Sentences into Standard form

#### Traditional Logic (B)

1. Immediate Inferences- Conversion, Obversion, and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

---

#### Unit 4: Symbolization (6 weeks)

1. Types of Truth functions: Negation, Conjunction, Disjunction (Alternation), Conditional (Implication), and Bi-Conditional (Equivalence)
2. Statements, Statement forms, and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 8.

---

#### Unit 4 Indian Logic (3 weeks)

1. Debate
2. Logic
3. Steps of Inference in Indian Logic

Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 128-137 (“Debate and Logic”)

**Practical component (if any) – NIL**

---

#### Essential/Recommended Readings



1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.
2. Ganeri, Jonardon (2001). *Indian Logic a Reader*. Psychology Press.

### Suggestive Readings

- Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Category III

**Courses for Undergraduate Programme of study with discipline of Philosophy as one of the Core Disciplines (Minor)**

### DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Understanding Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Understanding Philosophy DSC 1	4	3	1	NIL		

## Course Objective

- The primary objective of this course is to introduce Philosophy to beginners as a modern discipline where difficult questions can be given precise but different answers.
- It develops the power of thinking and questioning not only about empirical facts but also abstract realities.

## Learning Outcomes

At the end of the course, a student should be able to demonstrate a clear understanding of the background of Indian Philosophy, its branches, Areas, etc.

They will acquire a good understanding of the key doctrines of Indian schools.

They have a sound understanding of epistemology, metaphysics, and ethics in general as well as its application and shall be able to go for further studies in the subject.

---

### Unit 1. Introduction to Philosophy (3 weeks)

1. What is Philosophy?
2. Characteristics of Indian Philosophy

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Das Publications, Delhi.

Ewing, A.C. (1951), Fundamental Questions of Philosophy, Routledge & Kegan Paul Ltd., London.

### Unit 2. Areas of Philosophy (4 weeks)

- Metaphysics
- Epistemology
- Ethics
- Logic
- Aesthetics
- Social and Political Philosophy

O'Connor, D. J. (ed.) (1964). A Critical History of Western Philosophy. Free Press.

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publications, Delhi.

---

### **Unit 3. Society and Morality (5 weeks)**

- Critical Thinking
- Moral reasoning

Moore, B. N. and R. Parker: 1989, *Critical Thinking: Evaluating Claims and Arguments in Everyday Life*, Mayfield Publishing, Mountain View. Chapter 1

Beauchamp, T. L. (2003). The nature of applied ethics. *A companion to applied ethics*, pp 1-16.

---

### **Unit 4. Philosophy and Dialogues (4 weeks)**

- Dialectics and Socrates
- Nasadiya Sukta

Meyer, M. (1980). Dialectic and questioning: Socrates and Plato. *American Philosophical Quarterly*, 17(4), 281-289.

*Nasadiya-sukta* (The Hymn of the Origin), *Rgveda*, 10<sup>th</sup> Mandala, Sukta 129 in Panikkar, Raimundo, *The Vedic Experience: Mantramanjari*, Delhi, Motilal Banarsidass, 1977, pp. 54-59.

### **Practical component (if any) – NIL**

Essential/Recommended Readings

Gupta, R.K., (1995), *Social Action and Non-violence*, ICPR, New Delhi.

Hiriyana, M. (1951), *Outlines of Indian Philosophy*, Allen & Unwin, London.

Kar, Bijayananda (1985), *Indian Philosophy*, Ajanta Publications, Delhi.

Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.

Lama, Dalai (1999), Ethics for the New Millennium, Riverhead Books, New York.

O'Connor, D.J., (1964), Critical History of Western Philosophy, Free Press of Glencoe, London.

### **Suggestive Readings**

Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin Ltd., London.

Rao, V. Ramakrishna (1987), Selected Doctrines from Indian Philosophy, Mittal Publications, Delhi.

Tennant, Neil (2015), Introducing Philosophy: God, Mind, World and Logic, Routledge, London.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES**

## GENERIC ELECTIVES (GE-1): Ethics in Public Domain

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Ethics in Public Domain GE 1	4	3	1	Nil			Philosophy

#### Learning Objectives

- The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.
- Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the readers to contribute voluntarily to the society as a responsible member.

#### Learning Outcomes

- To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
- Larger awareness of public issues and empathy with marginalised issues in society.
- Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

#### Unit I: Introduction to Ethics (3 weeks)

##### 1. Morality

\*Rachel, James. "What is Morality?" In The Elements of Moral Philosophy. 1-14. McGraw-Hill, 2012.

## **2.Cultural Relativism**

\*Rachel, James. “The Challenge of Cultural Relativism.” In *The Elements of Moral Philosophy*. 15-34. McGraw- Hill, 2012.

### **Unit II: Structures of Inequality (4 weeks)**

#### **1.Caste**

\*Ambedkar, B. R. “Castes in India: Their Mechanism, Genesis and Development.” Paper presented at an Anthology Seminar, Columbia University, 1916.

#### **2. Gender**

\*Beauvoir, Simone de. “The Married Woman.” In *Second Sex*, vol. II, part two, chapter 5. USA: Vintage, 2011.

### **Unit III: Freedom and Morality (5 weeks)**

\*Sen, Amartya. “Freedom, Agency and Wellbeing.” In *Inequality Re-examined*, 56-72.USA: First Harvard University Press, 1992.

Archard, David. “Privacy, the public interest and a prurient public. In *Media Ethics* edited Matthew Kieran, 82-96. USA; Canada: Routledge. 2014

### **Unit IV: Animal Ethics (4 weeks)**

\*Singer, Peter. “All Animals Are Equal.” In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA; UK; Australia: Blackwell, 2004.

### **Practical component (if any) – NIL**

### **Essential/Recommended Readings**

Frey, R. G. & Wellman, Christopher Heath (eds.) (2003). *A Companion to Applied Ethics*. Wiley-Blackwell.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES (GE-2: Technology and Ethics)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Technology and Ethics GE 2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>			<b>Philosophy</b>

**Learning Objectives**

- To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space.
- The studies aim to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

**Learning Outcomes**

- Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view.
- They will responsibly function and lead the usage to technology so as to save society from its harmful effects.
- With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

**Unit 1 Ethical and Social Implications of Technology (4 weeks)**

- Ethical Issues in the Use of Technology
- Information Technology and Digital Divide

- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation*, vol. 8, no 9, 2014, pp. 3015-19.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.
  - Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309.

## **Unit 2 Biotechnology and Ethics (4 weeks)**

- Stem Cell Culture and its issues.

"Of Stem Cells Ethics" *Nature Cell Biology*, vol. 19, 2017. editorial pp. i. Also available at [www.nature.com/articles/ncb3652](http://www.nature.com/articles/ncb3652).

Harris, J. (1997). "Goodbye Dolly?" The ethics of human cloning. *Journal of Medical Ethics* 23 (6):353-360.

## **Unit 3 Some Recent Considerations in Technology and its ethical implications (8 weeks)**

1. Artificial Intelligence
2. Nano- technology

Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.

Robison, Wade L. (2011). Nano-Technology, Ethics, and Risks. *NanoEthics* 5 (1):1-13.

Liao, S. Matthew (ed.) (2020). *Ethics of Artificial Intelligence*. Oxford University Press.

## **Practical component (if any) – NIL**

### **Essential/recommended readings**

- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.



- Canellopoulou M. and Himma K. E. The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010.
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics:Mac Millan Reference USA, 2005.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**GENERIC ELECTIVES (GE-3): Constitutional Morality**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
<b>Constitutional Morality GE 3</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nll</b>			<b>Philosophy</b>

**Learning Objectives**

- This course is about the underlying ethics and political philosophy of Indian constitution. The aim of the course is to introduce the key themes of constitution in terms of morality.
- Further this course explores the importance of democracy and its functioning by representing the aspirations of its people.

**Learning Outcomes**

- The student will come to know about the constitutional morality and its implications in everyday social and political life.
- The student will be aware of representation of people, rights of citizens and that leads to develop the democratic political culture for strengthening the nation state.

### **Unit I: Constitutionalism and Democracy (4 weeks)**

John Elester, Introduction, John ElesterRune Stagstand, GudmundHernes(Eds),  
*Constitutionalism and Democracy*, Cambridge: Cambridge University Press,1988, pp.1-17

Preamble of Indian Constitution

### **Unit II Constitutional Morality (4 weeks)**

Dr. B. R. Ambedkar, motion to introduce the Draft Constitution, Constituent Assembly Debates vol 7 (4 November 1948)

Dr. B. R. Ambedkar, speech on third reading of the Draft Constitution, Constituent Assembly Debates vol 11 (25 November 1949)

Vallabhai Patel, Appendix. Constituent Assembly of India Debates Proceedings), Vol.3, Tuesday, the 29th April, 1947

Annexure-Justifiable Fundamental Rights, Constituent Assembly of India Debates Proceedings), Vol.3Tuesday, the 29th April, 1947

### **Unit III: Citizenship and Rights (4 weeks)**

UpendraBaxi (2010), ‘The Justice of Human Rights in Indian Constitutionalism’, in Akash Singh and SilikaMohapatra (eds.), *Indian Political Thought: A Reader*. Routledge, London & New York, Chapter 17.

ShefaliJha, ‘Rights versus Representation’, *Economic and Political Weekly*, Vol. 38, Issue No. 16, 19 Apr, 2003

### **Unit IV Secularism and Social Justice (4 weeks)**

Rajeev Bhargava, ‘India’s Secular Constitution’, ZoyaHasan, E.Sreedharan and R.Sudarshan (Eds.) , *India’s Living Constitution-Ideas, Practices and Controversies*, Delhi: Permanent Black,2002 Pp.105-133

Gopal Guru,‘Reclaiming Social Justice’ Rajeev Bhargava (ed.) *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, pp.92

**Practical component (if any) - NIL**

## Essential/Recommended Readings

Jawaharlal Nehru, "Speech on the Aims and Objects of the Constituent Assembly," Constituent Assembly Debates (13 December 1946)

Sujit Choudhary, Madhav Kosla and Pratap Bhanu Mehta. 'Locating Indian Constitutionalism,' *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, 2016

Uday S Mehta, "Indian Constitutionalism: Crisis, Unity, and History," *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP, 2016

Granville Austin (1999), *Working a Democratic Constitution*. Oxford University Press, Delhi.

Ujjwal Kumar Singh and Anupama Rao, "B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy," Summerhill, IAS Review, XXIII:2 (Winter 2017)

Rajeev Bhargava, *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, New Delhi: Oxford University Press, 2008

Pratap Bhanu Mehta, 'What is constitutional morality?'

[https://www.india-seminar.com/2010/615/615\\_pratap\\_bhanu\\_mehta.htm](https://www.india-seminar.com/2010/615/615_pratap_bhanu_mehta.htm)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

### GENERIC ELECTIVES (GE-4): Media Ethics

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Media Ethics GE 4	4	3	1	Nil			Philosophy

## **Learning Objectives**

- To acquaint students with ethical practice of media usage, to democratize the public sphere.
- Also, theories of media ethics will be discussed along with the case studies related to important issues

## **Learning Objectives**

- The student will learn how ideology affects content of media, and how media is often saturated with manufactured consent, paid or otherwise.
- The student will learn to be wary of the distinction between appearance and reality in media usage, ownership, democratization and representation of caste and gender and transparency in news etc.

## **Unit 1 : Introduction to Media and Ethics (3 weeks)**

### **1. Defining Media Ethics**

### **2. Approaches to media Ethics**

Stephen J.A. Ward, (2011). Ch. 2. Approaches to Media Ethics (Pg. 52-87), *Ethics and the Media*. Cambridge University Press.

## **Unit 2: Media, Power and Control (4 weeks)**

- 1 Cultural Imperialism as Globalisation of Ideology
- 2 Adorno : Culture Industry
- 3 Political Economy and Ideology
- 4 Manufacturing Consent

Adorno, Ch.3. Culture Industry Reconsidered (Pg. 98-106), *Culture Industry*. Routledge.

Chomsky, Ch. 1. A Propaganda Model, *Manufacturing Consent*. Pantheon Books

### **Unit3: Media and Democratic Bases (4 weeks)**

#### **1. Objectivity: Senses and Origins**

#### **2. Normative Theory of Media**

#### **3. Evolution of Normative Traditions**

Stephen J.A. Ward (2004). Ch. 1. Objectivity: Senses and Origins (Pg.9-36), *The Invention of Journalism Ethics*. McGil-Queens University Press

Christian G. Clifford, Theodore L. Glasser, Dennis McQuail, Kaarle Nordenstreng (2009). Evolution of Normative Traditions (Pg. 37-64), *Normative Theories of the Media*. University of Illinois Press.

### **Unit 4 Issues in Media Ethics and Professional Ethics (5 weeks)**

#### **1. Representation of caste, gender**

#### **2. Violence and Obscenity**

#### **3. Paid News and advertisements**

#### **4. Professional ethics**

Subarno Chatterji and Sevanti Ninan, *The Hoot Reader (Media Practice in Twenty First Century India)*, New Delhi: Oxford University Press, 2013 (Relevant Selections)

Vipul Mudgal. Ch. 6. *News for Sale: 'Paid News', Media Ethics, and India's Democratic Public Sphere* (Pg. 100-117). In Shakuntala Rao (Ed.), Herman Wasserman (Ed.). (2015). *Media Ethics and Justice in the Age of Globalization*. Palgrave MacMillan

Ashwini, S(2021) Social Media Platform Regulation in India- A special Reference to The Information Technology(Intermediary Guidelines and Digital Media Ethics Code) Rules,2021 , *Perspectives on Social Media Platform Regulation*, Nomos Verlagsgesellschaft, mbH&co.KG, pp215-232

### **Practical component (if any) - NIL**

### **Essential/Recommended Readings**

Philip Patterson and Lee Wilkins,(1998). *Media Ethics: Issues and Cases (7<sup>th</sup> Edition)*, New York: Mc Graw-Hill Co

Louis A Day, (2000). *Ethics in Media Communication: Cases and Controversies(3<sup>rd</sup> edition)* Belmont, CA: Wadsworth

Black , Jay, B. Steele and R.Barney (1999) Doing Ethics in Journalism: A Hand book with case studies (3<sup>rd</sup> edition), Boston: Allyn& Bacon

Christains, Clfford, M. Fackler, K. Rotzoll and B.McKee(1998) Media Ethics: Cases and Moral Reasoning(5<sup>th</sup> Edition) new York: Longman

Arant, David(Ed)(1999) Ethics, Issues and controversies in Mass media. Cpulder, Co: Coursewise Publishng

### **Suggestive Readings**

Gordon, A. David and J M Kittross(1999), Contraversies in Media Ethics, New York: Addison Wesley Longman

Limburg Val E (1994) Electronic Media Ethics, Boston: Focal Press

Lynch, Dianne (ed) (1999) Stand! Virtual Ethics: Debating Media in Digital Age, Boulder, Co

Foreman, G(2010) The Ethical Journalist, MA: Wiley-Blackwell

Norms of Journalistic conduct, Press council of India

[Untitled-1 \(presscouncil.nic.in\)](#)

[Salient features of Press Council of India's norms of Journalistic Conduct in India - Legal Desire](#)

Thakurta, Paranjoy Guha. (2008). Media Ethics: Truth, Fairness and Objectivity , New Delhi: Oxford University Press, 2015

Rao, S. (2014). Covering Rape in Shame Culture: Studying Journalism ethics in India's New Television News Media , Journal of Mass Media Ethics, 29(3), 153-167

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

## DEPARTMENT OF PHILOSOPHY

### Category I

#### **Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline (B.A. Honours in Philosophy in three years)**

#### **DISCIPLINE SPECIFIC CORE COURSE -4 (DSC-4) – Fundamentals of Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Philosophy DSC 4	4	3	1	None	Class XII	BA Hons. Philosophy 1st Sem

#### **Learning Objectives**

The Learning Objectives of this course are as follows:

- The course is designed for the grasp of the fundamental problems of the subject from the writings of original philosophers.
- The course will analyse problems like the problem of existence, like what is there, and why is anything there, what is justice; the origin of ideas, how we think about the world, what is the self, etc.
- A broad and deep approach to the subject is envisaged, learning from sources spread across centuries and continents.

#### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- The student will learn how original philosophers express themselves about the great problems of philosophy
- The student will acquire the skill of argumentation and the ability to find flaws in the arguments of the philosophers
- The student will improve the grasp in the subject matter
- The student's curiosity will be aroused to explore the subject further in a meaningful way

#### **SYLLABUS OF DSC-4**

##### **UNIT 1: Being**

**(12 Hours, 4 weeks)**

1. What is Being?
2. Why does anything exist?

### **Essential/ Recommended Readings**

Derek Parfit (1998) Why Anything? Why this? <https://www.lrb.co.uk/the-paper/v20/n02/derek-parfit/why-anything-why-this>

Selection from Aristotle's *Metaphysics* "The Process of Change" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) Mcgraw-Hill, pg. 71-72

### **UNIT 2: Ideas, Thought and World**

**(12 Hours, 4 weeks)**

1. The Origin of Ideas
2. What is thought?
3. Social Construction

### **Essential/Recommended Readings**

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) Mcgraw-Hill, pg. 143 – 145 (Section on Hume and Kant)

Donald Davidson's "The Problem of Objectivity" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) Mcgraw-Hill, pg. 243-245

Paul Boghossian's "What is Social Construction" in Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. (Indian Edition) Mcgraw-Hill, pg. 245-248

### **UNIT 3: Consciousness, Knowledge and Self**

**(12 Hours, 4 weeks)**

1. Perspectives on Consciousness and Knowledge
2. Perspectives on the Perception of Self

### **Essential/Recommended Readings**

Mohanty, J. N. (1979). Consciousness and knowledge in Indian philosophy. *Philosophy East and West* 29 (1):3-10.

Matilal, Bimal Krishna (2002) The perception of Self in the indian tradition. In J. Ganeri (ed.) *Mind, Language and World: The Collected Essays of Bimal Krishna Matilal*, OUP, pp. 299-314

### **UNIT 4: Justice**

**(9 Hours, 3 weeks)**

1. What is Justice?
2. Might is Right or Right is Might?

### **Essential/ Recommended Readings**

Plato's *Republic*, Book 1, 327a – 345a. In Christopher Rowe's translation, Penguin Books, 2012

### **Suggestive Readings**

Blackburn, Simon (1999). *Think: A Compelling Introduction to Philosophy*. Oxford University Press.

Moore, Brooke Noel and Bruder, Kenneth (2011). *Philosophy: The Power of Ideas*. Mcgraw-Hill, Indian edition

Perry, John , Bratman, Michael & Fischer, John Martin (2009). *Introduction to Philosophy: Classical and Contemporary Readings, Fourth Edition, International Edition*. OUP, USA  
Ganeri, J. (ed.) (2002). *Mind, Language and World: The Collected Essays of Bimal Krishna Matilal*, OUP



## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Greek Philosophy DSC 5	4	3	1	NIL	Class XII	BA Hons. Philosophy Ist Sem

### Learning Objectives

- This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece.
- It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea.
- Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

### Learning Outcomes:

- The student will comprehend the foundations and origins of philosophy through the lens of early Greek philosophy
- The student will broaden the grasp of the subject and understand how philosophy arose from a close tie with cosmological and logical thinking
- The student will appreciate the role of reason in philosophy and the role of law and order in the structure of the world

### Unit-1: Naturalism (Cosmos and Arche)

(12 Hours, 4 weeks)

#### 1. Thales and Anaximander

### Essential/Recommended Reading:

J. Barnes. Early Greek Philosophy. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia, Second Edition Edited, with Introduction. Translations by Richard D McKirahan and Patricia Curd ( Hackett Publishing Company, Inc, 2011) ,p.13-19

Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1.,94-124

Kirk, G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts (Cambridge; At The University Press, 1957) pp74-99

### Unit 2: Change, Being and Becoming

(12 Hours. 4 weeks)

1. Heraclitus: Doctrine of Flux.
2. Parmenides of Elea: Doctrine of Being and not-being.

**Essential/Recommended Reading:**

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by RichardbDMckirahan and Patricia Curd ( Hackett Publishing Company, Inc,2011) ,p.39-65,

G.S Kirk and J.E.Raven, The Presocratic Philosophers, Chapters vi and x

Online Source:

Adobe PDF ebook ISBN: [978-1-60384-598-4/2010019297](https://doi.org/10.1017/9781603845984/2010019297)

---

**Unit 3: Sophists and Socrates**

**(9 Hours, 3 weeks)**

1 .Sophists (Protagoras): Relativism and Scepticism

2. Socrates: Critical Enquiry and Virtue is Knowledge

**Essential/Recommended Reading:**

Gill, M. L. A Companion to Ancient Philosophy edited. Pierre Pellegrin: Blackwell Companion Series, 2006. Relevant chapters.

Warren, James & Frisbee Sheffield (eds.),

The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1.,94-124

**Unit 4: Plato**

**(12 Hours, 4 weeks)**

Justice as Virtue and Theory of Forms

**Essential/Recommended Readings**

Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974), p.196-224 and300-333. (books 4.5 and 7.6-7.7)

Waren, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-II, chapters 13-16.

Vlastos, G. "Justice and psychic harmony in the Republic" in Journal of Philosophy.1969. Vol.66. ( 16): pp 505-521 )

**Suggestive Readings**

Barnes, Jonathan. Early Greek Philosophy. Harmondsworth:Penguin Books, 1987.

Gill, M. L &Pellegrin, Pierre. Blackwell Companion to Philosophy: A Companion to Ancient Philosophy. Blackwell Series,2006. Warena, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014.

Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed). Readings in Ancient Greek Philosophy. Hackett: Indianapolis, 1995.

Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974)

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by RichardbDMckirahan and Patricia Curd ( Hackett Publishing Company, Inc,2011) ,

Wareen, James & Sheffield Frisbee. (eds). The Routledge Companion to Ancient Philosophy (Routledge: London and New York,2014).

Kirk, G.S. Raven & Schofield , Pre Socratic Philosophy. CUP,1957.

Tankha, V. Ancient Greek Philosophy: Thales to Socrates. India: Pearson, 2012.

Vlastos, G. “Justice and psychic harmony in the Republic” in Journal of Philosophy.1969. Vol.66. ( 16)

### Additional Resources:

Guthrie,WKC. A History of Greek Philosophy, Vol-. The Earlier Presocratic Tradition and the Pythagoreans. Cambridge,1962. ---A History of Greek Philosophy, Vol-2. The Presocratic Tradition from Parmenides to Democritus. Cambridge,1965. ——A History of Greek Philosophy, Vol-3, The fifth Century Enlightenment. Cambridge,1969. ——A History of Greek Philosophy, Vol-4, Plato, the Man and his Dialogues: Earlier Period Cambridge,1975.

Kirk,G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts(Cambridge; At The University Press,1957)

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Ethics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Ethics DSC 6	4	3	1	NIL	Class XII	BA Hons. Philosophy 1st Sem

### Learning Objectives

- The course is designed to acquaint the students with basic concepts of ethics, the nature and development of morality, cultural relativism and to familiarize them with the western and Indian traditional ethical theories.
- Various philosophical concepts of ethical behaviour and normative principles of human conduct will be emphasized in this course.

### Learning Outcomes

- The students after being introduced to basic ethical theories will acquire the ability to understand ethical perspective and ethical issues.
- The students will be equipped with the ethical sensitivity and moral understanding required to recognize and overcome ethical dilemmas
- The students will be able to differentiate normative statements from other kinds of statements.
- By reading the Indian ethical theories they will learn about the value system and culture of ancient India.

### **Unit 1: Introduction to Ethics**

**(15 Hours, 5 weeks)**

1. Nature and development of morality (from Convention to Reflection)
2. Cultural Relativism

#### **Essential/Recommended Readings:**

- Lillie, W., (1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London.
- Rachel, J., (2003), *The Elements of Moral Philosophy*, Mc Graw-Hill.

### **Unit 2: Western theories**

**(15 Hours, 5 weeks)**

1. Virtue Ethics with respect to Aristotle's Eudaimonia
2. Teleological ethics with respect to J.S. Mill's Utilitarianism.
3. Deontological ethics with respect to Immanuel Kant's Categorical Imperative

#### **Essential/Recommended Readings:**

- Mill, J.S., (1863), *Utilitarianism*, London, in Mary Warnock *Utilitarianism and On Liberty*, Ed.1962, Wiley Blackwell.
- Aristotle, (1926) *Nicomachean Ethics*, Harvard University Press.
- Kant, Immanuel: *Groundwork of the Metaphysics of Morals*, in Trans. H J Paton, *The Moral Law*, Hutchinsons University Library.

### **Unit 3: Indian Ethics**

**(15 hours, 5 weeks)**

1. Four Purusarthas: Artha, Kama, Dharma, Moksa
2. Bhagvadgita: Nishkamakarma
3. Karuna, Maitri and Nonviolence (with respect to Indian Value System)

#### **Essential/Recommended Readings:**

- Bilimoria, Purushottama ed., (2007), *Indian Ethics: Classical traditions and contemporary challenges*, New Delhi: Oxford University Press.
- Sharma, I.C., (1967), *Ethical Philosophies of India*, New York, U.S.A Johnson Publishing Company.

### **Suggestive Readings**

- Louis P. Pojman, and P.Tramel, Ed., (1998), *Moral Philosophy: A Reader* (Indianapolis, IN: Hackett Publishing Co.
- Frankena W.K, (1973), *Ethics*, Englewood Cliffs, N.J., Prentice-Hall.
- Lillie, W., (1948), *An Introduction to Ethics*, Methuen & Co. Ltd. London4.
- Sinha, Jadunath, (2004), *A Manual of Ethics*, New Central Book Agency
- Kaveeshwar, G.W. (1971), *The Ethics of Gita*, Motilal BanarasiDass Publications, Delhi.
- Mackenzie,J.S., (1977), *A Manual of Ethics*, Oxford University Press Bombay,
- Taylor, Paul. W., (1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California.
- Satyanarayana,Y.V., (2010), *Ethics: Theory and Practice*, Pearson.
- Thiroux, Jacques, (1998), *Ethics: Theory and Practice* (6<sup>th</sup> Ed.), Pearson.

### **Additional Resources:**

- Hartmann, N., (1950), *Moral Phenomena*, New Macmillan.
- Taylor, P.W., *Problems of Moral Philosophy: An Introduction to Ethics*, Dickenson Publishing Co. Inc. Belmont, California.
- Shelly Kagan, (1998), *Normative Ethics*, Westview Press.

## Category II

### **BA (Prog.) with Philosophy as Major**

**(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Introduction to Indian Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 3 Introduction to Indian Philosophy	4	3	1	NIL	Class XII	NIL

#### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

#### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours, 3 weeks)**

##### **1. Common Characteristics of Indian Philosophy**

#### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter 1 General Introduction pp 1-24.
2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2, "Aim of Indian Philosophy", pp,19-24.

---

**Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours. 4 weeks)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

**Recommended Readings:**

1. Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 5 The Nyaya Philosophy pp 161 - 201

---

**Unit 3 Theories of Causation (12 Hours, 4 weeks)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

**Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
2. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp 151 – 157

---

**Unit 4 Theories of Reality (12 Hours, 4 weeks)**

1. Buddhism - *Anatmavāda*
2. Jainism – *Anekāntavāda*.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

**Essential/Recommended Readings:**

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.

2. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.
3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17
4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasi Dass.(MLBD)

### DISCIPLINE SPECIFIC CORE COURSE – 4 (DSC-4): Introduction to Western Philosophy

#### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Introduction to Western Philosophy DSC 4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Class XII</b>	<b>NIL</b>

#### Learning Objective

- The course will introduce students to currents of thought in Western Philosophy
- The students will be acquainted with the writings of the foremost philosophers of the western tradition

#### Learning Outcomes

- The students will be equipped with knowledge of basics of western philosophy
- The students will acquire the skills of reading the texts of western philosophy
- The students will be able to analyze the various traditions of western philosophy

#### UNIT-1

**(9 Hours, 3 weeks)**

#### 1. INTRODUCTION

##### Essential/recommended Readings

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005, **Ch.1- Powerful Ideas**



## **UNIT-2**

**(12 Hours, 4 weeks)**

### **1. METAPHYSICS AND KNOWLEDGE-**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 3- Socrates, Plato, pp- 34- 43.**

**Ch. 4- Aristotle, pp.63- 67**

## **UNIT-3**

**(12 Hours, 4 weeks)**

### **1. DUALISM AND IDEALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch.6- Descartes and Dualism, pp.103-109.**

**The Idealism of Locke and Berkeley, pp.117- 123.**

## **UNIT-4**

**(12 Hours, 4 weeks)**

### **1. SCEPTICISM, TRANSCENDENTALISM AND EXISTENTIALISM**

#### **Essential/Recommended Readings**

Moore, Noel. M. and Bruder, Kenneth, Philosophy, The Power of Ideas, 6<sup>th</sup> ed. McGraw Hill Publication, 2005.

**Ch. 7- The Eighteenth and Nineteenth Centuries, David Hume- pp.137-139, Immanuel Kant, pp. 139-143.**

**Ch. 8- The Continental Tradition- Existentialism, pp. 159-166, Phenomenology 170-175.**

#### **Suggestive Readings**

1 Copleston, F.J. History of Philosophy, USA, Image Books, 1993

2 Falkenberg. History of Modern Philosophy, USA, Jefferson Publications, 2015

3 Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill,2011

4 O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964

5 Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969

6 Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

### Category III

#### **BA (Prog.) with Philosophy as Minor**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Introduction to Indian Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Indian Philosophy DSC 2	4	3	1	NIL	Class XII	NIL

#### **Learning Objectives**

- Indian philosophical tradition and thought will be explored in this course
- As Indian Philosophy projects another type of aspect of life, this course will help to understand the tradition and experiences that relate to Indian philosophy, adding to the intellectual richness of studying philosophy.

#### **Learning Outcomes**

- Students will learn about the different aspects of Indian Philosophy
- Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy
- The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world

#### **Unit 1: Indian Philosophy: An Overview (9 Hours, 3 weeks)**

##### **1. Common Characteristics of Indian Philosophy**

#### **Essential/Recommended Readings:**

1. Chatterjee, S & Datta, D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 1 General Introduction pp 1-24.

2. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-2, "Aim of Indian Philosophy", pp,19-24.

---

**Unit 2: Theory of Knowledge (Nyāya–Vaiśeṣika) (12 Hours. 4 weeks)**

1. Perception (*Pratyakṣa*)
2. Inference (*Anumāna*)

**Recommended Readings:**

1. Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter 5 The Nyaya Philosophy pp 161 - 201

---

**Unit 3 Theories of Causation**

**(12 Hours. 4 weeks)**

1. *Asatkāryavāda*
2. *Satkāryavāda*

**Essential/ Recommended Readings:**

1. Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.
2. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp151 – 157

---

**Unit 4 Theories of Reality**

**(12 Hours, 4 Weeks)**

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda.
3. Advaita Vedanta - Śaṅkara's Nature of Brahmana

**Essential/Recommended Readings:**

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-3, "The Jaina Philosophy", pp,73-84.
2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-4, "The Buddha Philosophy", pp,135-137.

3. Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter-3, pp-6-17

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass.(MLBD)

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-1): Art and Film Appreciation

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art and Film Appreciation GE 1	4	3	1	Nil	Class XII	None

#### Learning Objectives

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.

#### Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.

#### Unit 1: Meaning and Analysis of Indian and Western Aesthetics (9 hours, 3 weeks)

##### Introduction

##### Aesthetics: Meaning and Nature:

1. Meaning of Aesthetics, difference between art and craft
2. Comparison and distinction between Art-criticism and Aesthetic analysis
3. Comparison between Greek and Indian Views of Art and Aesthetics with specific reference to Aesthetic Delight.

**The Indian view of art and Aesthetics with reference to  
Rasa Theory and the concept of sadharanikarana.**

The Western view of Art and Aesthetics with reference to the concept of Aesthetic Attitude, Aesthetic Judgment , Philosophy of Taste and concept of disinterestedness.

**Unit II: Comparison between Different Arts (12 Hours, 4 weeks)**

1. Form and Content in art forms
2. Performative arts, Plastic arts, Literary Arts, Cinema, TV, Web Series

**Unit III: Film as an Art Form (12 Hours, 4 weeks)  
Documentaries, Commercial, Parallel Cinema, Web Series as new cinematic art form**

The focus shall be on brief, yet a panoramic view of

- a) Introduction to cinema as a composite art form
- b) Brief History of cinema from silent era to the contemporary format .
- c. OTT platforms and short movies

**Unit IV: Art, Morality and Culture (12 Hours, 4 weeks)**

1. Art-Reality interface with specific reference to Cinematic art.
2. Representation and Imagery in Cinema with brief reference to Aesthetic theory of Communication
3. Issues of Censorship

**Essential/ Recommended Readings:**

Barlingay, S.S. A modern Introduction to Indian Aesthetic Theories. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7<sup>th</sup> and 8<sup>th</sup>

Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1,2, 8,9,15 and 18

Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapters 6 and 7

Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, “JP Sartre”

Tolstoy, Leo. (Kindle edition,2014). What is Art? Translated from the Original, with an Introduction by Aylmer Maude Chapters 1 and 2

Feminism and the Cinema of Realism by Lakshmi, C. S. (1986) in Economic and Political Weekly. Vol XXI, No 3.

Cinema & Culture" by Andrew, Dudley(1985) in Humanities. Vol. 6, No. 4

### Hindi Resource:

Manjula Saxena, *Aesthetics: Kala aur Saundrya Ka DarshnikVivechana* (Delhi:DKPrintworld, 2008)

### OnlineResources( Recommended)

Kracauer, Siegfried (1960). Theory of Films: The Redemption of Physical Reality. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>

<https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>  
[https://www.academia.edu/37948527/The\\_Aesthetics\\_of\\_Digital\\_Art.pdf](https://www.academia.edu/37948527/The_Aesthetics_of_Digital_Art.pdf)  
<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

“Philosophy and Hindi Cinema: Not a theory of Hindi Cinema” by Deshpande, S.(n.d). Retrieved from: [https://www.academia.edu/29274541/Philosophy\\_and\\_Hindi\\_Cinema](https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema) .

“Kant's Aesthetics: Overview and Recent Literature” by Christian Helmut Wenz (2009). Philosophy Compass 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: [https://www.researchgate.net/publication/249474233\\_Kant's\\_Aesthetics\\_Overview\\_and\\_Recent\\_Literature](https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature)

## GENERIC ELECTIVES (GE-2): Critical Thinking

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Critical Thinking GE 2	4	3	1	Nil	Class XII	None

### Learning Objectives

- Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for one's own ideas rather than simply accepting it.

- It is creative, clear and to some extent reflective thinking. Being a cognitive trait, it trains students to construct good and sound arguments by eliminating false ones Course.

### **Learning Outcomes**

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result, a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

### **Unit 1: CRITICAL THINKING: BASIC COMPONENT (9 Hours, 3 weeks)**

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Arguments: Their Structure and Kinds
4. Persuasion through Logic: Logos, Ethos and Pathos

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

### **Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY (12 Hours, 4 weeks)**

1. Clear Thinking
2. Vagueness, Ambiguity, Generality and Definition of Terms
3. Credibility of Claims and Their Sources

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

### **Unit 3: RHETORIC AND ITS FALLACIES (12 Hours, 4 weeks)**

1. Persuasion through rhetoric.
2. Fallacies involved in rhetoric

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch5 &6.

### **Unit 4: SCIENTIFIC REASONING (12 Hours, 4 weeks)**

1. Inductive reasoning.
2. Scientific Explanations and its evaluation.

#### **Essential/Recommended Reading:**

1. Moore, Brooke N., et al. Critical thinking. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch-10.
  2. Copi, I M. Cohen Carl, Introduction to Logic, 13<sup>th</sup>edn. Prentice Hall 2009, ch-13
-

## Suggestive Readings

Galen A. Foresman, Peter S. Fosl, and Jamie Carlin Watson; Critical Thinking, WILEY Blackwell 2017

### GENERIC ELECTIVES (GE-3): Engaged Buddhism

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Engaged Buddhism GE 3	4	3	1	Nll	Class XII	None

#### Learning Objectives

- This course aims to introduce the essence of philosophy of Buddhism and its engagement with issues such as caste, gender, ecology and peace of contemporary times.

#### Learning Outcomes

- The student will be realizing the moral potential of Buddhism by applying it to various social and political issues of everyday life.

#### Unit I Introduction to Engaged Buddhism

(9 hours, 3 weeks)

- 1) Buddhism as Saddhamma
- 2) Fourteen Guidelines for Engaged Buddhism
- 3) Features of Socially Engaged Buddhism

#### Essential/Recommended Readings:

B.R.Ambedkar, Buddha and His Dhamma ,Babasaheb Ambedkar Writings and Speeches, Vo.11, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.280-301

\*Nhat Hanh, Thich. 1998. Interbeing: Fourteen Guidelines for Engaged Buddhism. Berkeley: Parallax Press.

\* Jessica L. Main and Rongdao Lai. 2013. Introduction: Reformulating “Socially Engaged Buddhism” as an Analytical Category. The Eastern Buddhist 44, 2.

#### Unit 2 Buddhism as an Emancipatory Identity

(12 hours, 4 weeks)

- 1) Ambedkar, Buddha or Karl Marx
- 2) Iyothetheassar and Tamil Buddhist movement



### **Essential/Recommended Readings:**

B.R.Ambedkar, 'Buddha or Karl Marx,' *Babasaheb Ambedkar Writings and Speeches, Vol.3*, New Delhi: Dr.Ambedkar Foundation, GoI, 2014 pp.441-462

Alyosius, G. 1998. *IyotheeThassar and Tamil Buddhist Movement*, New Delhi: Critical Quest,2015, Pp.177-208.

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 159-175.

### **Unit 3 Women in Buddhism**

**(12 hours, 4 weeks)**

#### **Essential/Recommended Readings**

\*Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services. pp. 91-117.

### **Unit 4 Buddhism , Ecology and Peace Movement**

**(12 hours, 4 weeks)**

#### **Essential/Recommended Readings**

\* King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press. pp. 118-136.

James J Hughes, 'World Buddhism and Peace Movement,' *Bulletin of Peace Proposal*, Vol.18, No.3,1987

#### **Suggestive Readings**

Batchelor, M. 2002. *Women on the Buddhist Path*. London: Thorsons.

Batchelor, M., and Kerry Brown, eds. 1992. *Buddhism and Ecology*. London: Cassell

Buddhadasa, Bhikkhu. 1985. *Dharmic Socialism*. Bangkok: Thai Inter-Religious Commission for Development.

Daniel, H. Henning. 2002. *A Manual for Buddhism and Deep Ecology*. Australia: Buddha Dharma Education Association Inc.

Gross, Rita. 1993. *Buddhism after Patriarchy: A Feminist History, Analysis, and Reconstruction of Buddhism*. Albany: State University of New York Press

Jones, Ken. 2003. *The New Social Face of Buddhism: A Call to Action*. Boston: Wisdom Publications.

Joshi, Lal Mani. 1983. *Discerning the Buddha*. New Delhi: MunshiramManoharlal Publishers Pvt. Ltd.

King, S. B. 2009. *Socially Engaged Buddhism*. Honolulu: University of Hawai'i Press.

Kotler, Arnold, ed. 1996. *Engaged Buddhist Reader*. Berkeley: Parallax Press

Kesava Kumar, P. 'Religion, Caste and Modernity: Ambedkar's Reconstruction of Buddhism' Pradeep Gokhale(Ed.) *Classical Buddhism, Neo-Buddhism and the Question of Caste*, London: Routledge,2021

Lama, Dalai. 1999. *Ethics for the New Millennium*. New York: Riverhead Books.

Narasu, P. L. 1993. *The Essence of Buddhism*. Delhi: Asian Education Services.

Payutto, Bhikkhu P. A. 1994. *Buddhist Economics: A Middle Way for the Market Place*. Bangkok: Buddhadhamma Foundation.

Queen, Christopher, and King Sallie, eds. 1996. *Engaged Buddhism: Buddhist Liberation Movements in Asia*. Albany: State University of New York Press.

Queen, Christopher, ed. 2000. *Engaged Buddhism in the West*. Boston: Wisdom Publications.

Sivaraksa, Sulak. 1988. *A Socially Engaged Buddhism*. Bangkok: Thai Inter-Religious Commission for Development.

**GENERIC ELECTIVES (GE-4): Philosophy, Politics and Economics**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Philosophy, Politics, Economics GE 4</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Class XII</b>	<b>None</b>

**Learning Objectives**

- Basic concepts of justice, and various theories about justice. Issues regarding human nature and its relation to politics will be discussed in the course.
- Recent reflections on equality and its extent in society and how it is to be measured will also be imparted.
- The idea is to acquaint, and make salient contemporary reflections on various issues like justice, property, and equality.

**Learning Objectives**

- To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other. ]
- This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking.

**UNIT 1: JUSTICE (PHILOSOPHY)**

**(9 hours, 3 weeks)**

1. The Concept of Justice
2. Distinctions of Justice
3. Scope of Justice

**Essential/Recommended Readings:**

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

**Unit 2: THEORIES OF JUSTICE**

**(9 hours, 3 weeks)**

1. Utilitarianism and Justice
2. Contractarianism and Justice
3. Egalitarianism and Justice\

**Essential/Recommended Readings**

Miller, David. *Justice*, Stanford Encyclopedia of Philosophy

### UNIT 3: STATE OF NATURE

(15 hours, 5 weeks)

1. Property
2. Ends of Political Society and Government
3. Causes, Generation and Definition of Commonwealth
4. Rights of Sovereigns by Institution
5. Slavery
6. The Social Pact

#### Essential/Recommended Readings:

Locke, John. *Treatise of Civil Government* (Chapters V & IX), ed. C.L. Sherman, New York, D. Appleton- Century, 1937 (Topics 1 & 2)

Hobbes, Thomas. *Leviathan*, (Part II, Chapters XVII & XVIII), ed. C.B. Macpherson, London, Penguin Classics, 1985 (Topics 3 & 4)

Rousseau, Jean-Jacques. *The Social Contract* (Book Chapters IV & VI), tr., revised and ed. C. Frankel, New York, Hafner Publishing Co., 1947 (Topics 5 & 6)

### UNIT 4: PHILOSOPHY AND ECONOMICS

(12 hours, 4 weeks)

#### Essential/Recommended Readings

Karl Marx. "From preface to a contribution to the critique of political economy" ,Daniel Hausman (ed) *Philosophy of Economics*, :Cambridge University Press, 2008, pp119-128

Amartya Sen. *Development as Freedom*, New York:Alfred A.Knopf,2000,Pp. 3-12

Piketty, Thomas. *A Brief History of Equality*, translated by Steven Rendall(Chapter 1: “The Movement Towards Equality” and Chapter 2: “The Slow Deconcentration of Power and Property”), Harvard University Press, 2022.

#### Suggestive Readings

Pojman, Louis P. & Westmoreland, Robert (eds.) (1997). *Equality: Selected Readings*. OUP, USA

Rawls, John (2007). *Lectures on the History of Political Philosophy*. Belknap Press of Harvard University Press.

Reiss, Julian (2013). *Philosophy of Economics: A Contemporary Introduction*. Routledge.

Rousseau, Jean-Jacques (1997). *The Social Contract and Other Later Political Writings*. Cambridge University Press.

Sandel, Michael J. (ed.) (2009). *Justice: What's the Right Thing to Do?*. Farrar, Straus and Giroux.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Applied ethics Based on Undergraduate Curriculum Framework 2022**

# **UNIVERSITY OF DELHI**

**UNDERGRADUATE PROGRAMMES OF STUDY**

**STRUCTURE, COURSES & SYLLABI OF SEMESTER -III**



## PREAMBLE

Disclaimer: The syllabi are uploaded as provided by the Faculty concerned to the Academic Council. The same has been approved by the Academic Council on ..... and Executive Council on ....

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environ of the university and its constituent colleges.

## UGCF 2022

### **Objectives:**

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- to promote holistic development of students having the world view of a truly global citizen;
- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

### **Features**

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on ‘Environment and Sustainable Development Studies’, ‘Communication Skills’, ‘Ethics and Culture’, ‘Science and Society’, ‘Computational Skills’, ‘IT & Data Analytics’, and similar such skills which shall make the students better equipped to deal with the life’s challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic

Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.

- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).
- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.
- The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for

internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.

- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

## Definitions

1. **Academic credit**– An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
  - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.



However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

**d) Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

**3. Major discipline**

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded

appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

#### 4. **Minimum acceptable level of academic standards**

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

**Table – 1**

#### **Letter Grades and Grade Points**

<b>Letter Grade</b>	<b>Grade point</b>
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

#### 5. **Minor discipline**

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Philosophy out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.
- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that

discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

### Important Points

1. **Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.
2. Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
3. Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.

4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters-
  - (i) to choose three DSEs of 4 credits each OR
  - (ii) to choose two DSEs and one GE of 4 credits each OR
  - (iii) to choose one DSE and two GEs of 4 credits each.
8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.
9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B. Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.
10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.

12. Dissertation/Academic Project/Entrepreneurship in the 4<sup>th</sup> year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.
13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.
15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GEs of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.
16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For example, *B.A. (Honours) Social Sciences/ Humanities, B.Sc. (Honours) Life Sciences, B.Sc. (Honours) Physical Sciences, B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Philosophy and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.
17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics

or the Minor in VII and VIII semesters, shall be awarded ‘*Bachelor of Science (Honours with Research) Physics*’. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.

18. A student who opts for ‘Academic Project’ or ‘Entrepreneurship’ in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. ‘*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major) & Academic Project/ Entrepreneurship (Minor)*’. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded ‘*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*’.
19. A student who pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.
20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor’s Degree in the field of Study/Discipline*, to a student who chooses to exit at the end of even semesters (details provided in the Table below).

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	<b>44</b>
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	<b>88</b>
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	<b>132</b>

4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	<b>132</b>
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline (for single core discipline course of study)</i>	After successful completion of Semester VIII	<b>176</b>
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	<b>176</b>

### Graduate Profile/ Attributes as per NHEQF

<b>Type of learning outcomes</b>	<b>The Learning outcomes descriptors</b>
<b>Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning</b>	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> <li>• a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning;</li> <li>• Procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization;</li> <li>• skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the</li> </ul>



	<p>chosen field(s) of learning;</p> <ul style="list-style-type: none"> <li>• capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems;</li> <li>•</li> </ul>
<p><b>Generic learning outcomes</b></p>	<p><b>Complex problem-solving:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.</li> </ul>
	<p><b>Critical thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence,</li> <li>• identify relevant assumptions or implications; and formulate coherent arguments, · identify logical flaws and holes in the arguments of others,</li> <li>• analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.</li> </ul>
	<p><b>Creativity:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• create, perform, or think in different and diverse ways about the same objects or scenarios,</li> <li>• deal with problems and situations that do not have simple solutions,</li> <li>• innovate and perform tasks in a better manner,</li> <li>• view a problem or a situation from multiple perspectives,</li> <li>• think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.</li> </ul>
	<p><b>Communication Skills:</b> The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,</li> <li>• confidently share views and express herself/himself,</li> <li>• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,</li> </ul>

	<ul style="list-style-type: none"> <li>• convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.</li> </ul>
	<p><b>Analytical reasoning/thinking:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• evaluate the reliability and relevance of evidence;</li> <li>• identify logical flaws and holes in the arguments of others;</li> <li>• analyse and synthesise data from a variety of sources;</li> </ul> <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>
	<p><b>Research-related skills:</b> The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions,</li> <li>• the ability to problematize, synthesize and articulate issues and design research proposals,</li> <li>• the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships,</li> <li>• the capacity to develop appropriate methodology and tools of data collection,</li> <li>• the appropriate use of statistical and other analytical tools and techniques,</li> <li>• the ability to plan, execute and report the results of an experiment or investigation,</li> <li>• the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</li> </ul>
	<p><b>Coordinating/collaborating with others:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• work effectively and respectfully with diverse teams,</li> <li>• facilitate cooperative or coordinated effort on the part of a group,</li> <li>• act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.</li> </ul>
	<p><b>Leadership readiness/qualities:</b> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> <li>• mapping out the tasks of a team or an organization and setting direction.</li> <li>• formulating an inspiring vision and building a team that can help</li> </ul>

	<p>achieve the vision, motivating and inspiring team members to engage with that vision.</p> <ul style="list-style-type: none"> <li>• using management skills to guide people to the right destination.</li> </ul>
	<p><b>‘Learning how to learn’ skills:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling,</li> <li>• work independently, identify appropriate resources required for further learning,</li> <li>• inculcate a healthy attitude to be a lifelong learner.</li> </ul>
	<p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>
	<p><b>Digital literacy and skills:</b> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> <li>• use ICT in a variety of learning and work situations,</li> <li>• access, evaluate, and use a variety of relevant information sources,</li> <li>• use appropriate software for analysis of data.</li> </ul>
	<p><b>Value inculcation:</b> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,</li> <li>• practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,</li> <li>• formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’s work,</li> <li>• identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification</li> </ul>

	<p>or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</p> <ul style="list-style-type: none"> <li>• recognize environmental and sustainability issues, and participate in actions to promote sustainable development.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work.</li> </ul>
	<p><b>Autonomy, responsibility and accountability:</b> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification,</li> <li>• work independently, identify appropriate resources required for a project, and manage a project through to completion,</li> <li>• exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at work places.</li> </ul>
	<p><b>Environmental awareness and action:</b> The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> <li>• mitigating the effects of environmental degradation, climate change and pollution,</li> <li>• effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.</li> </ul>
	<p><b>Community engagement and service:</b> The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>
	<p><b>Empathy:</b> The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people’s emotions.</p>



# PHILOSOPHY

## COURSES OFFERED BY DEPARTMENT OF PHILOSOPHY

### Category I

**Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline**  
**(B.A. Honours in Philosophy in three years)**

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
<b>I</b>	<b>DSC - 7 DSC - 8 DSC - 9</b>	Choose any one DSE – 1 DSE – 2 DSE – 3 <b>OR</b> Choose one from a pool of courses G		Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2) <b>OR</b> Internship/Apprenticeship/Project/Community Outreach (IAPC) (2)	Choose one from a pool of VAC courses (2)		<b>22 credits</b>

		9,10,11 (4 credits each)				
--	--	--------------------------	--	--	--	--

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Nomenclature of certificate/diploma/degrees:**

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Philosophy as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in Political Science**.
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Philosophy as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in Political Science**.
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Philosophy as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Philosophy**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Philosophy as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Philosophy**.
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Philosophy as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Philosophy**.

**DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – Western Philosophy: Descartes to Kant**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Western Philosophy: Descartes to Kant DSC 7	4	3	1	Nil		Sem 1 and II, UG, BA Hons, Philosophy

### Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas of the western philosophers from the time of Descartes (1592-1650) onwards till David Hume (1711-1776)
- The readings will enhance the study of six philosophers grouped under two traditions of thought: Rationalism and Empiricism
- The course will aim at analysing the main arguments surrounding the reasons for accepting rationalism vs empiricism
- The course will increase an understanding of the genesis of modern debates in philosophy and allied disciplines like cognitive science, artificial intelligence.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to understand the debates between rationalism and empiricism through the reading of original texts
- Students will be able to critically analyse the arguments on each side of the rationalist-empiricist debate
- Students will be able to evaluate the modern significance of the historical debates that are still reverberating in contemporary research

### UNIT 1: Introduction

(2 weeks)

1. Rationalism
2. Empiricism
3. The main aspects of the debate

### Essential Readings

Rationalism vs. Empiricism- Markie, Peter, *The Stanford Encyclopaedia of Philosophy*, 2017 ed. Zalta.N. Edward.

## **UNIT 2: Rationalism**

**(4 weeks)**

1. Descartes: Method of Doubt
2. Spinoza : Concept of God
3. Leibniz : The concept of Monads

### **Essential Readings**

**Rene Descartes-** Meditations on First Philosophy, London: Penguin Classics, 1998.( Ch. 1 and 2)

**Spinoza-** Ethics, London, Penguin Classics, 2005 ( Book-1)

**G W Leibniz-** Refer to any secondary source for the concept of Monads.

## **UNIT 3: Empiricism**

**(4 weeks)**

1. Locke: Critique of Innate Ideas
2. Berkeley: Immaterialism( denial of matter)
3. Hume : Ideas and Impressions ( brief description) and Causation

### **Essential Readings-**

**Locke, John:** An Essay Concerning Human Understanding, London, Penguin Classics, 1997 ( **Book-1**)

**Berkeley, George-** Three Dialogues between Hylas and Philonous, London, Penguin Classics, 1988. ( **First Dialogue only**)

**Hume, David :** An Enquiry Concerning Human Understanding, Oxford : Clarendon Press, 1975 ( **Part 1- section 2 &3 and Part 2- section 7**)

## **UNIT 4: Critical Philosophy**

**(4 weeks)**

1. Classification of Propositions
2. Analytic, Synthetic,
3. Synthetic a priori

### **Essential Reading**

**Kant, Immanuel,** Critique of Pure Reason, Cambridge Ed. of the works of Immanuel Kant, Guyer, Paul and Wood, Allen, 1999, (**Introduction- pp-127-152**)

### **Suggestive Readings**

1. Copleston, F.J. History of Philosophy, USA, Image Books, 1993
2. Falkenberg, R. History of Modern Philosophy, USA, Jefferson Publications, 2015
3. Moore, Bruder, Philosophy: The Power of Ideas, New Delhi, Tata McGraw Hill,2011



4. O'Connor, D.J. A Critical History of western Philosophy, USA, MacMillan, 1964
5. Steg Muller, W. Main Currents in Contemporary German, British and American Philosophy, Dordrecht; D. Riedel Publishing, 1969
6. Garrett, Thomson, An Introduction to Modern Philosophy, California: Wadsworth Publishing, 1993

## DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8) – Social and Political Philosophy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Social and Political Philosophy DSC 8</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>		<b>Sem I and Sem II UG Philosophy Hons</b>

#### Course Objective

- This course aims at introducing the students to fundamental issues, and concepts in modern social and political philosophy.
- This course will enhance the understanding of social and political structures that govern our world, and understand the underlying theoretical frameworks.
- This course will discuss concept like liberty, justice, democracy, dignity, civilisation, and nationalism, inter alia.

#### Course Learning Outcomes

- The student will learn to analyze political concepts and understand their critical role in our intellectual and practical lives
- The course will enable to the student to reflect on the theoretical presuppositions of our social and political structures

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.

### **UNIT-I: INTRODUCTION**

**(2 weeks)**

1. Understanding Political Philosophy.
2. Basic Concepts

Essential/Recommended Readings:

Strauss, L. (1957). What is Political Philosophy? *The Journal of Politics*, 19(3), 343–368.  
<https://doi.org/10.2307/2126765>

### **UNIT-II: MODERN LIBERAL THOUGHT**

**(4 weeks)**

1. Fundamentals of Modern Western Liberal Thought.
2. Enlightenment, State of Nature, Slavery
3. The Beginning of Political Societies

Essential/Recommended Readings:

Kant, I. (2006). An Answer to the Question: What is Enlightenment? In Kleingeld, P., & Colclasure, D. L. *Toward Perpetual Peace and Other Writings on Politics, Peace, and History (Rethinking the Western Tradition)*. (pp. 17–23). Yale University Press.

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of Slavery. In Laslett, P. *Two Treatises of Government*. (sections 22- 24) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Rawls, J (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

### **UNIT- III: LIMITS OF MODERN WESTERN POLITICAL THOUGHT (4 weeks)**

- 1) Social structures
- 2) The Possibility of a classless society

## Essential/Recommended Readings:

Arendt, H. (1976). A Classless Society. In *The Origins of Totalitarianism*. (pp. 305-340). Harvest Book.

## UNIT-IV: INDIAN POLITICAL THOUGHT

(4 weeks)

- 1) Critique of Nationalism.
- 2) Critique of Modern Western Civilisation.
- 3) Democracy and Annihilation of Caste.
- 4) Radical Humanism.

Tagore, R. (2005). Nationalism in the West. In *Nationalism*. (Chapter 1) Rupa & Co.  
Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

### Suggestive Readings

Lof Der Zotheid Psychologenpraktijk. (2016). The Milgram Experiment 1962 Full Documentary [Video]. You Tube. <https://www.youtube.com/watch?v=rdrKCilEhC0>

I

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.

Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .

## DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC-9): Applied Ethics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Applied Ethics DSC 9	4	3	1	Nil		Sem I and II UG Philosophy Hons

#### Learning Objectives

- This course is about an evolving interdisciplinary domain dealing with ethical issues in diverse areas
- This incorporates social, political, normative, business, computer, medical, bioethics, and environmental ethics.
- The course will inculcate a sense of inquiry into new areas that students feel interested in but don't know how to inquire into systematically.

#### Course Learning Outcomes

- This course will develop skills of comprehension of real life ethical situations
- This course will equip students with the intellectual ability to deal with dilemmas and problems faced in actual situations of ethical import
- This course will enhance the student's capacity to handle complex situations involving many variables of decision making in an ethical manner

- This course will create a better understanding of the complex world of decision making faced in professional life

### **Unit 1 An Introduction to Applied Ethics**

**(2 weeks)**

1. Introduction
2. Basic concepts
3. Dilemmas and problems

#### Essential/Recommended Readings

Singer Peter, Applied Ethics, Oxford University Press, 1986

### **Unit 2 Value of Human Life**

**(4 Weeks)**

1. Human Rights
2. Punishment

#### **Essential/Recommended Readings:**

Benn, S. I. (1958). An Approach to the Problems of Punishment. *Philosophy* 33 (127):325 - 341.

Ewing, Alfred C. (1929). *The Morality of Punishment : With Some Suggestions for a General Theory of Ethics*. Routledge.

Flew, Antony (1954). The Justification of Punishment. *Philosophy* 29 (111):291 - 307.

### **Unit 3 Environmental Ethics**

**(4 weeks)**

1. Nature as Means or End.
2. Respect for animals and ecology.

#### **Essential/Recommended Readings:**

Singer, Peter (2009). *Animal Liberation: The Definitive Classic of the Animal Movement*. Ecco Book/Harper Perennial.

Vibha Chaturvedi, Pragati Sahni (2019, Understanding ethics, Motilal Banarsidass Publishers, Private Limited, Delhi.

## Unit 4 Professional Ethics and Public Policy

(4 weeks)

1. Medical Ethics - Surrogacy, Euthanasia and Doctor-Patient Relationship
2. Privacy: The Public Interest and a Prurient Public in Media Ethics.

### Essential/Recommended readings

Campbell, Alastair V. (2013). Clinical Ethics. In *Bioethics: The Basics*. New York: Routledge, pp. 79-114

Tong, R. (2005). Surrogate Motherhood. In *A Companion to Applied Ethics* (eds R.G. Frey and C. Heath Wellman). <https://doi.org/10.1002/9780470996621.ch27>

Archard, David (1998), Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, pp. 82-94

### Suggestive Readings

Singer Peter, *Applied Ethics*, Oxford University Press, 1986

Pojman Louis, Pojman Paul, McShane Katie, *Environmental Ethics: Readings in Theory and Application*, Cengage Learning, 2017

Motilal Shashi (ed)(2010), *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*. London, Anthem Press

Cohen I. Cohen and Wellman Christopher Heath, *Contemporary Debates in Applied Ethics*, Wiley Blackwell, 2014

Patterson and Lee Wilkins, *Media Ethics: Issues and Cases*, Rowman and Littlefield Publishers, 2018

Rachel James, *The Elements of Moral Philosophy*, Oxford University Press, 2011

## DISCIPLINE SPECIFIC ELECTIVE -1 (DSE-1) – Jainism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/		

				<b>Practice</b>		
<b>DSE 1 Jainism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>		

## Learning Objectives.

- This course aims at providing students with a comprehensive understanding of Jain Philosophy.
- This course will bring out the various aspects of Jainism such as the origin of Jainism, their metaphysics, Epistemology and ethics. It will also discuss the doctrine of Ahimsha and aspects of Karma theory.
- This course will also have contain some glimpses into ecology as influenced by Jain thinking

## Course Learning Outcomes

1. Students will learn a basic set of concepts and ideas relating to Jainism both from the perspectives of a lay man and monastic.
2. At the end of the course, a student should be able to demonstrate a clear understanding of the Jain philosophy.
3. Students will develop a sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and shall be able to go for further research in the subject.

### Unit1 Jainism: An overview

(2 weeks)

1. Introduction to Jainism & Jain Studies (Film: Frontiers of Peace)
2. Symbols in Jainism and their implications

#### Essential/ Recommended Readings:

- Jain, J.P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-1, pp, 1-19.
- Chatterjee, S. & Datta, D.M. (1984), An Introduction to Indian Philosophy, 8<sup>th</sup> ed., University of Calcutta, Calcutta, Chapter-3, pp, 68-70.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol. 1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 169-175

### Unit 2: Jain Epistemology

(4 weeks)

1. Pramana and Naya

## 2. Syādvāda

### Essential/ Recommended Readings:

- Jain, Veersagar, (2013). BharatiyeChintaneSyadavada (Syadavada in IndianThought), SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA, New Delhi.
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta, Chapter-3, pp,70-77.
- Dasgupta,S.N.(2004),AHistoryofIndianPhilosophy,vol.1,MotilalBanarasiDass Publishers, Delhi, Chapter-4, pp,175-186.

### Unit 3 Jain Metaphysics

(4 weeks)

1. Ahimsha and Anekāntavāda
2. Concept of Substance
3. Karma and rebirth

### Essential/ Recommended Readings:

- Jaini, Padmanabh (2000). Collected Papers on Jaina Studies. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#).
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta, Chapter-3, pp,81-93.
- Dasgupta,S.N.(2004),A History of Indian Philosophy, vol.1,Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain,J.P.(2005),Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

### Unit 4 Jain Ethics

(4 weeks)

1. Triratna and Panchamahavrata
2. Ecology
3. Fear of Food: Jaina Attitudes on Eating

### Essential/Recommended Readings:

- ChappleChristopher key. (2006). (ed) , Jainism and Ecology (Non-violence in the Web of Life), "The living earth of Jainism and the new story: rediscovering and reclaiming a functional cosmology", Motilal Banarasidass Pvt Ltd. pp.119 to 140.
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8<sup>th</sup>ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103



- Jaini, Padmanabh S. 2000. *Collected Papers on Jaina Studies*. Delhi: Motilal Banarsidass Publ. ISBN 81-208-1691-9. Ch. 16.
- Jain, J.P. (2005), *Fundamentals of Jainism*, Radiant Publishers, New Delhi, Chapter-6, pp, 145-169, Chapter-7, pp, 170-191 and Chapter-8, pp, 192-222.
- Mahapragya, Acharya. (2010), *Anekanta: Philosophy of Co-Existence*, Jain Vishva Bharti, Ladnun-Rajasthan, Chapter-12, pp, 155-172.

### Suggestive Readings

- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8<sup>th</sup> ed., University of Calcutta, Calcutta.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, Motilal Banarasi Dass Publishers, Delhi.
- Jain, J.P. (2005), *Fundamentals of Jainism*, Radiant Publishers, New Delhi.
- Mahapragya, Acharya. (2010), *Anekanta: Philosophy of Co-Existence*, Jain Vishva Bharti, Ladnun-Rajasthan.

## DISCIPLINE SPECIFIC ELECTIVE -2 (DSE-2) – Information Ethics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2 Information Ethics	4	3	1	Nil		

### Learning Objectives

- The course aims to give students a thorough understanding of the primary philosophical concepts and arguments of information ethics.

- Information Ethics deals with the ethical, legal, and social aspects of the use of information and information and communication technology.
- Students will learn the key ethical theories and frameworks that have shaped the field of information ethics. In addition to learning about a variety of ethical theories, students will have the opportunity to explore significant information ethics concerns linked to social justice, surveillance, the digital divide, privacy, and access to information.

### **Course Learning Outcomes**

- This course will enable the students to have a comprehensive understanding of major ethical theories and frameworks that have shaped the field of information ethics.
- Students will get to explore ethical issues related to the design and use of information technology, thereby enabling them to acquire the requisite knowledge, skill, and attitude required for making informed ethical decisions about information production, management, and use.
- Students will also be able to explore and apply a wide range of ethical theories to examine critical ethical issues raised by recent information and communication technology advances.

#### **UNIT 1: Introduction to Information Ethics**

**(2 weeks)**

1. Historical root of Information Ethics
2. What is Information Ethics?
3. Nature and scope of information ethics
4. Ethical issues of Information Age

#### Essential/Recommended Readings

Bynum, T. W. (2010). The Historical Roots of Information and Computer Ethics. In *Cambridge Handbook of Information and Computer Ethics* edited by Luciano Floridi, pp. 20 – 38. New York: Cambridge University Press.

Froehlich, T. (2005). A Brief History of Information Ethics. *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 11 – 13.

Floridi, L. (2006). Information ethics, its nature and scope. *Acm Sigcas Computers and Society*, 36(3), 21-36.

Mason, R. O. (2017). Four ethical issues of the information age. In *Computer ethics* (pp. 41-48). Routledge.

#### **UNIT 2: Privacy, Accountability, and Surveillance Capitalism**

**(4 weeks)**

1. Privacy, Security and Information Ethics
2. Transparency and Information Ethics
3. Surveillance Capitalism

## Essential/Recommended Readings

- Brey, P. (2007). Ethical Aspects of Information Security and Privacy. *Security, Privacy, and Trust in Modern Data Management*, 21-36
- Turilli, M., & Floridi, L. (2009). The Ethics of Information Transparency. *Ethics and Information Technology*, 11(2), 105-112.
- Fuchs, Christian. (2016). Information Ethics in the Age of Digital Labour and the Surveillance-Industrial Complex. In *Information Cultures in the Digital Age: A Festschrift in Honor of Rafael Capurro* edited by Matthew Kelly & Jared Bielby, pp. 173 - 190. Springer

### **UNIT 3: Data, Digital Divide, and Information Ethics**

**(4 weeks)**

1. Access to Information
2. Social justice
3. Digital divide

## Essential/Recommended Readings

- Hongladarom, S. (2005). The digital divide, epistemology and global justice. In *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 5-6.
- Johnson, J. A. (2014). From open data to information justice. *Ethics and Information Technology*, 16(4), 263-274.
- Tavani, H. T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*. MCB UP Ltd, pg 99-108
- Floridi, L. (2002). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-45.
- Webster, F. (2007). Information and democracy: Jürgen Habermas. In *Theories of the Information Society* (pp. 169-210). Routledge.

### **Unit 4 Plurality in Information Ethics**

**(4 weeks)**

1. Global Information Ethics
2. Inter-cultural Information ethics
3. Future of Information Ethics

## Essential/Recommended Readings

- Ess, C. (2006). Ethical pluralism and global information ethics. *Ethics and Information Technology*, 8(4), 215-226.
- Hongladarom, S. (2016). Intercultural information ethics: a pragmatic consideration. In *Information cultures in the digital age* (pp. 191-206). Springer VS, Wiesbaden.
- Ess, Charles. (2010). Brave New Worlds? The Once and Future Information Ethics. *International Review of Information Ethics*, Vol 12, 37 - 44.

## DISCIPLINE SPECIFIC ELECTIVE (DSC-3): Indian Materialism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 3 Indian Materialism</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>		

#### Learning Objectives

- The primary objective of this course is to familiarize the students with the nature, significance and import of Materialism as a strong philosophical motif present in the Indian philosophical knowledge systems
- This course will also critically evaluate the theoretical framework in the activity of philosophizing in Indian materialism
- This course will bring out the contemporary relevance of Indian materialism and throw fresh light on its historical role in Indian Philosophy and knowledge systems.

#### Course Learning Outcomes

- The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of Materialism as a philosophical theory in the Indian context.
- The students will have understood a vital element in the Indian knowledge systems
- The student will be able to appreciate the plurality and diversity of Indian knowledge systems.

#### Unit 1: Introduction

**(2 weeks)**

1. Ancient Indian Materialism and Its sources.
2. Characteristic features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics

**Essential/ Recommended Readings:**

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Dass Publications, Delhi.

Bhattacharya, R. (2013), Development of Materialism in India”, EserciziFilosofici 8, pp. 1-12.

MadhavaAcarya(1904), “Sarvadarsana-samgraha: Section on ‘Carvaka’”, trans. E.B.Cowell& A.E. Gough, London, Kegan Paul, Trubner& co. ltd, pp. 2-11.

**Unit 2: Shades of Materialism**

**(4 weeks)**

1. The Materialistic view: Rational, Realistic
2. Naturalistic, Anti-dogmatic and Anti-ritualistic.

**Essential/Recommended Readings:**

1. Franco, Eli (2011), “Lokayata” in Brill’s Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen, Lieden/Boston, Brill, pp. 629-642.
2. Dale, M Reipe (1961), “Naturalistic Traditions in Indian Thought.
3. Mills, Ethan (2015), “Jayarasi’s Delightful destruction of Epistemology”, Philosophy East & West, Vol. 65, pp. 498-54.

**Unit 3: Influence on Contemporary Times**

**(4 weeks)**

1. Indian Materialism and Its Influence in Contemporary Social Movements:
2. Marxist, Atheist, Rationalist

### **Essential/Recommended Readings:**

Quack, Jihannes (2012), “Disenchanted India- Organized Rationalism and Criticism of Religion in India, Oxford University Press, Delhi, pp. 3-21.

### **Unit 4: Contemporary Indian Materialists**

**(4 weeks)**

1. Contemporary Thinkers of Indian Materialism: M.N.Roy, Periyar,
  - a. D.P. Chattopadhyaya.

### **Essential/Recommended Readings:**

Roy, M.N. (1987), “Materialism”, Ajanta Publications, Delhi.

Chattopadhyaya, Debiprasad (2008), “Lokayata- Study in Ancient Materialism”, Peoples Publishing house, Bombay.

### **Suggestive Readings**

Chattopadhyaya, D.P., (1964), Indian Philosophy: A Popular Introduction, People’s Publishing House, New Delhi.

Ewing, A.C. (1951), Fundamental Questions of Philosophy, Routledge & Kegan Paul Ltd., London.

Raju, P.T. (1985), Structural Depths of Indian Thought, Asian Publishers, New Delhi.

Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.

Gokhale, P.P. (1993), “Carvaka’s Theory of Pramanas: A Restatement”, Philosophy East & West, Vol. 43, pp. 675-682.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Category II

(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)

### DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Ethics

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5 Ethics	4	3	1	Nil	Class XII	

#### Learning Objectives

- The course is designed to grasp the traditional ethical (Western and Indian) theories
- This course will also ensure that students will be able to apply ethics on the practical front.
- It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

#### Course Learning Outcomes

- The student will be able to understand and analyse ethical theories
- The student will appreciate the role of reasoning in ethics
- The student will be able to evaluate different theories of ethics
- The student will be able to apply ethical theories in practical situations

#### UNIT 1: Introduction to Ethics

(2 weeks)

1. Domain of Ethics
2. Conventional and Reflective Morality

#### Essential/Recommended Readings:



- 1) Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp, 1-14.
- 2) Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-1, pp. 1-13,

## **UNIT 2: Theories of Ethics**

**(4 weeks)**

1. Virtue Ethics with especial reference to Aristotle's Eudemonia
2. Teleological Ethics with especial reference to Mill's Utilitarianism
3. Deontological Ethics with especial reference to Kant's Categorical Imperatives

### **Essential/Recommended Readings**

1. Aristotle, (1926) Nicomachean Ethics, Harvard University Press.
2. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed. 1962.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London

## **UNIT 3 : Ethical Issues**

**(4 weeks)**

1. I) Nature of Free-will and Responsibility
2. II) Deterrent and Retributive Punishment

### **Essential/Recommended Readings**

1. Thiroux, J. ETHICS: Theory and Practice, Chapter 6 pp. 131-142
2. Thiroux, J. ETHICS: Theory and Practice, Chapter 5, pp. 101-114

## **UNIT 4 : INDIAN ETHICS**

**(4 weeks)**

1. Ethics of Gita
2. Buddhist Ethics

### **Recommended Readings**

1. Sharma, I.C. (1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII, and Chapter VII'
2. Keown, D. (2005). Buddhist Ethics: A very short introduction, OUP, Chapter 1 (Buddhist Morality)

### **Suggestive Readings**

3. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press.
4. Lillie, W. [1948], An Introduction to Ethics, Methuen & Co. Ltd. London.
5. Nuttall Jon, Moral Questions: An Introduction to Ethics, Polity Press, 1993

6. Sharma, Bhanu (2019) The Conceptual Analysis of Karma, Kohenoor Publications, Chapter 7, pp.223-248.

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6):

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Social and Political Philosophy DSC 6</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII</b>	

#### Learning Objective

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

#### Course Learning Outcomes

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

#### **UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT**

**(4 weeks)**

1. Social Contract
2. Liberty
3. Justice

Essential/Recommended Readings

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

## **UNIT-II: INDIAN POLITICAL THOUGHT**

**(5 weeks)**

1. Critique of Nationalism.
2. Critique of Modern Western Civilisation.
3. Democracy and Annihilation of Caste.
4. Radical Humanism.

### Essential/Recommended Readings

Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.

Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## **UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES**

**(5 weeks)**

1. Communitarianism
2. Feminism

### Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10.  
<https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

### Suggestive Readings

- Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .

- Ghoshal, U.N. A History of Indian Political Ideas, Oxford University Press, 1950.
- Benn, S. I., Peters, R. S. *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

### Category III

#### **Courses for Undergraduate Programme of study with discipline of Philosophy as one of the Core Disciplines (Minor)**

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Social and Political Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Political Philosophy DSC 3	4	3	1	Nil	Class XII	

#### Learning Objective

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

#### Course Learning Outcomes

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

## UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT

(4 weeks)

4. Social Contract
5. Liberty
6. Justice

### Essential/Recommended Readings

- Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.
- Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.
- Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.
- Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

## UNIT-II: INDIAN POLITICAL THOUGHT

(5 weeks)

5. Critique of Nationalism.
6. Critique of Modern Western Civilisation.
7. Democracy and Annihilation of Caste.
8. Radical Humanism.

### Essential/Recommended Readings

- Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.
- Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.
- Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.
- Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7 ). Verso.
- Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

## UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES

(5 weeks)

3. Communitarianism
4. Feminism

### Essential/Recommended Readings:

- Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10.  
<https://doi.org/10.2307/20634713>

hooks, b. (1984). *Feminism: A Movement to End Sexist Oppression. Feminist Theory: From Margin to Centre.* (pp. 17-31) South End Press.

### Suggestive Readings

- Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .
- Ghoshal, U.N. *A History of Indian Political Ideas*, Oxford University Press, 1950.
- Benn, S. I., Peters, R. S. *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-9): Formal Logic

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Formal Logic GE 9	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

### Learning Objectives

- This course is designed as an introductory course in logic which will bring out the standard forms of Formal reasoning.
- It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning.
- It equips students with the logical skills and techniques for formal testing of syllogistic arguments.

### Course Learning Outcomes

- The student's reasoning skill will be enhanced. The student will learn ways for testing and recognizing strong arguments.
- After this course, the student will be able to construct good arguments and helps them develop skills with which they can discern the distinction between the valid and the invalid argumentation through several different methods.

## **UNIT I: BASIC LOGICAL CONCEPTS**

**(2 weeks)**

1. Sentence and Proposition
2. Classification of Categorical Propositions
3. Quality, Quantity and Distribution of Terms
4. Truth and Validity

### **Essential/Recommended Readings**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 2-5.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 170-173.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 174-177.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 27-31.

## **UNIT II: - ARISTOTELIAN LOGIC**

**(4 weeks)**

1. Translating ordinary sentences into Standard Form Categorical Propositions
2. Traditional Square of Opposition
3. Immediate Inference (Conversion, Obversion and Contraposition)
4. Mediate Inference: Standard Form Categorical Syllogism -Mood and Figure
5. Testing Validity/Invalidity of Syllogism by Syllogistic Rules

### **Essential/Recommended Readings:**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 7, pp 259-268.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 180-184.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 184-192.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 211-216.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 230-240.

### **UNIT III: BOOLEAN LOGIC AND VENN DIAGRAM (4 weeks)**

1. Existential Import and the Boolean Interpretation of Categorical Propositions
2. Boolean Square of Opposition
3. Symbolic Representation of Categorical Propositions
4. Testing Validity/Invalidity of Categorical Syllogism by Venn Diagram

#### **Essential/ Recommended Readings**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp. 193-199.  
Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 201-202.  
Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 203-206.  
Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 219-230.

### **UNIT IV: PROPOSITIONAL LOGIC (4 weeks)**

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence))
3. Symbolization of statements
4. Logical Status of Statements: Tautologous, Contingent, Contradictory
5. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

#### **Essential/ Recommended Readings**

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 305-306.  
Topics 2 and 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 306-327; pp. 344-345.  
Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 343-344.  
Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 332-334.

#### **Suggestive Readings**



1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014.
2. Cavendish, A. P., and O'Connor, D. J., Introduction to symbolic logic. London: University Tutorial Press, 1959. Additional Resources: Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

**GENERIC ELECTIVES (GE-10): Readings in Western Philosophy**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Readings in Western Philosophy GE 10	4	3	1	Nil	UG 1 <sup>st</sup> year	None	Philosophy

**Learning Objectives**

- This course will critically examine the basic text of some philosophers.
- This course will introduce students to selected themes in philosophy like existentialism, the value of philosophy, love, self, etc.
- The course will develop the student's curiosity to explore philosophy further in a more fruitful manner

**Course Learning Outcomes**

- After completing this course, the student will understand the central themes on which great philosophers have written
- The student will appreciate the genesis of the enlightenment and its reliance on reason
- The student will be able to connect ancient themes in philosophy with contemporary themes in a seamless way

**Unit 1: Greek Philosophy**

**(2 weeks)**

1. Love
2. Madness

### Essential/Recommended Reading

“On Love and madness: *Phaedrus*” 227a-258 (in Plato’s *Phaedrus* translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)

### Unit 2: Modern Philosophy

(3 weeks)

1. The Enlightenment
2. Private and Public Reason

### Essential/Recommended Reading

“On Enlightenment” (in Immanuel Kant, *Perpetual Peace and Other Essays*, Hackett, 1983)

### Unit 3: Post Kantian Theme

(3 weeks)

1. Thinking
2. Self and world

### Recommended Reading:

“On Thinking for Oneself” (in Schopenhauer, *Parerga and Paralipomena: Short Philosophical Essays*, Vol.2, trans. E.F.J. Payne, Oxford: Clarendon Press, 1974)

### Unit 4: Contemporary Philosophy

(6 weeks)

1. Jean-Paul Sartre
2. Bertrand Russell

### Essential/Recommended Readings

1. “Existentialism is a Humanism”(in Walter Kaufmann, *Existentialism from Dostoevsky to Sartre*, Penguin USA, 1975)
2. “The Value of Philosophy” (in Russell, *The Problems of Philosophy*, 2<sup>nd</sup> edition, Oxford University Press, 1997)

## GENERIC ELECTIVES (GE-11): Philosophical Debates: Western

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title	Credits	Credit distribution of the	Eligibility	Pre-	Department
--------------	---------	----------------------------	-------------	------	------------

& Code		course			criteria	requisite of the course	offering the course
		Lecture	Tutorial	Practical/ Practice			
Philosophical Debates: Western GE 11	4	3	1	Nil	UG 1 <sup>st</sup> Year	None	Philosophy

## Learning Objectives

### Course Objective

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the Greek world, as well as modern western and contemporary philosophy.
- It allows students to learn the main issues, arguments and counter-arguments in the entire spectrum of western philosophical debates.
- The syllabus comprises of philosophers grouped under several traditions of thought. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

### Course Learning Outcomes

- It will develop skills of critical evaluation of key arguments of philosophers
- It will enable students to have a better understanding of how a philosopher develops and defends a theme
- It will create an understanding of philosophical themes and debates

### Unit 1 Epistemology

(3 weeks)

- 1) Knowledge and opinion/belief
- 2) Episteme and doxa

#### Essential/recommended readings

Plato, *Republic*, Translated by Lee (Penguin), Book VI & VII, pp. 502-521.

### Unit 2 Metaphysics

(4 weeks)

- 1) Descartes' Mind-Body dualism.
- 2) Gilbert Ryle on Descartes Myth.

### **Essential/Recommended Readings**

Rene Descartes, *Meditations Concerning First Philosophy*, Meditation II, in J J Blom (Ed), *Descartes; Essential Writings* (Harper Torch Books, 1977).

Gilbert Ryle, *The Concept of Mind* (Hutchinson, 1949), Chapter I.

### **Unit 3 Empiricism about substance**

**(3 weeks)**

- 1) John Locke's theory of material substance.
- 2) Berkeley's critique of Locke's material substance.

Essential/Recommended readings

John Locke, *An Essay Concerning Human Understanding* (London, 1706), Chapter XXIII.

George Berkeley, *The Principles of Human Knowledge* in G J Warnocke (Ed), (Fontana Press, 1985), Part I, Section 1-24.

### **Unit 4 Humanism; Emotion & God**

**(4 weeks)**

- 1) Jean Paul Sartre's theory of emotion.
- 2) Russell and Copleston debate on the existence of God.

### **Essential/Recommended readings**

- Jean Paul Sartre, *Sketch for a Theory of the Emotions* (London: Routledge).
- Bertrand Russel, *Why I am not a Christian?*(London: George Allen and Unwin), including the BBC debate between Russel and Copleston Broadcast in 1948.

### **Suggestive readings**

- T Z Lavine, *From Socrates to Sartre: The Philosophic Quest* (New York: Bantam Books, 1984).
- F C Copleston, *History of Philosophy* (Image Books, 1993).
- R Falkenberg, *History of Modern Philosophy* (Jefferson Publications, 2015).
- Bruder Moore, *Philosophy: The Power of Ideas* (New Delhi: Tata McGraw Hill, 2011).
- D J O'Connor, *A Critical History of Western Philosophy* (Macmillan, 1964).
- W Stegmuller, *Main Currents in Contemporary German, British and American Philosophy* (Riedel Publishing, 1959).
- Thomson Garrett, *An Introduction to Modern Philosophy* (California: Wadsworth Publishing, 1993).

- Y Masih, *A Critical History of Western Philosophy* (New Delhi: Motilal Banarsidas, 2016)

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Based on Undergraduate Curriculum Framework 2022**

# **UNIVERSITY OF DELHI**

**UNDERGRADUATE PROGRAMMES OF STUDY**

**STRUCTURE, COURSES & SYLLABI OF SEMESTER –IV, V and VI**





# PHILOSOPHY

**COURSES OFFERED BY DEPARTMENT OF PHILOSOPHY**

## Semester IV

### Category 1

(B.A. Honours in Philosophy in three years)

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Textual study of Indian Philosophy DSC 10	4	3	1	Enrolment in BA Hons Philosophy	“Indian Philosophy” Sem 1
Textual study of Western Philosophy DSC 11	4	3	1	Enrolment in BA Hons Philosophy	“Western Philosophy: Descartes to Kant”: Sem III
Truth-Functional Logic DSC 12	4	3	1	Enrolment in BA Hons Philosophy	None
Philosophy of Science DSE 4	4	3	1	Enrolment in BA Hons	None
Contemporary Indian Philosophy DSE 5	4	3	1	Enrolment in BA Hons	None
Bhakti and Sufism DSE 6	4	3	1	Enrolment in BA Hons	None



## Common Pool of GE Courses for Category I [BA (Hons)/Prog]

Course Title and Code	Credits	Lecture Credits	Tutorial Credits	Eligibility Criteria	Pre-Requisite (If any)
Bioethics GE 12	4	3	1	Any BA Hons/Major Discipline 2 <sup>nd</sup> Year	None
Symbolic Logic GE 13	4	3	1	Any BA Hons/Major Discipline 2 <sup>nd</sup> Year	None

## Category II

### BA (Prog.) with Philosophy as Major

Course Title and Code	Credits	Lecture Credits	Tutorial Credits	Eligibility Criteria	Pre-Requisite (If any)
Truth-Functional Logic DSC 7	4	3	1	Enrolment in UG BA Major in Philosophy	None
Greek Thought DSC 8	4	3	1	Enrolment in UG BA Major in Philosophy	None

## Category III

### BA (Prog.) with Philosophy as Minor

Course Title and Code	Credits	Lecture Credits	Tutorial Credits	Eligibility Criteria	Pre-Requisite (If any)
-----------------------	---------	-----------------	------------------	----------------------	------------------------

Truth-functional Logic DSC 4	4	3	1	Enrolment in UG BA Minor	None
---------------------------------	---	---	---	--------------------------------	------

### Category 1

## Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline

(B.A. Honours in Philosophy in three years)

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

#### DISCIPLINE SPECIFIC CORE COURSE -10 (DSC - 10) – Texts of Indian Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Indian Philosophy DSC 10	4	3	1	Nil	Enrolment in BA Hons Philosophy	“Indian Philosophy” Sem 1

#### Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas regarding epistemology in the Indian tradition
- The readings will enhance the study of the diverse streams of thought in Indian epistemology
- The course will aim at analysing the main arguments surrounding the reasons for accepting one means of knowledge or another in Indian philosophical schools of thought

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- It will enable students to gain knowledge about perception and inference in Indian philosophy in the Buddhist and Nyaya tradition
- Students will be able to critically analyse the arguments on each side of the debate regarding the key schools of Indian philosophy
- Students will be able to evaluate the modern significance of these debates
- Students will be able to apply their knowledge to current debates in perception and inference.

### **Unit I Introduction**

**(9 hours, 3 weeks)**

1. Subject matter and Purpose of the Text (SamyagjñānpūrvikāPurūṣārthsidhhi)
2. Definition of Right knowledge (AvisaṃvādakjñānamAnadhigatjñānam)
3. Kind of Sources of Knowledge (DwividhamSamyagjñānam)

### **Essential/Recommended Readings**

Nyāyabindu of Dharmakīrti with Dharmottara's Ṭīkā chapter I :Perception (Pratyakṣa)  
Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-25. Hindi translation and annotation by Srinivasa Shastri:  
*Nyāyabindu-ṭīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, Meerut: SahityaBhandar, 1975.

### **Unit II Perception and Knowledge**

**(12 Hours, 4 Weeks)**

1. Definition of Perception (KalpanāpoḍhamabhrāntamPratyakṣam)
2. Varieties of Direct Knowledge (Indriya-jñānam, Mānas-pratyakṣa, Sva-saṃvedanam, Yogi-jñānam)
3. Object of Direct Knowledge (Svalakṣanam, Arthkriyākāritvam)

### **Essential/Recommended Reading**

Nyāyabindu of Dharmakīrti with Dharmottara's Ṭīkā chapter I :Perception (Pratyakṣa)  
Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 25-46. Hindi translation and annotation by Srinivasa Shastri:  
*Nyāyabindu-ṭīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, Meerut: SahityaBhandar, 1975.

### Unit III Inference

(12 Hours, 4 Weeks)

1. Definition of Inference (Tat-pūrvakamAnumānam)
2. Criticism by Cārvāka
3. Criticism by Bauddha

#### Essential/Recommended readings

NyāyaMañjarī, Ahnika II, Section on 'Inference"*Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 226- 246.

### Unit IV Types of Inference

(12 Hours, 4 Weeks)

1. Types of Inference (Pūrvavat, Śeṣvat and Samānyatodṛṣṭ)
2. Distinction between the Śeṣvattype and Samānyatodṛṣṭatype

#### Essential/Recommended readings.

NyāyaMañjarī, Ahnika II, Section on 'Inference"*Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 265-284.

#### Suggestive Readings

Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-46. Hindi translation and annotation by Srinivasa Shastri: *Nyāyabindu-ṭīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, Meerut: SahityaBhandar, 1975.

*Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 261-284.

Bharadwaja, Vijay ( 1997), "Logic and Language in Indian Philosophy" in Brian Carr& Indira Mahalingam (eds), *Companion Encyclopaedias of Asian Philosophy*. London & New York: Routledge, pp. 230-250.

Bilimoria, Purushottama (2018), "Pramana Epistemology: Origins and Developments" in *Routledge History of World Philosophies: History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 27-39.

Dunne, John. (2004), *Foundations of Dharmakīrti's Philosophy*, New York.

Potter, Karl H. (ed) ( 1977). *Encyclopaedia of Indian Philosophies: Vol.II. Indian Metaphysics and Epistemology: The Tradition of Nyaya-Vaisesika up to Gangesa*. Delhi: Motilal Banardidass Publishers Private Limited.

Shaw, J.L. ( 2018), The Nyaya on Inference and Fallacies" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 184-194.

**DISCIPLINE SPECIFIC CORE COURSE -11 (DSC - 11) – Texts of Western Philosophy**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Western Philosophy DSC 11	4	3	1	Nil	Enrolment in BA Hons Philosophy	“Western Philosophy: Descartes to Kant”: Sem III

**Learning Objectives**

- This course aims at introducing the students to fundamental issues that have been raised in contemporary western philosophy
- This course will provide a historical framework to the student through the study of key texts from the field of western philosophy
- This course will discuss philosophers like Kant, Heidegger, Nagel etc keeping in mind debates related to knowledge, being, ethics, etc, hence, providing rounded knowledge to the student

**Learning Outcomes**

- The student will learn to analyze philosophical debates by locating them in their right historical framework
- The student will acquire the necessary knowledge to progress responsibly in the study of western philosophy
- The student will understand the philosophical origin of many of the concepts that are in current debate in the area of expertise concerned.

**Unit1: Key Themes**

**(12 Hours, 4 Weeks)**

1. Kant's introduction and its themes
2. The Framework of Kant
3. Nietzsche's critique

**Essential/recommended reading**

Immanuel Kant's Critique of Pure Reason's **Introduction** (Translated by Norman Kemp Smith, London : The Macmillan Press, 1978), pp.41-62.

Friedrich Nietzsche's *Beyond Good and Evil* (London: Penguin Classics, 1975), Chapter I, pp.5-33.

**Unit 2: The Nature of Thinking**

**(9 hours, 3 weeks)**

1. The Nature of thought
2. Thought and the world
3. Heidegger's take on the nature of thought

**Essential/recommended reading**

1. Heidegger, Martin. *What is Called Thinking?* (New York : Harper & Row Publishers; 1968), Part I: Lecture 1, pp. 3-18.

**Unit 3: Thinking without Mirroring**

**(12 Hours, 4 Weeks)**

1. Grasping the world
2. The Mind as Mirror
3. Knowing without Mirroring

Rorty, Richard. *Philosophy and the Mirror of Nature* (Princeton: Princeton University Press; 2017), Introduction and Chapter 8.

**Unit 4: The Defence of Reason**

**(12 Hours, 4 Weeks)**

1. Reason in Philosophy
2. Reasons against reason
3. The stand of reason

**Essential/recommended reading**

Thomas Nagel, *The Last Word* (Oxford: Oxford University Press, 1997), Introduction, pp.1-11.

### Suggestive Reading

Kant's, Immanuel. *Critique of Pure Reason's* (Translated by Norman Kemp Smith, London, The Macmillan Press, 1978).

Nietzsche, F. *Beyond Good and Evil* (London: Penguin Classics, 1975).

Heidegger, Martin. *What is Called Thinking?* (New York : Harper & Row Publishers, 1968 ).

Rorty, R. *Philosophy and the Mirror of the Nature* (Princeton: Princeton University Press, 1979).

Thomas, Nagel. *The Last Word* (Oxford: Oxford University Press, 1997).

**DISCIPLINE SPECIFIC CORE COURSE – 12 (DSC-12): Truth Functional Logic**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-Functional Logic DSC 12	4	3	1	Nil	Enrolment in BA Hons Philosophy	None

### Learning Objectives

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
- This paper helps to enhance the student's reasoning capacity and problem-solving skills.
- In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language

- The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

## **Learning Outcomes**

---

After completing this course:

1. Students will be able to evaluate arguments symbolized in truth functional notation.
2. Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.
3. Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
4. Students will develop critical thinking and problem-solving skills.

### **UNIT 1: LOGIC OF COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)**

1. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability Stroke function
2. Truth Tables for Logical Connectives
3. Symbolisation and Translation; Arguments and Argument forms
4. Truth table Method; Shorter Truth Table method (Reductio ad absurdum)

### **UNIT II: PROVING VALIDITY (PROOF PROCEDURES) (12 Hours, 4 Weeks)**

1. Derivation Rules: Rules of Inference and Rules of Replacement
2. Formal Proof of Validity
3. Indirect Proof of Validity
4. Conditional Proof of Validity (strengthened rule)

### **UNIT III: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS(12 Hours, 4 Weeks)**

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules)
3. Restrictions on Quantifier Rules:  
(a) Special Restriction on UG (b) Special Restriction on EI
4. Proving Validity

### **UNIT- IV Quantification Theory (9 Hours, 3 Weeks)**

Proving Invalidity

---

Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 14<sup>th</sup> and 15<sup>th</sup> Edition. India: Pearson, 2013, 2019.

Suggestive Readings:



- Hurley, Patrick. Introduction to Logic. Delhi :Wordsworth, 2007.
- Jeffrey, R. Formal Logic: Its scope and limits. U.S.A: MacGraw Hill, 1967.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhucchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.
- Chakraborty, C. Logic: Informal, Symbolic and Inductive. Prentice-Hall of India Pvt. Limited, New Delhi, 2006.
- Jetli& Prabhakar. Logic. India: Pearson, 2012

### DISCIPLINE SPECIFIC ELECTIVE -4 (DSE-4) – Philosophy of Science

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Science DSE 4	4	3	1	Nil	Enrolment in BA Hons Philosophy	None

#### Learning Objectives.

- The course will introduce students to the methods, assumptions, epistemological leanings and metaphysical implications of the domain of modern science
- The course offers some significant philosophical positions on: What is the nature of explanation in science? What are the laws of nature and how are they employed as a tool of explanation? What are the implications of the problem of induction for the scientific explanation?
- The course will introduce students to the problems raised by Hume, Popper, Lakatos, Feyerabend and other philosophers

#### Learning Outcomes

1. Students will learn to ask questions about science in a rational spirit of inquiry
2. The student will be enabled to discuss questions regarding the methods and

- assumptions of science
3. Students will develop a good understanding of the debates surrounding the growth, progress and achievements of science
  4. The students will learn to appreciate the difference between science and other subjects

### **UNIT I: THE PROBLEM OF INDUCTION**

**(9 Hours, 3 Weeks)**

1. Hume: The Traditional Problem of Induction
2. The Uniformity of Nature
3. The Problem of Circularity

Essential/Recommended Readings:

- Hume, D. (2002). David Hume, An Enquiry Concerning Human Understanding (Section IV- parts 1 & 2). In M. Huemer (Ed.), *Epistemology: Contemporary readings* (pp. 298–306). Routledge. (Originally published in 1748).
- Salmon, Wesley C. (1953). The uniformity of nature. *Philosophy and Phenomenological Research* 14 (1):39-48.

### **UNIT II: OBSERVATION, LAWS OF NATURE AND SCIENTIFIC EXPLANATION (12 Hours, 4 Weeks)**

1. Theory Ladenness of Observation
2. Two Models of Scientific Explanation
3. Laws and Regularities

Essential/Recommended Readings:

- Hanson, N. R. (1958). Observation. In *Patterns of discovery: An inquiry into the conceptual foundations of Science* (pp. 4–30). C.U.P.
- Hempel, C. G. (2007). Two models of scientific explanation. In Y. Balashov & A. Rosenberg (Eds.), *Philosophy of science: Contemporary readings* (pp. 45–55). essay, Routledge.
- Hildebrand, Tyler (2023). *Laws of Nature*. Cambridge: Cambridge University Press (Introduction, pp. 1-5)

### **UNIT III: THE METHODOLOGY OF SCIENCE-I**

**(12 Hours, 4 Weeks)**

1. The Problem of Demarcation
2. Karl Popper's Theory of Falsification
3. Lakatos: Scientific Research Programmes

### Essential Readings:

- Popper, K. (1963). *Conjectures and Refutations*, 2nd ed., pp.33-46. Routledge.
- Popper, K. (1959). *The Logic of Scientific Discovery*, pp. 10-20, 57-73. Routledge.
- Lakatos, I. (1978). A Methodology of Scientific Research Programmes. In J. Worrall & G. Currie (Eds.), *The methodology of scientific research programmes: Philosophical papers (Vol. 1)*, pp. 47–67). Cambridge University Press.

## **UNIT IV: THE METHODOLOGY OF SCIENCE-II**

**(12 Hours, 4 Weeks)**

1. Kuhn: Paradigm and Paradigm Shift
2. Feyerabend: Epistemological Anarchism

### Essential/Recommended Readings

- Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago University Press, chapters 1-2, 11- 12.
- Feyerabend, P. (1981). In I. Hacking (Ed.), *How to Defend Society Against Science*. In *Scientific revolutions* (pp. 156–167). Oxford University Press.

### Suggestive Readings

- Boyd, R., Gasper, P., & Trout, J. D. (1999). *The Philosophy of Science*. MIT Press.
- Curd, M., Cover, J. A., & Pincock, C. (Eds.). (2013). *Philosophy of science: The central issues*. W.W. Norton & Company.
- Feynman, R. P. (2010). *The Feynman lectures on physics (Vol. 1)*, pp. 52—56. Basic Books.
- Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. The University of Chicago Press.
- Humphreys, P. (Ed.). (2016). *The Oxford Handbook of Philosophy of Science*. Oxford University Press.
- Ladyman, J. (2002). *Understanding philosophy of science*. Routledge.
- Machamer, P., & Silberstein, M. J. (2008). *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers.
- Okasha, S. (2016). What is Science? In *Philosophy of science: A very short introduction* (2<sup>nd</sup> ed., pp. 1–15). Oxford University Press.
- Papineau, D. (1996). *The Philosophy of Science*. Oxford University Press.

## DISCIPLINE SPECIFIC ELECTIVE -5 (DSE-5) – Contemporary Indian Philosophy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Contemporary Indian Philosophy DSE 5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Enrolment in BA Hons Philosophy</b>	<b>None</b>

#### Learning Objectives

- The objective of this course is to make students familiar with Contemporary Indian Philosophers and their philosophical thinking.
- Philosophers like Swami Vivekananda, Aurobindo, Gandhi, B R Ambedkar, JyotibaPhule, M N Roy, amongst others will be covered.
- In this course, various issues of contemporary relevance such as freedom, self-respect, Integral Yoga, Universalism etc. will be discussed

#### Learning outcomes

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the Contemporary Indian Philosophy
- Understand how various social and contemporary issues have been addressed in this discipline
- Understand how one can have multiple perspectives to address various social issues like Caste, Religion, Yoga etc.

- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

### **Unit- 1: Swami Vivekananda and Sri Aurobindo**

**(9 Hours, 3 Weeks)**

1. Swami Vivekananda: Universal Religion and Neo Vedanta
2. Sri Aurobindo: Integral Yoga

Essential/recommended readings

Swami Vivekananda , ‘The way of realisation of a Universal Religion’, The ideal of a Universal Religion *The Complete Works of Swami Vivekananda Vol.II*, Kolkata: Advaita Ashrama,pp.359-396

Integral Yoga: Sri Aurobindo's Teaching & Method of Practice , Compiled by Sri Aurobindo Ashram, Archives and Research Library, Lotus Press, USA

### **Unit- 2: Jyotiba Phule, B R Ambedkar and E V Ramaswamy Periyar (12 Hours, 4 Weeks)**

1. JyotibaoPhule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar:Annihilation of Caste
3. E V RamaswamyPeriyar: Self Respect

Essential/Recommended Readings

Ambedkar, B R. (1946) *Who were the Shudras, Writings and Speeches, Vol. 7*, Preface, pp.9-20

G.P. Deshpande (Ed.) ‘Excerpts from Gulamgiri’, *Selected Writings of JotiraoPhule*New Delhi: Leftword, 2002, PP.36-63

G.Aloysious, Periyar and Modernity, New Delhi: Critical Quest, 2019, pp.22-51

### **Unit- 3: K.C.Bhattacharya and M K Gandhi**

**(12 Hours, 4 Weeks)**

1. K.C.Bhattacharyya-Swaraj in Ideas
2. M.K. Gandhi: Civilization and Swaraj

Essential/recommended readings

K.C. Bhattacharyya, ‘Swaraj in Ideas’, *Indian Philosophical Quarterly*11:1984, pp385-393

‘What is Swaraj?’ ‘Pp26-28, ‘Civilization,’pp 34-38, ‘What is true civilization?’, pp.66-71) extracts fromAnthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

#### Unit 4: M.N.Roy and J.Krishnamurti

(12 Hours, 4 Weeks)

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

#### Essential/Recommended Readings

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy New Humanism- A Manifesto, New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*, Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*, Prabhat Prakashan Pvt Ltd.

#### Suggestive Readings

- T.M.P. Mahadevan&C.V.Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: MotilalBanarsidas, 1999.
- BenayGopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S.Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, ISBN 978-1-4254-8880-2
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste, Pradnya Waghule, 1885, 2017,
- Gavaskar, Mahesh (1999). "[Phule's Critique of Brahmin Power](#)". In Michael, S. M. (ed.). [Untouchable, Dalits in Modern India](#). Lynne Rienner Publishers. pp. 43–56. ISBN 978-1-55587-697-5.
- B. R. Ambedkar: Annihilation of Caste
- A.Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>

- V.Geetha, ‘Graded Inequality and Untouchability; Towards the Annihilation of Caste,’ *BhimraoRamjiAmbedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan,2022,pp147-190

## DISCIPLINE SPECIFIC ELECTIVE (DSC-6): Sufism

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bhakti and Sufism DSE 6	4	3	1	Nil	Enrolment in BA Hons Philosophy	None

#### Learning Objectives

- The main objective of this course is to make students familiar with leading Sufis of India and world at large and explore their tradition and thought.
- The students will be introduced to the main currents of thought in Sufism. Sufism as a system of values is non-ritualistic and liberal. It fosters such virtues as kindness, compassion inter-cultural bonding, and inter-religious fraternity opposed to differences and discrimination
- This course will also introduce students to Islamic Mysticism, Islamic Philosophy and comparative mysticism,

#### Learning Outcomes

- Makes students gain familiarity with the various traditions of Sufis.

- Make students gain familiarity with the values and teachings of major Sufis in India and world at large.
- Make students learn about the bhakti movement emerging in India and its key figures.
- Since Sufi tradition presents a very positive and optimistic vision of coexistence in the theologically polarised global conditions, as a therapeutic learning the course would enable students to learn the pluralistic vision of Sufis against the quest for theological objectivism and orthodoxy.
- The course will enable students to learn the Sufi values of standing for tolerance, universalism, as it aligns with contemporary multi-cultural, multi-ideological and multi religious worldview.

**UNIT 1- Bhakti and Sufism  
weeks)**

**(9 Hours, 3**

1. Bhakti Movement and Emergence of Sufism
2. Concept of Love: Rumi
3. Nature of Mystic Experience

Essential/Recommended Readings

Govinda Pillai. P. (2022). "Bhakti and Sufism" In *Bhakti Movement: Renaissance or Revivalism*, Aakar Publication, New Delhi, pp. 156-164.

John A. Subhan (1938): *Sufism: Its Saints and Shrines*, Lucknow publishing home, Lucknow (selections: introduction p.6-16, ChX p.174-192)

M.M. Sharif (1963): *A History of Muslim Philosophy Vol 1*, (selection: early sufism p.335-348)

M.M. Sharif (1966): *A History of Muslim Philosophy, Vol 2*, Ottoharrassowitz Wiesbaden, New Jersey and PPC publication (p. 62-69) and Prof. Ghadir Golkarian- *Divine love in Rumi Lore and Mysticism*, Prof. L.S. Kazmi

Sir M. Iqbal (2022) *Reconstruction of Religious thought in Islam*, Kitab Bhawan, New Delhi (selection: p.124-130, chapter :The spirit of Muslim Culture)

**UNIT II Bhakti: Integration and Influence (12 Hours, 4 Weeks)**

1. Bhakti: Nanak, Kabir
2. Darashikoh: Confluence of two oceans

Essential/Recommended Readings

Mani, Braj Ranjan (2009) *Bhakti Radicalism*, Critical Quest, New Delhi

Dr. Tara Chand (1963)- *Influence of Islam on Indian Culture*, LG Publishers, Delhi (p.143-163, 166-177)



Athar Abbas Rizvi (1978): *History of Sufism in India*, MunshiramManoharlal Publishers Pvt. Ltd., Delhi.(selections:Chapter on Interaction between medieval Hindu Mystics and Sufis, p.322)  
Darashikoh (1929) :*Confluence of Two Oceansor Majmaul Bahrain*, Mahfuzul Haq (tr.) (p.38-75)

### **UNIT III: Sufism: Principles and Methods**

**(12 Hours, 4 Weeks)**

1. Wahdat-al-Wujud- Ibn-e-Arbi
2. Wahdat-al-Shuhud-Shekh Ahmad Sirhindi
3. Reconcilliation - Shahwaliullah

### **Essential/Recommended Readings**

M.M. Sharif-(1966):*A History of Muslim Philosophy, Vol 2*,Ottoharrassowitz Wiesbaden,New Jersey and Pakistan Philosophical Congress publication. (selection:p.798-810)  
M. Abdul Haq Ansari (1997ed.): *Sufism and Sharah*, (selections on Ibn Arabi, Shaikh Ahmad Sirhindi, Shah Waliallah reconciliation)

### **UNIT IV: Characteristic of a Sufi: Moinuddin Chishti**

**(12 Hours, 4 Weeks)**

1. Love of God- NizamuddinAulia
2. Amir Khusru: Universal Love

### **Essential/Recommended Reading**

M.M. Sharif- A History of Muslim Philosophy, Volume 1 and 2(see above)  
Mir Valiuddin (1959): *The Quranic Sufism*, Motilal Banarsi Das, Delhi. (selections: Chishtiya Order p.105-108,Naqshbandiya Order p.109)

### **Suggestive Readings**

Mani, Braj Ranjan (2009) *Bhakti Radicalism*, Critical Quest, New Delhi  
Krishna, Daya ; Lāṭha, Mukunda & Krishna, Francine Ellison (eds.) (2000). *Bhakti, a contemporary discussion: philosophical explorations in the Indian Bhakti tradition*. New Delhi: Indian Council of Philosophical Research.  
Rizvi, Athar Abbas. (1978). *A history of Sufism in India*. New Delhi : Munshiram Manoharlal  
Nasr, S H (1972). *Sufi Essays*. SUNY Albany  
Kazmi, Latif H. S. (2021) *Islamic Spiritual Tradition*, National Printers and Publishers  
Dehlvi. Sadia (2010) *Sufism: The Heart of Islam*. Harper Collins  
Ridgeon, L. (Ed.). (2014). *The Cambridge Companion to Sufism* (Cambridge Companions to Religion). Cambridge: Cambridge University Press.  
Govinda Pillai. P. (2022). *Bhakti Movement: Renaissance or Revivalism*, Aakar Publication, New Delhi

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## Category II

(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)

### DISCIPLINE SPECIFIC CORE COURSE (DSC-7): Truth Functional Logic

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-Functional Logic DSC 7	4	3	1	Nil	Enrolment in UG BA Major (Philosophy)	None

#### Learning Objective

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
- This paper helps to enhance the student's reasoning capacity and problem-solving skills.
- In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language
- The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

#### Learning Outcomes

After completing this course:

- Students will be able to evaluate arguments symbolized in truth functional notation.
- Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.
- Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
- Students will develop critical thinking and problem-solving skills.

**UNIT 1: LOGIC OF SIMPLE AND COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)**

1. Sentence, Proposition and Argument.
2. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability
3. Truth Tables; Material Implication and Equivalence

**UNIT II: SYMBOLISATION(12 Hours, 4Weeks)**

1. Symbolisation and Translation
2. Truth table Method
3. Shorter Truth Table method (Reductio ad absurdum)

**UNIT III: PROVING VALIDITY (PROOF PROCEDURES) (9 Hours, 3 Weeks)**

1. Derivation Rules: Rules of Inference
2. Rules of Replacement
3. Formal Proof of Validity

**UNIT IV: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS (12 Hours, 4 Weeks)**

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules); Restrictions on UG and EI
4. Proving Validity

-----  
Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 14<sup>th</sup> and 15<sup>th</sup> Edition. India: Pearson, 2013, 2019.

Suggestive Readings:

- Hurley, Patrick. Introduction to Logic. Delhi :Wordsworth, 2007.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhucchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.

**DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Greek Thought**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8 Greek Thought	4	3	1	Nil	Enrolment in UG BA Major in Philosophy	None

## Learning Objectives

- The course is intended for giving a comprehensive account of early Greco-Roman Philosophy, popularly known as early ‘Greek Thought’
- The content covered in the course will be the fundamental aspects of being, knowledge and virtue
- The thinkers covered in the course will be from the Pre-Socratics to the Stoics

## Learning Outcomes

- The student will comprehend major trends of thought in Greek Philosophy
- The student will understand the most fundamental aspects of philosophy that remain with us today and ideas that still form the frame of the subject
- The student will be able to critically assess a significant aspect of western intellectual history

### Unit -I: Cosmos

(12 Hours, 4 Weeks)

1. The spirit of Naturalism
2. The concept of *Arche*

#### Essential/Recommended Readings:

J. Barnes. Early Greek Philosophy. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by Richard D Mc Kirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011) p.13-19.

Kirk, G.S and Raven, J.E, The Presocratic Philosophers: A Critical History with Selection of Texts (Cambridge; At The University Press, 1957) pp74-99

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi, 2014). Chapter-1

## **Unit-II: Metaphysics**

**(12 Hours, 4 Weeks)**

1. Doctrine of Flux
2. Theory of Number
3. Notion of Being

Essential/Recommended Readings:

Curd, Patricia. A Presocratic Reader: Selected Fragments and Testimonia Second Edition Edited, with Introduction. Translations by RichardDMckirahan and Patricia Curd ( Hackett Publishing Company, Inc,2011) ,p.39-65,

G.S Kirk and J.E. Raven, The Pre-Socratic Philosophers, Chapters vi and x

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi, 2014). Chapters 2, 3 and 5

## **Unit-III: Epistemology and Ethics**

**(9 Hours, 3 Weeks)**

1. The concept of Knowledge in Greek Thought
2. The concept of Virtue in Greek Thought

Essential/Recommended Readings:

Christopher Shields (edited)The Blackwell Guide to Ancient Philosophy. (Blackwell Publishing, 2003), Chapter-2, Parts I and II

Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell, 2006.) Relevant chapters

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi,2014)

Chapter-9 (p.316-324) and chapter-10

#### Unit-IV: The Best Life

(12 Hours, 4 Weeks)

1. Pleasure and happiness
2. Living according to nature

Essential/Recommended Readings:

Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy (Blackwell Publishing, 2003, chapters 12 and 13

Reference Reading for all units:

Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1., 94-124 and chapters 27 and 30.

### Category III

#### **Courses for Undergraduate Programme of study with discipline of Philosophy as one of the Core Disciplines (Minor)**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Truth-functional Logic**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-functional Logic DSC 4	4	3	1	Nil	Enrolment in UG BA Minor (Philosophy)	None

Learning Objective

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
  - This paper helps to enhance the student's reasoning capacity and problem-solving skills.
  - In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language
  - The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction
- 

## Learning Outcomes

---

After completing this course:

- Students will be able to evaluate arguments symbolized in truth functional notation.
- Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.
- Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
- Students will develop critical thinking and problem-solving skills.

### **UNIT 1: LOGIC OF SIMPLE AND COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)**

1. Sentence, Proposition and Argument.
2. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability
3. Truth tables; Material Implication and Material Equivalence

### **UNIT II: SYMBOLISATION (12 Hours, 4 Weeks)**

1. Symbolisation and Translation
2. Truth table Method
3. Shorter Truth Table method (Reductio ad absurdum)

### **UNIT III: PROVING VALIDITY (PROOF PROCEDURES) (9 Hours, 3 Weeks)**

1. Derivation Rules: Rules of Inference
2. Rules of Replacement
3. Formal Proof of Validity

### **UNIT IV: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS. (12 Hours, 4 Weeks)**

1. Symbolization of Categorical Propositions
  2. The Four Rules of Inference (Quantification Rules); Restrictions on UG and EI
  4. Proving Validity
-



Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 14<sup>th</sup> and 15<sup>th</sup> Edition. India: Pearson, 2013, 2019.

Suggestive Readings:

- Hurley, Patrick. Introduction to Logic. Delhi: Wordsworth, 2007.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhucchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

### GENERIC ELECTIVES (GE-12): Bioethics

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bioethics GE 12	4	3	1	Nil	Any BA Hons/Major course (2 <sup>nd</sup> Year)	None

#### Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas

#### Course Learning Outcomes

- The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care.
- It would also increase the student's ability to identify their role in capacity building
- It directly enforces student's role in social responsibility.

## **UNIT 1- INTRODUCING BIOETHICS**

**(9 Hours, 3 Weeks)**

1. Historical Survey of Bioethics
2. Main Themes of Bioethics

### **Essential/ Recommended Readings**

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009

## **UNIT 2- CORE CONCEPTS**

**(12 Hours, 4 Weeks)**

1. Issues regarding Informed Consent
2. The Concept of Confidentiality

### **Essential/Recommended Readings**

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

## **UNIT-3 ETHICAL DILEMMAS**

**(12 Hours, 4 Weeks)**

1. Women's Rights to her Body
2. Mother: Biological and Stand-In Mothers

### **Essential/Recommended Readings**

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 140-148. UK: Wiley Blackwell, 2009.

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

## **UNIT 4- PERSONS AND LIVES**

**(12 Hours, 4 Weeks)**

1. Life on the scale of Values
2. Philosophical Issues of Assisted Reproduction

### **Essential/Recommended Readings**

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Selection." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 178-192 . UK: Wiley Blackwell, 2009.

### Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.  
 Arthur L. Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

## GENERIC ELECTIVES (GE-13): Symbolic Logic

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Symbolic Logic GE 13	4	3	1	Nil	Any BA Hons Course/Major Discipline (2 <sup>nd</sup> Year)	None

### Learning Objectives

- This course is designed for students who are comfortable with elementary mathematical and algebraic techniques.
- It will cover both truth functional logic and methods of deductive proof, quantification and predicate logic along with the logic of relations.

### Learning Outcomes

After completing this course students are expected to be able to do the following:

1. The student will be enabled to understand advanced methods in logic
2. The student will understand the importance of formal methods in philosophy
3. The student will be able to construct symbolic form of both sentential as well as predicate logic and finally examining more complex arguments for deriving a clear rational conclusion.
4. The student will develop competence in formulating counterexamples for invalid arguments symbolized in the notations of predicate logic.

### Unit 1: Basic Logical Concepts & Connectives

**(9 Hours, 3 Weeks)**

1. Truth and Validity

2. Relevance of Symbolic Logic
  3. Uses of Symbols and Symbolization
  4. Truth Tables: Statements & Argument
- 

**Unit 2: The Method of Deduction (12 Hours, 4 Weeks)**

1. Formal proof of validity: Rules of Inference and Rules of Replacement
  2. Techniques for proving validity/invalidity: Indirect Proof, Conditional Proof
  3. Proofs of Tautologies
- 

**Unit 3: Quantification Theory (12 Hours, 4 Weeks)**

1. Symbolization of Singular, General and Multiply-general propositions
  2. Restrictions on Quantifier Rules:  
(a) Special Restriction on UG (b) Special Restriction on EI
  3. Proving validity and Proving invalidity
- 

**Unit 4: The Logic of Relations (12 Hours, 4 Weeks)**

1. Symbolization: Relation
  2. Some attributes of relations
  3. Predicate Variables and Attributes of Attributes.
- 

**Essential Recommended Readings: -**

1. Copi, I.M. *Symbolic Logic*, 5th edition. India: Pearson, 2008. Ch1- 5
  2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch1.
- 

**Suggested Readings:**

- Hurley, Patrick J. *A concise introduction to logic*. Boston, MA: Wadsworth Cengage Learning, 2012.
  - Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
  - Jetli & Prabhakar. *Logic*. India: Pearson, 2012
- 

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**DEPARTMENT OF PHILOSOPHY**

**Semester V**

**Category I**

**B A Hons**

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Analytic Philosophy DSC 13	4	3	1	Enrolment in BA (Hons.) Philosophy	“Fundamentals of Philosophy” Sem II
Continental Philosophy DSC 14	4	3	1	Enrolment in BA (Hons.) Philosophy	“Texts of Western Philosophy” Sem IV
Approaches to Indian Philosophy DSC 15	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Philosophy of Mind DSE 7	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Philosophy of Law DSE 8	4	3	1	Enrolment in BA (Hons) in Philosophy	None
Medical Ethics: From Principles to Practice DSE 9	4	3	1	Enrolment in BA Hons in Philosophy	None

Common Pool of GE Courses for Category I and II [BA  
(Hons./Major)]

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Philosophy of Feminism GE 14	4	3	1	Any BA Hons./Major Discipline	None

Philosophical Debates (Indian) GE 15	4	3	1	Any BA Hons/Major Discipline	None
Sikhism GE 16	4	3	1	Any BA Hons./Major Discipline	None
Evaluating Aesthetic Experience GE 17	4	3	1	Any BA Hons./Major Discipline	None

## Category II

### **BA (Prog.) with Philosophy as Major**

Course Title and Code	Credits	Lecture Credits	Tutorial Credits	Eligibility Criteria	Pre-Requisite (If any)
Modern Western Philosophy DSC 9	4	3	1	Enrolment in BA Major Philosophy	“Introduction to Western Philosophy” DSC 4
Contemporary Indian Philosophy DSC 10	4	3	1	Enrolment in BA Major Philosophy	“Introduction to Indian Philosophy” DSC 3
Understanding Dimensions of Gender DSE 1	4	3	1	Enrolment in BA (Major) Philosophy	None
Philosophy of B R Ambedkar DSE 2	4	3	1	Enrolment in BA (Major) Philosophy	None
Philosophy of Mind DSE 3 (Syllabus same as Honours course)	4	3	1	Enrolment in BA (Major) Philosophy	None
Medical Ethics: From	4	3	1	Enrolment in BA	Basic Knowledge of

Principles to Practice DSE 4 (Syllabus same as Honours Course)				(Major) Philosophy	ethical theories
Philosophy of Swami Vivekananda DSE 5	4	3	1	Enrolment in BA (Major) Philosophy	None
Philosophy of Mahatma Gandhi DSE 6	4	3	1	Enrolment in BA (Major) Philosophy	None

### Category III

#### **BA (Prog.) with Philosophy as Minor**

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Contemporary Indian Philosophy DSC 5	4	3	1	Enrolment in BA (Minor) Philosophy	Basic knowledge of classical Indian philosophy

## Category I

### **Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline (B.A. Honours in Philosophy in three years)**

#### DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) – Analytic Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Analytic Philosophy DSC 13</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>None</b>	<b>Enrolment in BA (Hons.) Philosophy</b>	“Fundamentals of Philosophy” Sem II

#### **Learning Objective**

- Analytic Philosophy is considered as a dominant philosophical tradition in Anglo-American philosophy from the early 20<sup>th</sup> century.
- The objective of this course is to make the students conversant with an important school of Western Philosophy in the 20<sup>th</sup> century that led to a revolutionary re-conceptualization of the subject matter and methodology of philosophy in terms of linguistic analysis, logic and mathematics.
- This course will study some of these major thinkers of the analytic tradition like Gottlob Frege in Germany, Bertrand Russell and G. E. Moore in Britain and Ludwig Wittgenstein

#### **Learning Outcomes**

After completing this course in Analytic Philosophy students will have:

1. A strong logical foundation to analyse complex set of interconnected concepts.
2. A critical and reflective insight into complex philosophical issues.
3. Ability to directly address ordinary questions in a constructive manner.
4. Analytical skill to progress by intensively investigating a limited range of philosophical issues that lead to the answers to broader questions.

#### **UNIT 1: Frege on Meaning**

**(9 hours, 3 weeks)**

- Frege: Philosophy of Language
- Sense and Reference
- Truth



### **Essential/Recommended Reading**

:

Frege, G. "The Thought: A Logical Inquiry", *Mind*, Vol. 65, No. 259 (Jul. 1956), Oxford University Press, pp. 289-311.

### **UNIT II: Russell on Knowledge**

**(12 Hours, 4 weeks)**

- Bertrand Russell: Epistemology
- Two types of knowledge
- Knowledge by Acquaintance and Knowledge by Description

### **Essential/Recommended Reading:**

"Knowledge by Acquaintance & Knowledge by Description"

Russell, B. *The Problems of Philosophy*. London: Oxford University Press, 1959, (Chapter 5).

### **UNIT III: Logical Atomism and Logical Positivism** **4 weeks)**

**(12 Hours,**

- Language and Reality
- Propositions and Truth
- The status of Facts

### **Essential/Recommended Reading:**

Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010, (lecture 1 and 2).  
Passmore, John Arthur (1967). Logical Positivism. In P. Edwards (ed.), *The Encyclopedia of Philosophy*. Macmillan. pp. 52--57.

### **UNIT IV: Wittgenstein on Meaning**

**(12 hours, 4 weeks)**

1. Ludwig Wittgenstein: Language and Reality
2. Facts
3. Picture theory

### **Essential/Recommended Reading:**

Wittgenstein, L. *Tractatus Logico-Philosophicus*, London: Kegan Paul, 1922, (Propositions: 1, 2 & 3)

### **Suggestive Readings:**

- Dummett, M. *Frege: Philosophy of Language*. Harvard University Press, 1981.
- Russell, B. *The Problems of Philosophy*. London: Oxford University Press, 1959.
- Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.
- Ayer, A. J. *Language, Truth and Logic*. London: Victor Gollancz, 1938.

- Wittgenstein, L. *TractatusLogicoPhilosophicus*, London: Kegan Paul, 1922.
- Wittgenstein, Ludwig. *Philosophical Investigations: PhilosophischeUntersuchungen*. Oxford: Blackwell, 1968. (Selected Sections -1, 11,12,23,43,65,66,67,69,83,84 & 91)
- Martinich, A. P. and Sosa D. (Ed.) *Analytic Philosophy: An Anthology*. 2nd ed. Malden, MA: Blackwell,2011.
- Glock, Hans-Johann. *What Is Analytic Philosophy?*Cambridge, UK: Cambridge UniversityPress, 2008.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2012.
- Urmson, James O. *Philosophical Analysis: Its Development Between the Two World Wars*.New York: Oxford University Press, 1978.

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Continental Philosophy DSC 14</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Enrolment in BA (Hons.) Philosophy</b>	“Texts of Western Philosophy” Sem IV

The main objective of this course is to make students familiar with the leading figures of 19th and 20th century Continental philosophy.

#### Learning Objectives

- This course will familiarize students with the stream of philosophy called Continental Philosophy
- Key thinkers like Hegel, Husserl, Sartre, Heidegger and Foucault will be discussed in this book
- Key themes like method of dialectics, phenomenology, Sartre’s concept of Look, Heidegger on technology and Foucault’s main ideas will be analysed at length

#### Learning Outcomes

- Students will understand the basics of Continental Philosophy and also be acquainted with major currents of thought in this tradition
- Students will learn to analyze the various ideas of the thinkers in the course, especially those of Hegel and Husserl's key contributions
- Students will develop the ability to understand original writings of philosophers
- Students will understand the general relevance of continental philosophy and its contemporary reach and influence

## **UNIT 1: Introducing Continental Philosophy**

**(12 Hours, 4 Weeks)**

1. Critical Philosophy of Immanuel Kant
2. From Modernity to Enlightenment
3. Critics of the Enlightenment

### **Essential/Recommended Readings**

West, David (1996). *An Introduction to Continental Philosophy*. Polity, pp. 1 – 33 (Introduction to Continental Critics of Enlightenment)

## **UNITII : Hegel**

**(9 Hours, 3 weeks)**

1. Phenomenology of Spirit
2. Dialectic

### **Essential/Recommended Reading**

1. AlexandreKojève.1980.*IntroductiontotheReadingofHegel:LecturesonThe Phenomenology of the Spirit*, pp. 3-30. Ithaca & London: Cornell University Press.

## **UNITIII: Husserl and Sartre**

**(12 Hours, 4 Weeks)**

- Phenomenological Method
- Intentionality
- Consciousness
- Concept of Look

### **Essential/Recommended Readings**

EdmundHusserl.2003."PhenomenologicalMethodandIntentionalityofConsciousness." In *Husserl's Phenomenology*, pp.13-21 & pp. 39-43.Ed. Dan Zahavi. California: Stanford University Press.

Jean-PaulSartre,1984."TheConcept of Look" in *BeingandNothingness*, pp.252-270. Trans. Hazel E. Barnes. New York: Washington Square Press.

## **UNITIV: Heidegger and Foucault**

**(12 Hours, 4 Weeks)**

- Man and Technology
- Essence of Technology
- Perspectives of Foucault and Heidegger

### Essential/Recommended Readings

Martin Heidegger. 1977. *The Question Concerning Technology and Other Essays*, Part I - "The Question Concerning Technology", pp. 3-35. Translated and with an Introduction by William Levitt. New York & London: Garland Publishing, INC.

Michel Foucault. 1984. *The Foucault Reader*. Part II - Docile Bodies, pp. 179-187. Edited by Paul Rabinow. New York: Pantheon Books.

### Suggestive Readings

Cutrofello, Andrew (2004). *Continental Philosophy: A Contemporary Introduction*. Routledge.

Kearney, Richard & Rainwater, Mara (eds.) (1995). *The Continental Philosophy Reader*. Routledge.

McNeill, William & Feldman, Karen S. (eds.) (1998). *Continental Philosophy: An Anthology*. Wiley-Blackwell.

Kearney, Richard (ed.) (2003). *Continental Philosophy in the 20th Century: Routledge History of Philosophy Volume 8*. Routledge.

Solomon, Robert C. (1988). *Continental Philosophy Since 1750: The Rise and Fall of the Self*. Oxford University Press.

## DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Approaches to Indian Philosophy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Approaches to Indian Philosophy DSC 15	4	3	1	NIL	Enrolment in BA (Hons.) Philosophy	None

### Learning Objectives

- This course will introduce students to various ways of reading Indian philosophy- from the spiritual to the material.
- This course will give a corrective picture of Indian philosophy, paving the way for a better and more nuanced reading of the subject
- This course will provide a better base to the student to do more serious research in the subject that is both relevant and contemporary

### **Learning Outcomes**

- Upon taking this course, the students will have a proper historical understanding of Indian philosophy
- The student will be able to analyse the structure, dogmas, and myths of Indian philosophy
- The student will develop critical faculties to understand the historical trajectory of Indian philosophy.

### **Unit I Indian Philosophy: Tradition and Significance (9 Hours, 3 Weeks)**

1. Traditional Approach
2. Concept of Philosophy in India

#### **Essential/Recommended Readings**

S.Radhakrishnan and Charles A Moore. 'History of Indian Thought', Source Book in Indian Philosophy, Princeton: Princeton University Press,1957, Pp.XV-XXIX

Bimal K Matilal, 'On the concept of Philosophy in India', Jonardon, Ganeri (Ed.) *Indian Philosophy: A Reader* London: Routledge,2020,pp.7-16

### **Unit II Dogmas and Debates (12 Hours, 4 Weeks)**

1. Discourse and Debates
2. Dogmas and Myths

#### **Essential/Recommended readings**

Raghramaraju, 'The Discourse of Debates in Indian Philosophy: Classical, Colonial, and Contemporary', *Debates in Indian Philosophy-Classical, Colonial and Contemporary*, New Delhi: Oxford University Press, 2007, pp 1-27

Dasgupta, S.N.(1982). 'Dogmas of Indian Philosophy,' *Philosophical Essays*, New Delhi: MotilalBanarsidasPublications.

Dayakrishna, (1991). Three Myths about Indian Philosophy, *Indian Philosophy: A Counter Perspective* Delhi: Oxford University Press.

### **Unit III Materialistic Approach to Indian Philosophy (12 Hours, 4 Weeks)**

1. Deviating from the "tradition"
2. A different reading of Indian philosophy

### 3. Naturalism in Indian Philosophy

#### Essential/recommended readings

Dale Riepe-‘Introduction’, *Naturalistic Tradition of Indian Philosophy, Delhi:*

MotilalBanarsidass, 1964,pp.3-14,

Chattopadhyaya,Debi Prasad.(1976).‘Materialism in Indian Philosophy’ Knowledge and Intervention Calcutta: Firma KLM ,1985,pp.196-227

Roy, M.N.(2007). Introduction,K.SatchidanadaMurty, Evolution of Indian Philosophy Delhi: DK Print World.

M.N.Roy, Materialism in Indian Philosophy, New Delhi: Critical Quest2017,pp.3-40 ( Excerpts from M .N. Roy’s Materialism: An Outline of Scientific Thought)

#### Unit IV Alternative approach to Indian Philosophy Weeks)

(12 Hours, 4

1. Caste, Society and Philosophy: Ambedkar
2. The Philosophy of Hinduism

#### Essential/Recommended readings

Dr.BabasahebAmbedkar Writings and speeches vol.1, New Delhi: DrAmbedkar Foundation, GoI ,2020, pp.50-58,69-80 (Excerpts from *Annihilation of Caste*)

Dr.BabasahebAmbedkar Writings and speeches vol.3, New Delhi: DrAmbedkar Foundation, GoI , 2020, Pp.66-72,80-87 (Excerpts from *Philosophy of Hinduism*)

Ambedkar,B.R. Selected excerpts from*Philosophy of Hinduism, Riddles of Hinduism,Annihilation of Caste,Buddha and His Dhamma*, Mumbai: Government of Maharashtra pp.50-58,69-80

#### Suggestive Readings

- Debiprasad, Chattopadhyaya*What is Living and Dead in Indian Philosophy*, Mumbai: Peoples Publishing House
- *Dr.Babasaheb Ambedkar Writings and Speeches*,New Delhi: DrAmbedkar Foundation, GoI ,2020, pp249-309
- Nalini Bhushan and Jay L Garfield (Eds.), *Indian Philosophy in English- From Renaissance to Independence*, Oxford: Oxford University Press,2011
- Sharad Deshpnde, *Philosophy in Colonial India*, New Delhi: Springer,2015
- K.Sachidanandamurthy and K.Ramakrishna Rao (Eds), *Current trends in Indian Philosophy*, London: Asia Publishing House, 1972
- *Debates in Indian Philosophy-Classical, Colonial and Contemporary*, New Delhi: Oxford University Press,2007
- Dale Riepe, *Indian Philosophy since Independence, Calcutta: Research India Publications*
- Jonardon Ganeri (Ed.) *Indian Philosophy: A Reader* London: Routledge,2020
- Ronald Inden, Orientalist Constructions of India, *Modern Asian Studies*, Vol.20:3,1986., pp.401-446

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-7) – Philosophy of Mind

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 7	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

#### Learning Objective

The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind.

- The course will introduce students to the basic problems of philosophy of mind
- The course will discuss the mind body problem and various solutions to it in depth
- The course will provide a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

#### Learning Outcomes

The student at the end of the course:

- The student will grasp the mind body problem from various angles
- The student will develop insight into the issues that are common challenges like the question of subjective experience relative to a person's material properties and processes.
- 3. The student will be able to critically analyse the fundamental problems in philosophy and appreciate some of the solutions and problems with the solutions
- The student will develop an interest in modern cognitive science

#### UNIT I The Mind/Body Problem

(12 Hours, 4 Weeks)

1. Thinking and Being

2. Dualism
3. Mind Body Interaction

**Essential Recommended Readings:**

1. Descartes, R. "Meditations II and VI". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 10-21.
2. Ryle, G. "Descartes' Myth," *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 32-38.

**UNIT-II: Identity Theory and Functionalism**  
**Weeks)**

**(12 Hours, 4**

1. The Material Mind
2. Identity theory
3. Functionalism

**Essential Recommended Readings:**

1. Smart, J.J.C. "Sensations and Brain Processes". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 60-68.
2. Putnam, H. "The Nature of Mental States". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 73-79.

**UNIT III Subjective Experience**  
**Weeks)**

**(12 Hours, 4**

1. Subjective and Objective
2. The Problem of Qualia

**Essential Recommended Readings:**

1. Nagel, T. "What is it Like to Be a Bat?". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 219-225.
2. Jackson, F. "Epiphenomenal Qualia". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 273-280.

**UNIT-IV Problem of Consciousness**  
**Weeks)**

**(9 Hours, 3**

- The Mysterious Flame
- Consciousness and Material Reality

**Essential Recommended Readings:**

1. Chalmers, D. "Facing up to the Problem of Consciousness." *Journal of Consciousness Studies*, 2, No.3, 1995, pp. 200-219.



## Suggestive Readings:

- Chalmers, David. “Naturalistic Dualism”. *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 263-273.
- Crane, T. *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*, (2nd edition). New York: Routledge, 2003.
- Levin, Janet. “Functionalism”. *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), edited by Edward N. Zalta, 20 Jul, 2018: <https://plato.stanford.edu/archives/win2021/entries/functionalism/>
- Searle, John. “Biological Naturalism”. *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 327-336.
- Banks, William P. *Encyclopedia of Consciousness*. Oxford: Elsevier Academic Press, 2009.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.
- Chalmers, David, J. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. 2002.
- Heil, John. *Philosophy of Mind: A Contemporary Introduction* (3rd edition). London: Routledge, 2013.
- Kim, Jaegwon. *Philosophy of Mind*, (3rd edition). Oxford: Westview Press, 2010.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-8) – Philosophy of Law

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 8 Philosophy of Law	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

## Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law.

## Learning Outcomes

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

### UNIT 1

(12 Hours, 4 Weeks)

Law: Concept, Meaning and Definition

1. Theories of Law: Aquinas and Austin
2. The Concept of *Nyaya*: Agreement and Disputes - Kautilya

Essential/Recommended Reading:

- Topics 1 from Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58
- Topic 5 from Shamasastri, R. (Tr.), Kautilya's Arthashastra, Book III – Concerning Law Chapter I. Determination of Forms of Agreement; Determination of Legal Disputes, [https://csboa.in/eBooks/Arthashastra\\_of\\_Chanakya\\_-\\_English.pdf](https://csboa.in/eBooks/Arthashastra_of_Chanakya_-_English.pdf); pp 213-218

### UNIT 2 Legal Obligation: Reason and Scope

(12 Hours, 4 Weeks)

1. Why Should We Obey the Law
2. The Ambit of Legal Obligation
3. The Rule of Law

Essential/Recommended Readings

- Topic 1 from Mackie, J. L.; The Obligation to Obey the Law, Virginia Law Review, Vol. 67, No. 1, The Symposium in Honor of A. D. Woosley and Obedience (Feb 1981), pp. 143-158
- Topic 2 from Fuller, Lon; The Case of the Speluncean Explorers, Harvard Law Review, Vol. 62, No. 4, February 1949, pp 616-645

- Topic 3 from Marmor, Andrei; *The Ideal of the Rule of Law, A Companion to Philosophy of Law and Legal Theory* (Second Edition), Dennis Patterson (Ed.), Blackwell Publishing Ltd., pp 666-674

### UNIT 3 Legal Issues in India

(9 hours, 3 weeks)

1. Basic Structure of the Constitution
2. Judicial Review

#### Essential/Recommended Readings

- Topic 1 from Abridged Judgement of KesavanandBharati Vs. State of Kerala; AIR 1973 SC 1461
- Topic 2 from Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, *Journal of the Indian Law Institute*, Vol. 24, No. 4 (October-December 1982), pp. 848-862

### UNIT 4 Fundamentals of Law

(12 Hours, 4 Weeks)

1. Codification
2. *Mens Rea/Actus Reus*
3. Crime and Punishment

#### Essential/Recommended Readings

- Topic 1 from Alfange, Dean; Jeremy Bentham and Codification of Law, *Cornell Law Review*, Vol. 55, Issue 1, November 1969, pp 58-75
- Topic 2 from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3<sup>rd</sup> Edition), Routledge 2017, pp 193-212
- Topic 3 from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3<sup>rd</sup> Edition), Routledge 2017, pp 242-253

#### Additional Resources:

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Rangarajan, L. N. (Tr. & ed.), *Kautilya: The Arthashastra*, Penguin Books India (P) Ltd., New Delhi, 1992
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018

- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-9) – Medical Ethics: From Principles to Practice

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>DSE 9 Medical Ethics - From Principles to Practice</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Enrolment in BA (Hons.) Philosophy</b>	<b>None</b>

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

#### Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas.

#### Learning Outcomes

The learning outcomes of this course are multidimensional.

- It forms a strong base in the field of research of medical ethics
- It would also increase the student's ability to identify serious concerns regarding the expanding field of medicine and appreciate ethical concerns in new areas of medical research
- It increases the student's general awareness about public health ethics

## **UNIT 1- Introducing Medical Ethics**

**(9 Hours, 3 Weeks)**

1. Tracing the past of medical ethics
2. Scope of Medical ethics

### **Essential/Recommended Readings**

A.F.Cascais (1997), "Bioethics: History, Scope, Object," In *Global Bioethics*, 10:1-4, 9-24. Retrieved on 13 July 2022. <https://doi.org/10.1080/11287462.1997.10800712>.

## **UNIT 2- CORE CONCEPTS**

**(12 Hours, 4 Weeks)**

1. Philosophical Issues of Informed Consent
2. The concept of Confidentiality

### **Essential/Recommended Readings**

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, UdoSchuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

## **UNIT-3 ETHICAL DILEMMAS**

**(12 Hours, 4 Weeks)**

1. Mothers: Biological and Other
2. Moral Status of Animals

### **Essential/Recommended Readings**

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

Darr, Judith. "The Reproductive Revolution". In *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*, 1-27. USA: Yale University Press, 2017.

[Use of animals in medical experimentation and research](#)

Bernard. E. Rolling. "The Moral status of Animals and their use as Experimental Subjects." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 495-509. UK: Wiley Blackwell, 2009.

## **UNIT 4 Medical ethics: Death and Dying**

**(12 Hours, 4 Weeks)**

1. Death and Dying
2. Jain Fasting to Death (*santhara*)

### **Essential/Recommended Readings**

Donaldson, B., & Bajželj, A. (2021). Calculations of Death. In *Insistent Life: Principles for Bioethics in the Jain Tradition* (1st ed., pp. 182–212). University of California Press.  
<http://www.jstor.org/stable/j.ctv2rb75qt.11>.

Crawford, S. Cromwell, “The Ethics of Death and Dying.” In Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*, 188-198. New York: SUNY, 2003.

**Suggestive Readings**

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics: An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical Issue," *Patheos* 2015. Retrieved on 13 July 2022. [Outlawing the Jain Fast-Unto-Death Is a Bioethical Issue | Guest Contributor \(patheos.com\)](#)

**Category II**

**BA (Prog.) with Philosophy as Major**

**(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-9): Modern Western Philosophy**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9 Modern Western Philosophy	4	3	1	NIL	Enrolment in BA Major Philosophy	“Introduction to Western Philosophy” DSC 4

Learning Objectives

- This course aims at introducing the students to fundamental issues that have been raised in modern western philosophy.
- This course will provide an overview of the problems which led to the development of empiricist and rationalist philosophical views in the field of modern western philosophy.
- This course will also discuss a wide range of philosophical theories such as metaphysical monism, pluralism, dualism, immaterialism, and transcendentalism.

### **Learning Outcomes**

- The student will learn about the philosophical origins of many current debated concepts.
- The students will acquire the ability to think outside of the box in terms of prevalent philosophical orthodoxies.
- The students will learn how to think differently about philosophy's fundamental problems in alternative ways.

### **Unit 1: Introduction to Modern Western Philosophy (12 Hours, 4 Weeks)**

1. Key Themes of Rationalism
2. Key Themes of Empiricism

#### **Essential/recommended reading**

Scruton, Roger, From Descartes to Wittgenstein- A Short History of Modern Philosophy, London, Routledge & Kegan Paul, 1981, Ch.1&2

### **Unit 2: Rationalism (12 Hours, 4 Weeks)**

1. Descartes- Methodic Doubt, Cogito Ergo Sum
2. Spinoza- Concept of Substance
3. Leibnitz- Theory of Monads

#### **Essential/recommended reading**

Descartes, R.(1647), Meditations on the First Philosophy, Harper Perennial Classics, 2013, Meditation 1&2

Spinoza, B. (1677), Ethics, Penguin classics, 1996, BK-1

Leibniz, G.W. (1714), Monadology: An Edition for Students, University of Pittsburgh Press; 1<sup>st</sup> edition (1991)

### **Unit 3: Empiricism (12 Hours, 4 Weeks)**

1. Locke- Critique of Innate Ideas
2. Berkeley- Critique of Locke's Theory of Material Substance
3. Hume- Theory of Causation

### Essential/recommended reading

Locke, J. (1690) *An Essay Concerning Human Understanding*, Penguin Classics, 1996, BK-1

Berkeley, G. (1710) *The Principles of Human Knowledge*, Warnock, G.J. ed. UK, Fontana Press, 1985, Part 1- section 1-24.

Hume, David. (1748), *An Enquiry Concerning Human Understanding*, Oxford World Classics, ed. Peter Millican, 2008, Part II- Section VII

### Unit 4: Critical Philosophy

(9 Hours, 3 Weeks)

1. Kant's- Classification of propositions- Analytic, Synthetic, Synthetic a priori

### Essential/recommended reading

Kant, Immanuel, *Critique of Pure Reason*, (Cambridge Edition of The Works of Immanuel Kant) : ed. Guyer, Paul and Wood, Allen 1999. Introduction, pp. 127-152.

### Suggestive Readings

- Copleston, F.J. *History of Philosophy*, USA, Image Books, 1993
- Falkenberg, R. *History of Modern Philosophy*, USA, Jefferson Publications, 2015
- Moore, Bruder, *Philosophy: The Power of Ideas*, New Delhi, Tata McGraw Hill, 2011
- O'Connor, D.J. *A Critical History of western Philosophy*, USA, MacMillan, 1964
- Steg Muller, W. *Main Currents in Contemporary German, British and American Philosophy*, Dordrecht; D. Riedel Publishing, 1969
- Garrett, Thomson, *An Introduction to Modern Philosophy*, California: Wadsworth Publishing, 1993

## DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-10): Contemporary Indian Philosophy

### Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		



<b>Contemporary Indian Philosophy DSC 10</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Enrolment in BA Major Philosophy</b>	<b>“Introduction to Indian Philosophy” DSC 3</b>
--	----------	----------	----------	------------	---	--

### Learning Objectives

- The objective of this course is to make students familiar with Contemporary Indian Philosophers and their philosophical thinking.
- Philosophers like Swami Vivekananda, Aurobindo, Gandhi, B R Ambedkar, JyotibaPhule, M N Roy, amongst others will be covered.
- In this course, various issues of contemporary relevance such as freedom, self-respect, Integral Yoga, Universalism etc. Will be discussed

### Learning outcomes

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the Contemporary Indian Philosophy
- Understand how various social and contemporary issues have been addressed in this discipline
- Understand how one can have multiple perspectives to address various social issues like Caste, Religion, Yoga etc.
- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

### Unit- 1: Swami Vivekananda and Sri Aurobindo (9 Hours, 3 Weeks)

1. Swami Vivekananda: Universal Religion and Neo Vedanta
2. Sri Aurobindo: Integral Yoga

### Essential/recommended readings

Swami Vivekananda , ‘The way of realisation of a Universal Religion’, The ideal of a Universal Religion *The Complete Works of Swami Vivekananda Vol.II*, Kolkata: Advaita Ashrama,pp.359-396

Integral Yoga: Sri Aurobindo’s Teaching & Method of Practice , Compiled by Sri Aurobindo Ashram, Archives and Research Library, Lotus Press, USA

### Unit- 2: Jyotiba Phule, B R Ambedkar and E V Ramaswamy Periyar (12 Hours, 4 Weeks)

1. JyotibaoPhule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar:Annihilation of Caste
3. E V RamaswamyPeriyar: Self Respect

### Essential/Recommended Readings

G.P. Deshpande (Ed.) ‘Excerpts from Gulamgiri’, *Selected Writings of JotiraoPhule*New Delhi: Leftword, 2002, PP.36-63

G.Aloysious, Periyar and Modernity, New Delhi: Critical Quest, 2019, pp.22-51

### **Unit- 3: K.C.Bhattacharya and M K Gandhi**

**(12 Hours, 4 Weeks)**

1. K.C.Bhattacharyya-Swaraj in Ideas
2. M.K. Gandhi: Civilization and Swaraj

#### **Essential/recommended readings**

K.C. Bhattacharyya, 'Swaraj in Ideas', *Indian Philosophical Quarterly* 11:1984, pp385-393

'What is Swaraj?' pp26-28, 'Civilization,' pp 34-38, 'What is true civilization?', pp.66-71) extracts from Anthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

### **Unit 4: M.N.Roy and J.Krishnamurti**

**(12 Hours, 4 Weeks)**

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

#### **Essential/Recommended Readings**

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy  
New Humanism- A Manifesto, New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*,

Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*, Prabhhat Prakashan Pvt Ltd.

#### **Suggestive Readings**

- T.M.P. Mahadevan&C.V.Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: MotilalBanarsidas, 1999.
- BenayGopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S.Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, [ISBN 978-1-4254-8880-2](https://www.kessingerpublishing.com/ISBN-978-1-4254-8880-2)
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste,Pradnya Waghule ,1885, 2017,

- Gavaskar, Mahesh (1999). [“Phule’s Critique of Brahmin Power”](#). In Michael, S. M. (ed.). [Untouchable, Dalits in Modern India](#). Lynne Rienner Publishers. Pp. 43–56. ISBN 978-1-55587-697-5.
- B. R. Ambedkar: Annihilation of Caste
- A.Parel, *The Political theory of Gandhi’s Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V.Geetha, ‘Graded Inequality and Untouchability; Towards the Annihilation of Caste,’ *BhimraoRamjiAmbedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan,2022,pp147-190

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-1) – Understanding Dimensions of Gender

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Understanding Dimensions of Gender	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

### Learning Objective

- This course aims to orient students to gender and feminism to study society, social roles, and the diversity of subjects in society.
- The course seeks to create gender sensitization and develops a holistic approach toward education.

- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture, and explains the development of feminist ideologies.

### **Learning Outcome:**

- Study of feminism equips the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory seeks to initiate transformation in social structures, customs and practices.
- A course in feminism will empower the students to understand gender oppression and to learn how to discuss it in a responsible manner and learn to avoid the same in their lives.

### **UNIT 1 –Introduction**

**(9 Hours, 3 Weeks)**

1. Gender: Concept and significance
2. Understanding and Analyzing Patriarchy

#### **Essential/Recommended Readings:**

Nicholson, Linda, “Gender”. In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, Edited by Alison M. Jaggar and Iris M. Young, 289-297. Oxford: Blackwell Publishers, 1998.

Bhasin, Kamla. *What is Patriarchy*. New Delhi: Kali for Women, 1993.

### **UNIT 2: Women and Social Construction Weeks)**

**(12 Hours, 4**

1. The Study of relationship
2. Female body and its situatedness

#### **Essential/Recommended Readings:**

Goldman, Emma, “Marriage and Love”. In *Anarchism and Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Thapan, Meenakshi. “Femininity and its Discontents: Woman’s Body in Intimate Relationships”. In *Embodiment Essays on Gender and Identity*, edited by Meenakshi Thapan. New Delhi: Oxford University Press, 1997.

### **UNIT 3 – Embodiment**

**(12 Hours, 4 Weeks)**

1. Stereotypes and myths about beauty

## 2. The Norms of Sexuality

### Essential/Recommended Readings:

Naomi Wolf, “The Beauty Myth”. In *The Beauty Myth*, 9-19. New York, Harper Collins, 1991.

Rich, Adrienne, “Compulsory Heterosexuality and Lesbian Existence”. In *Journal of Women’s History* 15-3 (Autumn 2003), 11-48.

### UNIT 4 – Gender Politics

(12 Hours, 4 Weeks)

1. Defining Body Politics
2. Is Feminism Monolithic?: Studying Third World Feminism

### Essential/Recommended Readings:

Sandra Lee Bartky, “Body Politics”. In Alison M. Jaggar and Iris Marion Young, *A Companion to Feminist Philosophy*, Blackwell Companion to Philosophy. Oxford: Blackwell Publishers, 1998.

Narayan, Uma, “Westernization, Respect for Cultures, and Third-World Feminists”. In Linda J. Nicholson (Ed.), *The Second Wave: A Reader in Feminist Theory*. Routledge, 1997, 396-414.

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-2) – Philosophy of B R Ambedkar

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2 Philosophy of B R Ambedkar	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

### Learning Objectives

- The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B R Ambedkar.
- This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society.
- This course introduces the essential philosophical writings of contemporary Indian thinker B R Ambedkar by discussing the Philosophical method in general and Social-Political philosophy and philosophy of religion of Ambedkar in particular.

### **Course Learning Outcomes**

- Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.
- Critical engagement with social reality conditioned by the caste system.
- Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.
- To make good citizen by understudying the indigenous democratic philosophical thought.

### **Unit 1 Life world of B R Ambedkar**

**(9 Hours, 3 Weeks)**

1. Life and Essential Writings of Ambedkar
2. Concepts and methodology of B.R.Ambedkar

### **Essential/Recommended readings**

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.1- 20.  
Rodrigues, Valerian (ed). , 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.20-36

### **Unit 2 Philosophy of Religion**

**(12 Hours, 4 Weeks)**

1. Philosophy of Religion and Indian Social Order

### **Essential/Recommended Readings**

'The Hindu Social order: Its Essential Principles',*Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*,New Delhi: Dr.Ambedkar Foundation,2014,pp95-115

2. Buddhism and Marxism

### **Essential/Recommended Readings**

Rodrigues, Valerian (ed). 'Religion and Dhamma',*The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002Pp.57-59  
Rodrigues, Valerian (ed). 'Buddha or Karl Marx', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp173-189

### **Unit 3 Social and Political Philosophy**

**(12 Hours, 4 Weeks)**

1. Social Justice and Ideal society

#### **Essential/Recommended reading**

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, (extracts from Annihilation of Caste) pp267-268,275-277,294-304

2. Constitutional morality and Democracy

#### **Essential/Recommended Reading**

Rodrigues, Valerian (ed). 'Democracy', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp 60-64

Rodrigues, Valerian (ed). 'Political safeguards for depressed classes', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, 369-382

### **Unit 4 Contemporary Relevance of Ambedkar**

**(12 Hours, 4 Weeks)**

1. Relevance of Ambedkar

#### **Essential/Recommended Readings**

B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.36-43

#### **Suggestive Readings:**

B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*, Education Department, Government of Maharashtra, 1987.

Rodrigues, Valerian.(Ed.) 'Krishna and His Gita', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204

Rodrigues, Valerian(Ed.). 'Basic Features of Indian constitution', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.473-495

Omvedt, Gail. 'Ambedkarism : The Theory of Dalit Liberation', *Dalits And The Democratic Revolution: Dr. Ambedkar And The Dalit Movement In Colonial India* (Sage India, 1994) p.225-260 (Ambedkarism)

Omvedt, Gail. *Ambedkar: Towards Enlightened India*, Delhi: Penguin, 2017

Christophe Jaffrelot and Narender Kumar (Eds), *Dr. Ambedkar and Democracy*, New Delhi: Oxford University Press, 2018(Chapter 16)

V.Geetha, *Bhimraoramji Ambedkar and the Question of Socialism in India*, Delhi: Palgrave, 2022

Gokhale, Pradeep (Ed.) *The Philosophy of Dr.B.R.Ambedkar*, Pune: IPQ Publication,2008

G. Aloysius, *Nationalism without a nation in India*. Delhi: Oxford University Press, 1997. Xii + 265 pp.

P. Kesava Kumar, *Political Philosophy of B.R.Ambedkar- An Inquiry into the Theoretical Foundations of the Dalit Movement*, New Delhi: Kalpaz,2013

### DISCIPLINE SPECIFIC ELECTIVE: DSE 3: Philosophy of Mind

#### ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 3	4	3	1	Nil	Enrolment in BA Major Philosophy	None

#### Learning Objective

The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind.

- The course will introduce students to the basic problems of philosophy of mind
- The course will discuss the mind body problem and various solutions to it in depth
- The course will provide a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

#### Learning Outcomes

The student at the end of the course:

- The student will grasp the mind body problem from various angles



- The student will develop insight into the issues that are common challenges like the question of subjective experience relative to a person's material properties and processes.
- 3. The student will be able to critically analyse the fundamental problems in philosophy and appreciate some of the solutions and problems with the solutions
- The student will develop an interest in modern cognitive science

### **UNIT I The Mind/Body Problem**

**(12 Hours, 4 Weeks)**

4. Thinking and Being
5. Dualism
6. Mind Body Interaction

#### **Essential Recommended Readings:**

1. Descartes, R. "Meditations II and VI". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 10-21.
2. Ryle, G. "Descartes' Myth," *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 32-38.

### **UNIT-II: Identity Theory and Functionalism**

**(12 Hours, 4 Weeks)**

4. The Material Mind
5. Identity theory
6. Functionalism

#### **Essential Recommended Readings:**

1. Smart, J.J.C. "Sensations and Brain Processes". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 60-68.
2. Putnam, H. "The Nature of Mental States". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 73-79.

### **UNIT III Subjective Experience**

**(12 Hours, 4 Weeks)**

3. Subjective and Objective
4. The Problem of Qualia

#### **Essential Recommended Readings:**

1. Nagel, T. "What is it Like to Be a Bat?". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 219-225.
2. Jackson, F. "Epiphenomenal Qualia". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 273-280.

**UNIT-IV Problem of Consciousness  
Weeks)**

**(9 Hours, 3**

- The Mysterious Flame
- Consciousness and Material Reality

**Essential Recommended Readings:**

1. Chalmers, D. "Facing up to the Problem of Consciousness." *Journal of Consciousness Studies*, 2, No.3, 1995, pp. 200-219.

**Suggestive Readings:**

- Chalmers, David. "Naturalistic Dualism". *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 263-273.
- Crane, T. *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*, (2<sup>nd</sup> edition). New York: Routledge, 2003.
- Levin, Janet. "Functionalism". *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), edited by Edward N. Zalta, 20 Jul, 2018: <https://plato.stanford.edu/archives/win2021/entries/functionalism/>
- Searle, John. "Biological Naturalism". *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 327-336.
- Banks, William P. *Encyclopedia Of Consciousness*. Oxford: Elsevier Academic Press, 2009.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.
- Chalmers, David, J. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. 2002.
- Heil, John. *Philosophy of Mind: A Contemporary Introduction* (3<sup>rd</sup> edition). London: Routledge, 2013.
- Kim, Jaegwon. *Philosophy of Mind*, (3<sup>rd</sup> edition). Oxford: Westview Press, 2010.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.

**DISCIPLINE SPECIFIC ELECTIVE - (DSE-4) – Medical Ethics: From Principles to Practice**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4 Medical Ethics – From Principles to Practice	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	Basic knowledge of ethical theories

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

### Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas.

### Learning Outcomes

The learning outcomes of this course are multidimensional.

- It forms a strong base in the field of research of medical ethics
- It would also increase the student's ability to identify serious concerns regarding the expanding field of medicine and appreciate ethical concerns in new areas of medical research
- It increases the student's general awareness about public health ethics

### UNIT 1- DEFINING BIOETHICS

(9 Hours, 3 Weeks)

1. Tracing the past of medical ethics
2. Scope of Medical ethics

### UNIT 1- Introducing Medical Ethics Weeks)

(9 Hours, 3

3. Tracing the past of medical ethics
4. Scope of Medical ethics

### Essential/Recommended Readings

A.F.Cascais (1997), "Bioethics: History, Scope, Object," In *Global Bioethics*, 10:1-4, 9-24. Retrieved on 13 July 2022. <https://doi.org/10.1080/11287462.1997.10800712>.

## **UNIT 2- CORE CONCEPTS Weeks)**

**(12 Hours, 4**

3. Philosophical Issues of Informed Consent
4. The concept of Confidentiality

### **Essential/Recommended Readings**

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3<sup>rd</sup> ed. Edited by Helga Kuhse, UdoSchuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

## **UNIT-3 ETHICAL DILEMMAS**

**(12 Hours, 4 Weeks)**

3. Mothers: Biological and Other
4. Moral Status of Animals

### **Essential/Recommended Readings**

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

Darr, Judith. "The Reproductive Revolution". In *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*, 1-27. USA: Yale University Press, 2017.

#### Use of animals in medical experimentation and research

Bernard. E. Rolling. "The Moral status of Animals and their use as Experimental Subjects." In *A Companion to Bioethics* 2<sup>nd</sup> Ed. Edited by Helga Kuhse and Peter Singer, 495-509. UK: Wiley Blackwell, 2009.

## **UNIT 4 Medical ethics: Death and Dying**

**(12 Hours, 4 Weeks)**

3. Death and Dying
4. Jain Fasting to Death (santhara)

### **Essential/Recommended Readings**

Donaldson, B., & Bajželj, A. (2021). Calculations of Death. In *Insistent Life: Principles for Bioethics in the Jain Tradition* (1st ed., pp. 182–212). University of California Press. <http://www.jstor.org/stable/j.ctv2rb75qt.11>.

Crawford, S. Cromwell, "The Ethics of Death and Dying." In Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*, 188-198. New York: SUNY, 2003.

### **Suggestive Readings**

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics: An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical Issue," *Patheos* 2015. Retrieved on 13 July 2022. [Outlawing the Jain Fast-Unto-Death Is a Bioethical Issue | Guest Contributor \(patheos.com\)](#)

**DISCIPLINE SPECIFIC ELECTIVE - (DSE-5) – Philosophy of Swami Vivekananda**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5 Philosophy of Swami Vivekananda	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

**Learning Objectives**

- The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of Swami Vivekananda.
- This course is an exploration of Advaitic approaches in reconstructing Indian society.
- This course introduces the essential philosophical works of contemporary Indian thinker Swami Vivekananda by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Vivekananda in particular.

### Course Learning Outcomes

- Learn Vivekananda's alternative reading of Indian philosophy by interrogating dominant philosophical systems .
- Constructive engagement with social reality conditioned with certain historical cracks in it.
- Learn the democratic potential of philosophy of Vivekananda in reconstructing Indian nation.
- To make responsible citizen by understanding the indigenous democratic philosophical thought.

### Unit 1 Philosophical world of Vivekananda (9 Hours, 3 Weeks)

1. Introduction to Swami Vivekananda
2. Chicago Addresses
3. Philosophical Background

#### Essential/Recommended readings

Medhananda, Swami (2022). Introduction, *Swami Vivekananda's Vedāntic Cosmopolitanism*. Oxford University Press, pp. 1-16

Addresses at the parliament Of Religion' in 'Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita Ashram.(Pages 1-22)

Vivekananda,Swami. 'The Vedanta Philosophy' Lecture [delivered at Harvard University, on March 25, 1896.](#)(Available in Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita AshramA)

### Unit 2 Philosophy of Religion and Dharma (12 Hours, 4 Weeks)

1. Universal Religion and Harmony
2. Hinduism and Buddhism

#### Essential/Recommended Readings

'The way to realisation Of Universal Religion' and 'The Ideal Of Universal Religion', in Complete Works of Swami Vivekananda.Vol.2.Kolkata,AdvaitaAshrama.

'Buddhistic India' in Complete Works of Swami Vivekananda.Vol.3.Kolkata,AdvaitaAshrama.

### **Unit 3 Social and Political Philosophy**

**(12 Hours, 4 Weeks)**

1. Vedanta and Equality
2. Cultural Nationalism

#### **Essential/Recommended reading**

Practical Vedanta part I and II IN 'Complete Works of Swami Vivekananda' Vol.2.Kolkata,Advaita Ashram  
Vivekananda,Swami. 'My India The India Eternal' Kolkata: Ramkrishna Mission Publication,1993 (Page 5 to 35)

### **Unit 4 Contemporary Relevance of Vivekananda**

**(12 Hours, 4 Weeks)**

2. Understanding Hindutva
3. Discourse on Women

#### **Essential/Recommended Readings**

Vivekananda,Swami, 'Essentials of Hinduism,Mayavati,**Advaita**Ashrama, 1937.(Page 7-28)

Vivekananda,Swami.'Women Of India'Chennai, Ramkrishna math.2013(Selected Pages)

#### **Suggestive readings**

Medhananda, Swami (2022). *Swami Vivekananda's Vedāntic Cosmopolitanism*. Oxford University Press.

Raghuramaraju, A. (1998). *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*. Delhi, IN: Oxford University Press India.

**DISCIPLINE SPECIFIC ELECTIVE - (DSE-6) – Philosophy of Mahatma Gandhi**

<b>DSE 6 Philosophy of Mahatma Gandhi</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Enrolment in BA (Major) Philosophy</b>	<b>None</b>
---	----------	----------	----------	------------	---	-------------

### **Learning Objectives**

- The aim of this course is to introduce key ideas of Mahatma Gandhi that shaped values and practices of Nationalist movement in India.
- There is a renaissance in reinterpreting Gandhi. This course aims to lay out such reinterpretations.
- This course introduces to key interlocutors of Gandhi in his life time that opens up fault lines in Gandhi's thinking.

### **Course Learning Outcomes**

- Learn Key philosophical reinterpretations of Gandhi .
- Understand at least one approach to key ideas in Gandhi's thinking and its moral potential
- Learn the points of variation and contest of his interlocutors with Gandhi's ideas.
- To make students appreciate Gandhi's contribution to Nationalist Movement and Nation building and its relevance.

### **Unit 1 Gandhi as Philosopher**

**(12 Hours, 3 Weeks)**

1. Introduction to Gandhi's Thought
2. Gandhi's Philosophical Approach

### **Essential/Recommended readings**

Parel A. j.(ed), Gandhi: Hind Swaraj and Other Writings, Cambridge, Cambridge university Press,1996 Chapters on Introduction

Bilgrami Akeel, Gandhi The philosopher, EPW, Vol.38, no,39,27 Sep., 2003.

Nandy Ashis From Outside the Imperium Gandhi's Cultural Critique of the West in Pantham Thomas, Deutsche Kenneth L(Ed) Political Thought in Modern India, Sage Publications, Delhi 1986.

### **Unit 2 Gandhi: Key Ideas I**

**(12 Hours, 4 Weeks)**



1. Swaraj
2. Satya
3. Ahimsa

### **Essential/Recommended Readings**

Parel A. j.(ed), Gandhi: Hind Swaraj and Other Writings, Cambridge, Cambridge university Press,1996 Chapters on Introduction, Civilisation, what is True civilisation, Why was India Lost, Lawyers, Doctors and Passive resistance

Parel A J, The Doctrine of Swaraj in Gandhi's Philosophy in Parekh, Bhiku & Baxi Upendra (Ed) Crisis and Change in Contemporary India, New Delhi, Sage Publication, 1996.

Parekh, Bhiku, Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi, Sage publication,1999. Chapter on Non Violence

### **Unit 3 Gandhi: Key Ideas II**

**(12 Hours, 4 Weeks)**

1. Swadeshi
2. Satyagraha

### **Essential/Recommended reading**

Parekh, Bhiku, Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi, Sage publication,1999. Chapter on Satyagraha

### **Unit 4 Gandhi on State and Constructive Programme**

**(12 Hours, 4 Weeks)**

1. Theory of State
2. Constructive Programme

### **Essential/Recommended Readings**

Parel, A. (2011). Gandhi and the state. In J. Brown & A. Parel (Eds.), *The Cambridge Companion to Gandhi* (pp. 154-172). Cambridge: Cambridge University Press.

Gandhi, M K "Constructive Programme."

[https://www.jmu.edu/gandhicerter/\\_files/gandhiana-constprog.pdf](https://www.jmu.edu/gandhicerter/_files/gandhiana-constprog.pdf)

### **Suggestive Readings:**

Bhattacharjee ,Sabyasachi, The Mahatma and The Poet, Delhi, National Book Trust 1995.

Chatterjee Partha, Nationalist Thought and the Colonial world: A derivative discourse?, London, Zed Books,1986.

Dalton D, Mahatma Gandhi : Non violent Power in Action, New York , Coloumbia University Press, 1993

Iyer Raghavan N The Moral and Political Thought of Mahatma Gandhi, New Delhi, OUP, 2000.

Miri, Mrinal (ed.) (2003). *Identity and the moral life*. New York: Oxford University Press

Parel A J, Gandhi: Freedom and Self-rule, Lanham MD, Lexington Books, 2000.

Raghuramaraju, A. (2010). *Debating Gandhi*, OUP

Shurud Tridip, An Autobiography, Penguin 2018

### Category III

#### **BA (Prog.) with Philosophy as Minor**

#### **DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Contemporary Indian Philosophy**

#### **CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy	4	3	1	NIL	Enrolment in BA (Minor)	Basic knowledge of classical

**Learning Objectives**

- The objective of this course is to make students familiar with Contemporary Indian Philosophers and their philosophical thinking.
- Philosophers like Swami Vivekananda, Aurobindo, Gandhi, B R Ambedkar, JyotibaPhule, M N Roy, amongst others will be covered.
- In this course, various issues of contemporary relevance such as freedom, self-respect, Integral Yoga, Universalism etc. Will be discussed

**Learning outcomes**

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the Contemporary Indian Philosophy
- Understand how various social and contemporary issues have been addressed in this discipline
- Understand how one can have multiple perspectives to address various social issues like Caste, Religion, Yoga etc.
- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

**Unit- 1: Swami Vivekananda and Sri Aurobindo (9 Hours, 3 Weeks)**

1. Swami Vivekananda: Universal Religion and Neo Vedanta
2. Sri Aurobindo: Integral Yoga

**Essential/recommended readings**

Swami Vivekananda , ‘The way of realisation of a Universal Religion’, The ideal of a Universal Religion *The Complete Works of Swami Vivekananda Vol.II*, Kolkata: Advaita Ashrama,pp.359-396

Integral Yoga: Sri Aurobindo’s Teaching & Method of Practice , Compiled by Sri Aurobindo Ashram, Archives and Research Library, Lotus Press, USA

**Unit- 2: Jyotiba Phule, B R Ambedkar and E V Ramaswamy Periyar (12 Hours, 4 Weeks)**

1. JyotibaoPhule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar:Annihilation of Caste
3. E V RamaswamyPeriyar: Self Respect

**Essential/Recommended Readings**

G.P. Deshpande (Ed.) ‘Excerpts from Gulamgiri’, *Selected Writings of JotiraoPhule*New Delhi: Leftword, 2002, PP.36-63

G.Aloysious, Periyar and Modernity, New Delhi: Critical Quest, 2019, pp.22-51

**Unit- 3: K.C.Bhattacharya and M K Gandhi (12 Hours, 4 Weeks)**

1. K.C.Bhattacharyya-Swaraj in Ideas
2. M.K. Gandhi: Civilization and Swaraj

### Essential/recommended readings

K.C. Bhattacharyya, 'Swaraj in Ideas', *Indian Philosophical Quarterly* 11:1984, pp385-393

'What is Swaraj?' Pp26-28, 'Civilization,' pp 34-38, 'What is true civilization?', pp.66-71) extracts from Anthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

### Unit 4: M.N.Roy and J.Krishnamurti

(12 Hours, 4 Weeks)

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

### Essential/Recommended Readings

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy  
New Humanism- A Manifesto, New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*,

Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*, Prabhhat Prakashan Pvt Ltd.

### Suggestive Readings

- T.M.P. Mahadevan&C.V.Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: MotilalBanarsidas, 1999.
- BenayGopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S.Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, [ISBN 978-1-4254-8880-2](#)
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste,Pradnya Waghule ,1885, 2017,
- Gavaskar, Mahesh (1999). "[Phule's Critique of Brahmin Power](#)". In Michael, S. M. (ed.). [Untouchable, Dalits in Modern India](#). Lynne Rienner Publishers. Pp. [43–56](#). [ISBN 978-1-55587-697-5](#).

- B. R. Ambedkar: Annihilation of Caste
- A.Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V.Geetha, 'Graded Inequality and Untouchability; Towards the Annihilation of Caste,' *BhimraoRamjiAmbedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan,2022,pp147-190

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES  
For BA Hons/Major**

**GENERIC ELECTIVES (GE-14): Philosophy of Feminism**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Feminism GE 14	4	3	1	Nil	Any BA Hons/Major	None

**Course Objectives:**

- A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a holistic approach towards education.
- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

## Learning Outcomes:

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices.
- The study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

### Unit I Patriarchy and the Origin of Feminism (9 Hours, 3 Weeks)

1. The Origins of Patriarchy
2. Aspects of Domination and Subordination

#### Essential/Recommended readings:

Lerner, Gerda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

### Unit II Feminism and Intersectionality (12 Hours, 4 Weeks)

1. Perceptions and Perspectives
3. Women and Caste: Voices of the Dalit women

#### Essential/Recommended readings

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position". *Economic and Political Weekly*, (October 31, 1998): WS 39-46.

### Unit III Body and Gender (12 Hours, 4 Weeks)

1. Women as Objects
2. Self and Gender

#### Essential/Recommended readings

Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs*, 24, no.4 (Autumn 1995): 249-291.

Vanita, Ruth. "The Self is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

### Unit IV Women and Environment (12 Hours, 4 Weeks)

1. Discussion on Ecofeminism
2. Indian perspective on gender and environment

#### Essential/recommended readings

Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

### Suggestive readings

Jagger, Alison M. and Iris Marion Young (eds). *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

## GENERIC ELECTIVES (GE-15): Philosophical Debates (Indian)

### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophical Debates (Indian) GE 15	4	3	1	Nil	Any BA Hons/Major	None

### Learning Objective

- The primary objective of this course is to know Indian Philosophy through some engaging debates. .
- Various debates in Indian Philosophy will be highlighted in this course.
- The course will cover material from a wide range of perspectives in Indian philosophy, from Jainism to Vedanta and from materialism to Buddhism.
- The debates will highlight the key differences between Indian philosophical schools

### Learning Outcome

- At the end of the course, a student should be able to demonstrate a clear understanding of the background the philosophical debates
- The students will acquire a good understanding of the key concepts of Indian schools through critical analysis.
- The students will have the sound understanding of epistemological, metaphysical, ontological and so many other critical issues and shall be able to go for further studies in the subject.

1. Definition and Scope of a Debate
2. Carvaka's rejection of Consciousness- Refutation by Samkhya

**Essential/Recommended Readings:**

Mohanty, Aditya Kumar (2009), PHILOSOPHY: Why? What? How?, Centre of Advanced Study in Philosophy, Bhubaneswar.

SamkhyaPravacana Sutra: III-21-22.

Raju, P.T. (1985), Structural Depths of Indian Thought, State University of New York Press, NY Albany.

**Unit 2: Pluralism vs Monism**

**(12 Hours, 4 Weeks)**

1. Jaina Anekanta-vada- refutation by Samkara
2. Jaina Syadvada- refutation by Buddhism

**Essential/Recommended Readings:**

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Das Publications, Delhi.

**Unit 3.Dvaita, Advaita and Visistadvaita**

**(12 Hours, 4 Weeks)**

1. Samkhya Dualism- refutation by Samkara
2. Samkaras concept of Brahman and Maya- refutation by Ramanuja

**Essential/Recommended Readings:**

S.B.S. 2, ii 32-34

Ramanuja Brahma Sutra 1 i. 1 and 2 i. 1

Brahma Sutra SamkaraBhasya, (SBS) 3. I. 54.

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

**Unit 4. Metaphysics vs Ontology**

**(12 Hours, 4 Weeks)**

1. Buddhist Theory of Ksanika-vada- refutation by Nyaya system
2. Nyaya proofs for the existence of God- refutation of Mimamsa system

**Essential/Recommended Readings:**



Nyayamanjari, Motilal Banarasidass, Delhi, pp. 358-456.  
 Syadvadamanjari, Ch. On Isvara, 29-36.  
 KumarillaSlokavartika, GanganathJha (tr.), Ch. 16, 47-51.  
 Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) Ltd., London.

**Suggestive Readings:**

Radhakrishnan, S. Moore (1967), A Source book of Indian Philosophy, Princeton, CA.

Strawson, Peter (1992), Analysis and Metaphysics: An Introduction to Philosophy, Oxford University Press.

Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai.

Chatterjee, S.C. & Datta, D.M. (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta, Calcutta.

Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.

**GENERIC ELECTIVES (GE-16): Sikhism**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sikhism GE 16	4	3	1	Nil	Any BA Hons/Major	None

**Learning objectives**

- The objective of this course is to make students familiar with Sikhism and the underlying philosophy of its major concepts. The course consists of Introduction to Sikhism, Metaphysical doctrine, Ethical views and Guru-Bani.
- This course will help the students to understand the basic tents of Sikhism and to highlight the philosophical implications in Sikh tradition. This will help the students to understand the significance of Sikhism by giving exposure to Guru Bani.

**Learning Outcomes**

- At the end of this course, a student will acquire a clear understanding of origin and key doctrines of Sikh Philosophy.
- This paper will prepare a student for taking up further studies in Sikhism and comparative religions.

### **Unit 1: Introduction**

**(9 Hours, 3 Weeks)**

1. Sikh, Sikhi, Sikhism
2. Basic tenets of Sri Guru Granth Sahib

#### **Essential/Recommended Reading;**

W.H. McLeod, *The A to Z of Sikhism*, The Scarecrow Press, 2009. P. xviii-xxxii.

Pashaura Singh, *The Guru Granth Sahib*, *The Oxford Handbook of Sikh Studies*, Oxford University Press, 2014. P. 125-134.

### **Unit 2 Philosophical Aspects of Sikhism**

**(12 Hours, 4 Weeks)**

1. Mool mantar and Aarti
2. Five Khands of Japji

#### **Essential/Recommended Reading;**

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P. 202-254 (For Five Khand)

Wazir Singh, *The Sikh Vision; Problem of philosophy and faith*, EssEss Publication, Delhi, 1992. P. 34-43. (For Hukum)

### **Unit 3: Metaphysical Aspects of Sikhism**

**(12 Hours, 4 Weeks)**

- Brahm, Jagat, Jiva, Mukti, Maya
- Nama, Guru and Sat-Sangat

Essential/Recommended Readings

Dr. Gopal Singh (Tr.), Sri Guru Granth Sahib (English Translation), Allied Publishers Pvt. Limited, 2005. Stanza 1, p.1.

Jasbir Singh Ahluwalia, The Quintessence of Sikhism: The Doctrinal Sovereignty, Sikh Spectrum.com, Issue No. 21, August 2005.

Daljeet Singh, Essentials of Sikhism, Singh Brother Publisher, Amritsar, 1994, P.144-164.

#### **Unit 4: Ethical Aspects of Sikhism**

**(12 Hours, 4 Weeks)**

1. Sat and Sachiarā

Essential/Recommended Reading;

Avtar Singh, Ethics of the Sikhs, Publication EUREAU, Punjabi University, Patiala, 1983. P.23-50.

2. Hukum and Humāe

Essential/Recommended Reading;

Avtar Singh, Ethics of the Sikhs, Publication EUREAU, Punjabi University, Patiala, 1983. Ch- 4 and 6.

#### **Suggestive Readings**

- Pashaura Singh, *An Overview of Sikh History*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 19-34.
- Dr. Gopal Singh (Tr.), Sri Guru Granth Sahib (English Translation), Allied Publishers Pvt. Limited, 2005. P. XX- XLVIII.
- Eleanor Nesbitt, *Sikhism; A Short Introduction*, Oxford University Press, 2005. Ch-1,2.
- Nikky-Guninder Kaur Singh, *World Religions Sikhism*, Chelsea House Publishers, 2009. Ch-1, 2.
- Christopher Shackle, *Survey of Literature in the Sikh Tradition*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 109-124.
- Pashaura Singh, *The Bhagat of the Guru Granth Sahib*, Oxford University Press, 2003, Ch-1.
- Christopher Shackle, and Arvind Mandair, *Teachings of the Sikh Gurus: Selections from the Sikh Scriptures*, Taylor and Francis Group, 2005. Ch-1.

- Keshav Singh, Vice and Virtue in Sikh Ethics, The Monist, Volume 104, Issue 3, July 2021, P.319-336.

### GENERIC ELECTIVES (GE-17): Evaluating Aesthetic Experience

- **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Evaluating Aesthetic Experience GE 17</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Any BA Major Enrolment</b>	<b>None</b>

#### Course Objective

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- The course introduces students to both Indian and western aspects of aesthetics
- The course will open a new vista of understanding in students with relation to everyday perception of art

#### Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.
- It will make students aware of nuances of art and films that usually go unnoticed.

#### Unit 1: Meaning and Analysis of Indian and Western Aesthetics (12 Hours, 4 Weeks)

1. Meaning of Aesthetics
2. Indian Aesthetics- Rasa Theory and concept of Sadharanikarana
3. Western Aesthetics- The concept of Aesthetic Attitude, Aesthetics Experience and Aesthetic Judgment

### Essential/Recommended Readings

- 1 Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, “J P Sartre”.
- 2 Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theories*. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7 and 8.
- 3 Wenz, Christian. Kant’s Aesthetics: Overview and Recent Literature (2009). *Philosophy Compass* 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x . Retrieved from: [https://www.researchgate.net/publication/249474233\\_Kant's\\_Aesthetics\\_Overview\\_and\\_Recent\\_Literature](https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature)
- 4 Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 6.
- 5 Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1, 2, 15 to 17.

### Unit II: Comparison between Different Arts

(12 Hours, 4 Weeks)

1. Form and Content in art forms
2. Performative arts, Literary Arts and Visual Art

### Essential/Recommended Reading

Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 8 and 9.

### Unit III: Film as an Art Form

(12 Hours, 4 Weeks)

1. Documentaries
2. Commercial and Parallel Cinema
3. Web Series

### Essential/Recommended Readings:

1. <https://docuseek2.com/wp/documentary-genres/>
2. Lakshmi, C. S. Feminism and the Cinema of Realism (1986). *Economic and Political Weekly*. Vol XXI, No 3.
3. Kracauer, Siegfried (1960). *Theory of Films: The Redemption of Physical Reality*. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>

4. [https://www.academia.edu/29274541/Philosophy\\_and\\_Hindi\\_Cinema](https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema)
5. <https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>
6. Maheshkumar, D.R. A Study on Impact & Popularity of Web Series on Youth (2020). *International Journal of Creative Research Thoughts* 8(9), pp.1085-1093.

#### **Unit IV: Art, Morality and Culture**

**(9 Hours, 3 Weeks)**

1. What is Art and Morality?
2. What is Culture?

#### **Essential/ Recommended Readings:**

1. Tolstoy, Leo. What is Art? Translated from the Original MS, with an Introduction by Aylmer Maude Chapters 1 and 2
2. Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 13 and 18.
3. Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 7

**DEPARTMENT OF PHILOSOPHY**

**Semester VI**

**Category I**

**B A Hons**

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Philosophy of Religion DSC 16	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Philosophy of Language DSC 17	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Epistemology DSC 18	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Feminism DSE 10	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Indian Theories of Consciousness DSE 11	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Aesthetics DSE 12	4	3	1	Enrolment in BA (Hons.) Philosophy	None
Philosophy of Logic DSE 13	4	3	1	Enrolment in BA (Hons.) Philosophy	None

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Legal Philosophy GE 17	4	3	1	Any BA Hons	None
Feminist Film Theory GE 18	4	3	1	Any BA Hons	None
Care Ethics GE 19	4	3	1	Any BA Hons	None

## Category II

### BA (Prog.) with Philosophy as Major

<b>Course Title and Code</b>	<b>Credits</b>	<b>Lecture Credits</b>	<b>Tutorial Credits</b>	<b>Eligibility Criteria</b>	<b>Pre-Requisite (If any)</b>
Analytic Philosophy DSC 11	4	3	1	Enrolment in BA Major Philosophy	None
Philosophy of Religion DSC 12	4	3	1	Enrolment in BA Major Philosophy	None
Aesthetics DSE 3	4	3	1	Enrolment in BA (Major) Philosophy	None
Texts of Indian Philosophy DSE 4	4	3	1	Enrolment in BA (Major) Philosophy	None

### Common Pool of GE Courses for Category II (B A Major in Philosophy)

<b>Course Title</b>	<b>Credits</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Eligibility</b>	<b>Pre-Requisite</b>
---------------------	----------------	----------------	-----------------	--------------------	----------------------



and Code		Credits	Credits	Criteria	(If any)
Philosophy of Law GE 3	4	3	1	Any BA Major Enrolment	BA Major/Minor I-V Semester
Indian Ethics GE 4	4	3	1	Any BA Major Enrolment	BA Major/Minor I-V Semester

### Category III

#### BA (Prog.) with Philosophy as Minor

Course Title and Code	Credits	Lecture Credits	Tutorial Credits	Eligibility Criteria	Pre-Requisite (If any)
Analytic Philosophy DSC 6	4	3	1	Enrolment in BA (Minor) Philosophy	BA (Minor) I – V th Sem

### Category I

#### Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline (B.A. Honours in Philosophy in three years)

#### DISCIPLINE SPECIFIC CORE COURSE -16 (DSC-16) – Philosophy of Religion

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Religion DSC 16	4	3	1	None	Enrolment in BA (Hons.) Philosophy	BA Hons. Philosophy Ist to Vth Semester

Learning Objective

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

### Learning Outcomes

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion
- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

### Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Nature of Religion and its relation to Philosophy of Religion
2. Religious language.

### Essential/Recommended Readings

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs,1990.

Brody, Baruch A, *Readings in Philosophy of Religion*, Ed. Vol 1,New Jersey,PHI, 1974.

Nielson, Kai (2008). “The Problem of Religious Language”, In *Routledge Companion to Philosophy of Religion* Edited By Chad Meister, Paul Copan, Chapter 39

Ambedkar, B R. *The Philosophy of Hinduism*, Critical Quest, New Delhi, pg. 3-22. (“Towards a Philosophy of Religion”)

### Unit 2 Existence of God

(12 Hours, 4 Weeks)

1. a) Proofs for the existence of God: Ontological Argument (with reference to St. Anselm, Gaunilo's Criticism, Descartes version, Kant's and Bertrand Russell's critique)
  - b) Cosmological Argument (Thomas Aquinas' version).
  - c)Teleological Argument ( William Paley: Classic version, David Hume's critique)

### Essential/Recommended Readings

Baruch A Brody ed, *Reading in Philosophy of Religion*, New Jersey PHI Publication, 1974.

Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.

John H. Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

### **Unit 3 Challenges to Religion**

**(12 Hours, 4 Weeks)**

1. Religious Pluralism.
2. Science and Religion

### **Recommended Readings**

Hick, John (2008). “Religious Pluralism”, In *Routledge Companion to Philosophy of Religion Edited By Chad Meister, Paul Copan*, Chapter 10

Dawkins, R. “Science Discredits Religion” <http://www.stephenhicks.org/wp-content/uploads/2018/11/DawkinsR-Science-Discredits-Religion.pdf>

### **Unit 4: The tradition of religious experience**

**(12 Hours, 4 Weeks)**

1. Vedic and Upanishadic Tradition
2. Yoga, Tantra and Bhakti

### **Essential/Recommended Readings**

McDaniel, J. (2009), Religious Experience in Hindu Tradition. *Religion Compass*, 3: 99-115. <https://doi.org/10.1111/j.1749-8171.2008.00120.x>

### **Suggestive readings**

Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.

Hinnells, J.R. *The Routledge Companion to the Study of Religion*, Oxon. Routledge 2005.

Russell, Bertrand, *Why am I not a Christian*, Routledge, Indian edition, 2004.

Sinha, Jadunath, *Indian Philosophy (Vol-I & II)*, Delhi, MLBD, 2000.

Peterson, Haskor Reichenbach and Basinger, *Philosophy of Religion : Selected Readings*, OUP, 2001.

William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.

**DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17) – Philosophy of Language**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Language DSC 17	4	3	1	NIL	Enrolment in BA (Hons.) Philosophy	BA Hons. Philosophy 1st to Vth Semester

**Learning Objective**

- This course is an introduction to the philosophy of Language. Philosophy of Language concerns quite a large no. of topics including meaning, truth, content, reference, the syntax and semantics of various linguistic constructions, etc.
- The objective of this course is to focus on some central topics which have far reaching consequences in other topics of philosophy of language in particular and other areas of philosophy in general.
- On the one hand, students will be exposed to some of the central theories of meaning proposed by a couple of philosophers of Language from the West, and on the other hand, to the epistemology of language understanding from a perspective of an Indian school of thought.

**Learning Outcomes**

After completing this course students will

1. Develop an understanding of classical philosophical theories of meaning and reference.
2. Acquire the ability to provide reasons for and against various positions in the philosophical debates over language and semantics.
3. Develop a rational insight into the intrinsic relation between language, language users and the world.

**UNIT I: Theories of Meaning: Frege & Russell**

**(12 Hours, 4 Weeks)**

1. Sinn und Bedeutung

2. Denotation
3. Descriptions and Names

**Essential/Recommended Reading:**

Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and trans.), Oxford, Blackwell, 3<sup>rd</sup> edition, 1980, pp. 1-11.

Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

**UNIT II: Critique of the Theories of Meaning: Strawson (9 Hours, 3 weeks)**

1. Use
2. Presupposition and Entailment
3. Sentence, Statement, Utterance

**Essential/Recommended Readings**

Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.

**UNIT III: Language and the World: Indian Perspective (12 Hours, 4 Weeks)**

1. Word and the world
2. The relation of language to reality

**Essential/Recommended Readings:**

Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990, pp. 3-7; 18-30, (Introduction, Words and their Meanings)

**UNIT IV: Nature and causes of Word generated Knowledge (12 Hours, 4 Weeks)**

1. Nyaya Philosophy of Language

**Essential/Recommended Readings:**

*NyayasiddhantaMuktavali*, Shabdakhandam, Karikavalli, Verse 81, 83, 84abc, 84cd (Sanskrit Text along with English Translation in John Vattanky SJ, *Nyaya Philosophy of Language*, [Sri Satguru Publications, Delhi, 1995] pp.113-115; 118-132; 458; 479-80; 496-97.

**Suggestive Readings:**

- Lycan, W. *Philosophy of Language: A Contemporary Introduction*, New York: Routledge, 2008.

- Jerrold, K. J. "The Philosophical Relevance of Linguistic theory" in *The Philosophy of Language*, (ed.) Searle, Oxford University Press, 1971.
- Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010.
- Morris, Michael. *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge, 2007.
- Donnellan, K., "References and Definite Descriptions" ,*The Philosophical Review*, vol.-75,1966, pp. 281-304.
- Jha, V. N. *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13, 1992.
- Kunjuni Raja, K. *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Shastri, D. N. *Critique of Indian Realism*, Agra: Agra University, 1964.
- Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990.
- Matilal, B. K. *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi, 1996.
- *Nyaya Siddhanta Mukta Vali of Visvanatha*, English Translation: *Nyaya Philosophy of Language*, Tr. by John Vattanky , S. J. , Sri Satguru Publications, Delhi, 1995.

### DISCIPLINE SPECIFIC CORE COURSE – 18 (DSC-18): Epistemology

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Epistemology DSC 18	4	3	1	NIL	Enrolment in BA (Hons.) Philosophy	BA Hons. Philosophy 1st to Vth Semester

#### Learning Objectives

- We all want knowledge, but do we know what knowledge is? This is a course in epistemology: the theory of knowledge which aims to acquaint students with the various aspects of knowledge and to instruct them on the biggest challenge it faces viz. skepticism.
- The course will cover various theories of knowledge and what definitions of knowledge have been offered.

- The course will acquaint students with whether knowledge is even possible and how to handle objections from skepticism.

### **Learning Outcomes**

The learning outcomes aimed at are the following:

- The students will learn about the concerns that surround the notion of knowledge
- The students will appreciate the problems surrounding the definition of knowledge
- The students will be able to analyse and critically think about the sources of knowledge
- The student will understand the power of radical skepticism and how to respond in a measured and responsible way

### **UNIT 1: KNOWLEDGE AND ITS DEFINITION**

**(9 Hours, 3 Weeks)**

1. Types of knowledge
2. Truth and Belief
3. Knowing Versus Merely Getting It Right
4. The Problem of the Criterion
5. Gettier Cases
6. Responding to Gettier Cases

#### **Essential/Recommended Readings:**

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 1 and 3 (Part I) Title of Chapter 1: Some Preliminaries, pp.3 - 9

Topic 5, Gettier, Edmund. Is Justified True Belief Knowledge?, Analysis 23 (6), pp. 121-123. 1963.

Topics 4 – 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 3 (Part I) Title of Chapter 3: Defining Knowledge pp. 19 - 29

### **UNIT 2: KNOWLEDGE AND JUSTIFICATION**

**(12 Hours, 4 Weeks)**

1. The nature of Justification
2. Infinitism
3. Coherentism
4. Foundationalism

#### **Essential/Recommended Reading:**

Topics 1 – 4, Pritchard, Duncan. What is this thing called knowledge?, Fourth Edition. RKP, 2018, Chapter 4 (Part I) Title of Chapter: The Structure of Knowledge, pp. 30 - 40

### **UNIT 3: SOURCES OF KNOWLEDGE**

**(12 Hours, 4 Weeks)**

1. The Problem of Perceptual Knowledge
2. Indirect and Direct Realism
3. Idealism
4. A Priori and Empirical Knowledge and Their Interdependence
5. Introspective Knowledge
6. Deduction
7. Induction
8. Abduction

#### **Recommended Readings:**

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 7 (Part II) Title of the Chapter: Perception, pp. 67 - 76  
 Topics 4 – 8, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 9 (Part II) Title of the Chapter: A Priority and Inference, pp. 88 - 97

**UNIT 4: SCEPTICISM**

**(12 Hours, 4 Weeks)**

1. How do we have knowledge about other minds
2. Strategies and arguments regarding knowledge of other minds
3. Perceiving someone else's mind
4. Radical Scepticism and Closure
5. Mooreanism
6. Contextualism

**Recommended Readings:**

Topics 1 - 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 18 (Part V) Title of Chapter: Scepticism about Other Minds, pp. 193 - 200  
 Topics 4 - 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 19 (Part V) Title of Chapter: Radical Scepticism, pp. 201 - 213

**Suggestive Readings**

- Gettier, Edmund. Is Justified True Belief Knowledge? Analysis 23 (6), 121-123. 1963.
- Sosa, Ernest. Epistemology. Princeton University Press, 2017.
- Steup, Matthias & Ernest Sosa, ed. Contemporary Debates in Epistemology. Wiley Blackwell, 2005.
- Dancy, Jonathan, Ernest Sosa and Matthias Steup, ed. A Companion to Epistemology, Second Edition. Blackwell, 2010.
- Chisholm, R.M. Theory of Knowledge. U.S: Prentice Hall, 1966.
- Hamlyn, D. Theory of Knowledge. London: Macmillan, 1970.
- Lehrer, K. Knowledge. Oxford: Clarendon Press, 1974.

**DISCIPLINE SPECIFIC ELECTIVE - (DSE-10) – Feminism**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Feminism DSE 10	4	3	1	Nil	Enrolment in BA (Hons.)	None



## Philosophy

### Learning Objectives

- A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a wholistic approach towards education.
- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

### Learning Outcomes

- Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices.
- Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

### Unit I Patriarchy and the Origin of Feminism

(12 Hours, 4 Weeks)

1. Origins of Feminism
2. Patriarchy

Lerner, Greda. "Introduction" and "The Creation of Patriarchy". In *The Creation of Patriarchy* by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

### Unit II Epistemology

(9 Hours, 3 Weeks)

1. Feminist Epistemology
2. Critique of Philosophy

Anderson, Elizabeth. "Feminist Epistemology: An Interpretation and a Defence", *Hypatia* 10, no.3(1995):50-84.

Gatens, Moira. "The Feminist Critique of Philosophy." In *Feminism and Philosophy: Perspective on Difference and Equality* by Moira Gatens, 85-99. UK: Polity Press, 1991.

### Unit III Body and Gender

(12 Hours, 4 Weeks)

1. Gender Trouble

## 2. Sulabha and Janaka

Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and sensibility: gender enquiry, 1780-1945* edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.

Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

### **Unit IV Women, Society and Environment**

**(12 Hours, 4 Weeks)**

1. The Question of Vedic Dasis
2. Islamis Perspective on Feminism
3. Ecofeminism

Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History* edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.

Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

### Suggestive Readings

- \*Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.
- \*Hooks, Bell. "Feminism: A Movement to End Sexist Oppression". In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.
- \*Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.
- \*Mies, Maria and Vandana Shiva. *Eco-Feminism*. Jaipur: Rawat Publications, 1993.
- \*Padia, Chandrakala, ed. *Feminism, Tradition and Modernity*. Shimla: IIAS, 2002.

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Theories of Consciousness DSE 11	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

### Learning Objectives

- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (*Atman/Brahman*), *paravidyaandaparavidya*, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..

### Learning outcomes

- Students will have knowledge of the Indian Theories of Consciousness given in *Mandukyopanishad, Bhagavadgita, Buddhism, Charvaka, Nyaya and Advaita Vedanta*.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills.
- This paper helps to enhance students' ratiocinatively abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

### UNIT-I Introduction weeks)

(12 Hours, 4

1. Consciousness in Mandukya Upanishad
2. Consciousness in Bhagavad Gita

### Essential/Recommended Readings

Mandukyopanishad., Tr. and Annotated by Swami Nikhilananda, Advaita Ashram, Calcutta, 2000, PP. 7-85.

Bhagavadgītā: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zahner, Oxford University Press, New York, 1973.

**UNIT-II Problems of Consciousness  
Weeks)**

**(9 Hours, 3**

Essential/Recommended Readings

1. King Milinda's Questions

The Questions of King Milinda, Book II, Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi, 1965, pp 40-99.

**UNIT-III Nyaya theory of Consciousness  
Weeks)**

**(12 Hours, 4**

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātmavāda (Śarīrātmavādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

**UNIT-IV Advaita Vedanta on Consciousness  
Weeks)**

**(12 Hours, 4**

1. Sankara's introduction to the Brahmasutra

Sankara's introduction to the Brahmasutra called *Upodghata*, pp.1-4, Brahmasutrasamkarabhashya (edited by Vasudeva Sharma) Published by Tukaram Javaji, Nimaya Sagara, Bombay.

**Suggestive Readings**

- Hume, R.E. Thirteen Principal Upaniṣads. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. The Principal Upaniṣads. London: George Allen & Unwin, 1974.
- Swami, Gambhirananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta : Advaita Ashram, 2003, pp 1-16.
- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge, 2000.
- Stcherbatsky, Theodore. The Soul Theory of Buddhists, 1 st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, Cit Consciousness. OUP.: New Delhi 2003.

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-12) – Aesthetics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Aesthetics DSE 12	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

#### Course Objective

- This course is about how to think about art.
- The experience of art is common but its analysis is rare. This course will inculcate an analytical and critical look at art
- The course is aimed to make students understand various philosophical traditions and approaches to contextualise the nature, meaning and definition of art, craft, beauty, creativity and aesthetic experience. The course also includes an eclectic collection of textual references.

#### Learning Outcomes:

- The students will appreciate the nature of art better by taking this course
- The students will understand art from various dimensions and
- The student will come to analyse art from spiritual, sublime, and disinterested perspectives
- The student will also be acquainted with Indian theory of art
- The student will have a richer comprehension of art

**Unit-1:An Introduction to the Nature and Meaning of Aesthetics (9 Hours, 3 Weeks)**

1. Art and Craft, Comparison of Art Forms
2. Philosophy of Art, Beauty, Creativity and Imagination

**Essential/Recommended Readings:**

Gupta, S. Art, Beauty and Creativity, (Delhi: D.K Printers, 1999) Chapters I,3,4,5,7,8 and 9  
Jhanji, R. The Sensuous in Art: Reflections on Indian Aesthetics. (Indian Institute of Advanced Study:Shimla, 1989). Chapter-1

**Unit-2Axiological Aspect (12 Hours, 4 Weeks)**

1. What is Art
2. Art and Morality: Comparison and Contrast
3. Marcuse on Aesthetics

**Essential/Recommended Readings**

Hiriyanna, M. 'Art and Morality' in Art Experience, (Indira Gandhi National Centre for the Arts: Manohar, Revised edition: 1997)

Sartre, Jean Paul, 'The Work of Art' in Aesthetics, Harold Osborne, (London: Oxford University Press, 1972).

Marcuse, H. The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics. Kindle Edition.

**Unit 3 Rasa theory and art (12 Hours, 4 Weeks)**

1. Rasa in comparison with Spiritual bliss
2. Art as a Spiritual Activity

**Essential/Recommended Readings:**

Hiriyanna, M. Art Experience,( Indira Gandhi National Centre for the Arts, Manohar: Delhi, This edition: 1997). Chapters 1 and 5.

Coomaraswamy, A. The Transformation of Nature in Art,(Sterling Publishers, 1995) Chapter-1 (p.1-39)

Tagore, R. *Sadhana* in Tagore Omnibus, Volume IV. Rupa Publications Pvt Ltd.

**Unit-4 Art and Aesthetic Attitude (12 Hours, 4 Weeks)**

1. Idea of Art
2. Kant's Disinterestedness

## Essential/Recommended Readings:

Daniels, Paul, Kant on the Beautiful: The Interest is Disinterestedness, (Colloquy, 16, 2008, p. 198-209) URL: [https://www.monash.edu/\\_data/assets/pdf\\_file/0006/1762206/daniels.pdf](https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf)

Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne(London: Oxford University Press,1972).

'Disinterestedness and Desire in Kant's Aesthetics' in The Journal of Aesthetics and Art Criticism, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460

Link for this:

<https://static1.squarespace.com/static/58d6b5ff86e6c087a92f8f89/t/593b6f7017bffc1f7c58cbdf/1497067378006/Desinterstedness+and+Desire+in+>

## Suggestive Readings

- Gupta, S. Art, Beauty and Creativity, (Delhi: D.K Printers, 1999) Chapters I,3,4,5,7,8 and 9
- Jhanji, R. The Sensuous in Art: Reflections on Indian Aesthetics. (Indian Institute of Advanced Study: Shimla, 1989). Chapter-1
- Daniels, Paul, Kant on the Beautiful: The Interest is Disinterestedness, (Colloquy, 16, 2008, p. 198-209) URL: [https://www.monash.edu/\\_data/assets/pdf\\_file/0006/1762206/daniels.pdf](https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf)
- Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne (London: Oxford University Press,1972).
- 'Disinterestedness and Desire in Kant's Aesthetics' in The Journal of Aesthetics and Art Criticism, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460
- Hiriyanna, M. Art Experience,( Indira Gandhi National Centre for the Arts, Manohar: Delhi,This edition: 1997). Chapters 1 and 5.
- Coomaraswamy, A.The Transformation of Nature in Art,(Sterling Publishers, 1995) Chapter- 1 (p.1-39)
- Tagore, R. *Sadhana* in Tagore Omnibus, Volume IV. Rupa Publications Pvt Ltd.
- Sartre, Jean Paul, 'The Work of Art' in Aesthetics, Harold Osborne, (London: OxfordUniversity Press, 1972).
- Marcuse, H. The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics. Kindle Edition.
- Barlingey, S.S. A Modern Introduction to Indian Aesthetic Theory. DK Printworld: Delhi. 2016 edition). Chapters 1,4, 5 and 6.
- Ray, N.R. An Approach to Indian Art, (Publications Bureau :Panjab University). Chapters1-4.
- Graham, G. PHILOSOPHY OF THE ARTS: An introduction to aesthetics. Third Edition (Routledge 2005).

## CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Logic DSE 13	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

### Learning Objectives

- This course is essentially about the nature of logic
- This course is designed to apprise students of the diversity of point of views on the problematic and debatable logical issues.
- The selection of issues is done keeping in mind the topics that the student is already familiar with. Introductory courses on Logic include syllogism, the laws of thought and symbolic logic.
- Hence this course includes theoretical discussions of issues in these areas of deductive logic.

### Learning Outcomes

- Students will understand the debates around the nature of logic
- Students will develop the critical ability to engage with abstract concepts in logic
- Students will appreciate the problems and beauty of the basics of logic
- Students will realize that what seems trivial is actually profound and can be subject to change

### UNIT 1 Nature of Logic Weeks)

**(12 Hours, 4**

1. The Formal Laws of Thought: Immanuel Kant
2. Logic as the Essence of Philosophy: Bertrand Russell

### Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 38-42.  
I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 78-92



## UNIT 2 The Syllogism

(9 Hours, 12 Weeks)

1. What the Tortoise said to Achilles: Lewis Carroll
2. Aristotle's Logic: Bertrand Russell

### Essential/Recommended Readings

Carroll, L. (1895), "What the Tortoise Said to Achilles", *Mind* N.S. 4, 278–280 Also reprinted in I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 122–124.

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 125-130.

## UNIT 3 Laws of Thought

(12 Hours, 4 Weeks)

1. Proving the Laws of Thought by Aristotle
2. A Defense of the Law of Excluded Middle by Bertrand Russell

### Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 133-144.

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 117-186

## UNIT 4 Symbolic Logic

(12 Hours, 4 Weeks)

1. Mathematics and Logic by Bertrand Russell

### Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 216-223

### Suggestive Readings

- Barnes, Jonathan, 1981. "Proof and the Syllogism", 17–59 in Berti 1981.
- Boolos, G., 1998, *Logic, Logic, and Logic*, Cambridge: Harvard University Press.
- Freeman, J. B. 1988 *Thinking Logically*, Englewood Cliffs, NJ: Prentice Hall.
- Gabbay, Dov M., and John Woods (eds.), 2009, *Handbook of the History of Logic: Volume 5 — Logic From Russell to Church*, Amsterdam: Elsevier/North Holland.
- Galaugher, Jolen, 2013, *Russell's Philosophy of Logical Analysis*, London: Palgrave Macmillan.
- Hintikka, Jaakko, 2009, "Logicism", in A.D. Irvine (ed.), *Philosophy of Mathematics*, Amsterdam: Elsevier/North Holland, 271–290.
- Lear, Jonathan, 1980. *Aristotle and Logical Theory*, Cambridge University Press.
- Patzig, Günther, 1969. *Aristotle's Theory of the Syllogism*, Jonathan Barnes (trans.), Dordrecht: D. Reidel.

- Scriven, M. 1976 Reasoning, New York, NY: McGraw-Hill

## Category II

### BA (Prog.) with Philosophy as Major

(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)

**DISCIPLINE SPECIFIC CORE COURSE (DSC-11): Analytic Philosophy**

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite of the course
---------------------	---------	-----------------------------------	----------------------	-----------------------------

		Lecture	Tutorial	Practical/ Practice	(if any)	
<b>Analytic Philosophy DSC 11</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>NIL</b>	<b>Enrolment in BA Major Philosophy</b>	<b>BA (Major/Minor) 1<sup>st</sup> to Vth Semester</b>

### Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

### Learning Outcomes

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

### Unit 1 Metaphysics

(12 Hours, 4 Weeks)

1. Fundamental Problems
2. Appearance and Reality
3. The Reality of Matter

### Essential/Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1, 2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

### Unit 2 Epistemology

(12 Hours, 4 Weeks)

1. Proof of an external world
2. Knowledge by Acquaintance
3. Knowledge by Description

### Essential/Recommended Reading

- 1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
- 2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

### **Unit 3 Philosophy of Mind**

**(12 Hours, 4 Weeks)**

1. Can a computer think?
2. Subjective experience

### **Essential/Recommended Readings**

- 1) Can Computers Think? - John R. Searle, *Analytic Philosophy: An Anthology*, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27
- 2) What is it Like to be a Bat? - Thomas Nagel, *Analytic Philosophy: An Anthology*, Part IV, Chapter 25

### **Unit 4 Philosophy of Language**

**(9 Hours, 3 Weeks)**

1. Logical Analysis
2. Elimination of Metaphysics

### **Essential/Recommended Reading**

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap) [www.ditext.com/carnap/elimination.html](http://www.ditext.com/carnap/elimination.html)

### **Suggestive Readings**

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. *Bertrand Russell*. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

**DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-12): Philosophy of Religion**

**Credit distribution, Eligibility and Prerequisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Philosophy of Religion DSC 12	4	3	1	NIL	Enrolment in BA Major Philosophy	BA (Major/Minor) 1 <sup>st</sup> to Vth Semester

**Learning Objective**

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

**Learning Outcomes**

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion
- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

**UNIT 1 Philosophy of Religion: Indian and Western (9 Hours, 3 Weeks)**

1. Nature of Religion and its relation to Philosophy of Religion
2. Metaphysical attributes of God
3. Indian Philosophy of Religion

**Essential/Recommended Readings**

Meister, Chad, *Philosophy of Religion Reader*, Routledge New York, 2008

Brody, Baruch A, *Readings in Philosophy of Religion*, Ed. Vol 1, New Jersey, PHI, 1974.

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 1-13 (“Introduction”)

## **UNIT 2 Evil and Belief**

**(12 Hours, 4 Weeks)**

1. Problem of Evil
2. "The Ethics of Belief" - W.K.Clifford

### **Essential/Recommended Readings**

Meister, Chad, *Philosophy of Religion*, Reader, Routledge, New York, 2008.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

McCloskeQuinn, P.L. and Taliaferro, C. ed., *A Companion to Philosophy of Religion*, UK, Blackwell Publishers, 1997.

McCloskey, H.J. *God and Evil*, Philosophical Quarterly, Vol.10, 1960.

## **Unit 3 Faith and Reason**

**(12 Hours, 4 Weeks)**

1. Faith
2. Reason
3. Revelation

### **Essential/Recommended Readings**

McCloskeQuinn, P.L. and Taliaferro, C. ed., *A Companion to Philosophy of Religion*, UK, Blackwell Publishers, 1997.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

## **UNIT 4 Concepts of Religious Pluralism and Liberation**

**(12 Hours, 4 Weeks)**

1. Religious Pluralism
2. Concept of liberation: Nirvana {Buddhism} ,Moksha ( Advaita Vedanta)

### **Essential/Recommended Readings**

Dasgupta, S.N., *History of Indian Philosophy*, Vol.1, London, Cambridge University Press, 1922.

M.Hiriyanna, *Outlines of Indian Philosophy*, London, George Allen and Unwin Ltd. Publishers, 1932.

T.R.V.Murti, *The Central Philosophy of Buddhism: A Study of the Madhyamika System*, London, George Allen and Unwin Ltd. Publishers, 1955.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

## Suggestive readings

- Hinnells, J.R. *The Routledge Companion to the Study of Religion*, Oxon. Routledge, 2005.
- Quinn Philip L, and Talliaferro Charles, *A Companion To Philosophy Of Religion*, Blackwell Publishers, 1997.
- Sinha, Jadunath, *Indian Philosophy* (Vol-I & II), Delhi, MLBD, 2000.
- Peterson, Haskor Reichenbeah and Basinger, *Philosophy of Religion : Selected Readings*, OUP, 2001.
- William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.
- Stump and Murray, ed. *Philosophy of Religion : The Big Questions*, Blackwell Publications, 1999
- Verma V. P., *धर्मदर्शनकीमूलसमस्याएँ: The Fundamental Problems of the Philosophy of Religion*, Hindi Madhyam, Karyanvaya Nideshalaya, 2012.

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-3) – Aesthetics

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Aesthetics DSE 3	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

## Learning Objective

- Experiencing art is common, but coming to understand it is not. This course aims at bringing students the critical ability to understand art
- This course will bring both western and Indian perspectives on art to the fore, with more emphasis on the Indian perspective.
- This course will make students appreciate art in different artistic forms

### **Learning Outcomes**

- Upon completing this course, students will learn to appreciate artistic forms better
- The students will come to express in language what they only felt before as an experience
- The students will be able to critically analyze art forms
- The student will be equipped to pursue a career in art criticism and aesthetics

### **Unit 1 Nature and Meaning of Aesthetics**

**(9 Hours, 3 Weeks)**

1. Introduction to Aesthetics
2. Philosophy of Art and Beauty.

#### **Essential/Recommended Readings:**

Saxena, S K, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995). Chapter on 'Langer'

Shyamala Gupta, Art, Beauty and Creativity, (DK Print world: New Delhi,1999). Chapters 1,4,7,8,9.

### **Unit 2 Identity of a Work of Art**

**(12 Hours, 4 Weeks)**

1. The Idea of Art
2. Form of Feeling

#### **Essential/Recommended Readings:**

Paul Valery, 'The Idea of Art' in Aesthetics by Harold Osborne (London: Oxford University Press,1972).

Form of Feeling: The Aesthetic Theory of Susanne K Langer by Sam Reese in Music

Educators Journal, Vol. 63, No. 8 (Apr., 1977), pp. 44-49 Online Source:  
<https://www.jstor.org/stable/3395285>

### **Unit 3 Aesthetic Delight, Rasa and Disinterestedness**

**(12 Hours, 4 Weeks)**

1. Concept of Rasa and Aesthetic Delight with reference to Indian context.



## 2. Kant on the Beautiful: The Interest in Disinterestedness

Essential/Recommended Readings:

Hiriyanna, M. *Art Experience*, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, 1997). Chapter-1&5

Daniels, Paul, *Kant on the Beautiful: The Interest in Disinterestedness*, (Colloquy, 16, 2008, p. 198-209) URL: [https://www.monash.edu/\\_data/assets/pdf\\_file/0006/1762206/daniels.pdf](https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf)

### Unit 4 Art, Religion, and Spirituality: Indian View

(12 Hours, 4 Weeks)

1. Ananda Coomaraswamy
2. Sri Aurobindo
3. Rabindranath Tagore.

Essential/Recommended Readings:

Coomaraswamy, A. K. *The Transformation of Nature in Art*, (Sterling Publishers, 1995) Chapter-1(p.1-39)

Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor.

Tagore, R. "Sadhana" in *Tagore Omnibus*, Volume IV. Rupa Publications Pvt Ltd.

## DISCIPLINE SPECIFIC ELECTIVE - (DSE-4) – Texts of Indian Philosophy

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Texts of Indian Philosophy DSE 4	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

### Learning Objectives

- This course will introduce students to Indian knowledge systems and values. Stress will be laid in making the student understand notions like *Rta, Satya and dharma*
- This course will make students aware of their intellectual heritage
- This course will give the necessary instruction so that a student can go and further research in Indian thought and culture

### **Learning Outcomes**

- The students will learn about an aspect of Indian intellectual and cultural heritage
- The students will understand the richness of Indian intellectual heritage and will have a better idea of the basis of Indian thought and culture
- The student will learn to analyze the ancient Indian texts from a scholarly angle and will appreciate their meanings in a better and informed way

### **UNIT 1 Vedic Values**

**(12 Hours, 4 Weeks)**

1. Prithvi Sutaka ( Rg Veda) hymns 47 to 60
2. The concept of *Rta, Satya and dharma*.

#### **Essential/Recommended Readings:**

1. Pannikar,R. (2001), *The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations.*Motilal Banarsidass Publishers,pp.120-122; 126-129
2. Wezler, A., ‘Dharma in the Veda and Dharmasastras’, *DHARMA*(ed. Patrick Olivelle), MLBD, 2009, pg.207 – 231.

### **UNIT 2. Basic Characteristics of Upaniṣad**

**(12 Hours, 4 Weeks)**

1. What are the Upaniṣads and what do they mean
2. Characteristics of the Upaniṣads

#### **Essential/Recommended Readings**

Swami Krishnananda, *Lessons on the Upanishads* , The Divine Life Society, pp.06-59.  
[www.swami-krishnananda.org](http://www.swami-krishnananda.org)  
 Radhakrishnan, S. (1951) *The Principal Upaniṣad*, Harper Collins, pp 15-26.

### **UNIT 3 Kena Upaniṣad**

**(9 Hours, 3 Weeks)**

1. Poetry
2. Interpretation

#### **Essential/Recommended Readings**

Chapter 1 and 2 (poetry) of Kena Upaniṣad

## UNIT 4. KenaUpaniṣad

(12 Hours, 4 Weeks)

1. Prose
2. Interpretation

### Recommended Readings

Chapter 3 and 4 (Prose) of KenaUpaniṣad

### Suggestive Readings

- Kane, P.V. (1973). History of Dharmasāstra, Vol.III, 2<sup>nd</sup> ed. Poona: Bhandarkar Oriental Research Institute.
- Radhakrishnan, S. (1951) The Principal Upaniṣad, Harper Collins, pp579-592.
- Raju, P.T. Structural Depths of Indian Philosophy, pp.25-40.

## Category III

### BA (Prog.) with Philosophy as Minor

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Contemporary Indian Philosophy

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 6	4	3	1	NIL	Enrolment in BA (Minor) Philosophy	BA (Minor) I – V th Sem

### Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

## **Learning Outcomes**

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

### **Unit 1 Metaphysics**

**(12 Hours, 4 Weeks)**

4. Fundamental Problems
5. Appearance and Reality
6. The Reality of Matter

### **Essential/Recommended Reading**

1) The Problems of Philosophy - Bertrand Russell (Chapters 1, 2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

### **Unit 2 Epistemology**

**(12 Hours, 4 Weeks)**

4. Proof of an external world
5. Knowledge by Acquaintance
6. Knowledge by Description

### **Essential/Recommended Reading**

1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993  
2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

### **Unit 3 Philosophy of Mind**

**(12 Hours, 4 Weeks)**

3. Can a computer think?
4. Subjective experience

### **Essential/Recommended Readings**

1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27  
2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

## Unit 4 Philosophy of Language

(9 Hours, 3 Weeks)

3. Logical Analysis
4. Elimination of Metaphysics

### Essential/Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap) [www.ditext.com/carnap/elimination.html](http://www.ditext.com/carnap/elimination.html)

### Suggestive Readings

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. Bertrand Russell. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES**

**GENERIC ELECTIVES (GE-17): Legal Philosophy**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Legal Philosophy GE 17	4	3	1	NII	Any BA Hons	None

## Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?” will be explored with a view to enhance student sensitivity and understanding of a legal issue.

## Learning Outcomes

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

## UNIT 1 Law: Concept, Meaning and Definition (12 Hours, 4 Weeks)

3. Traditional Natural Law Theory – Thomas Aquinas
4. Legal Positivism – Austin
5. Law as System of Rules – Hart
6. Law as Integrity – Dworkin

Essential/Recommended Reading:

Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58 (Topic 1-4)

## **UNIT 2 Scope of Legal Obligation**

**(12 Hours, 4 Weeks)**

4. The Ambit of Legal Obligation
5. Freedom of Speech

Essential/Recommended Readings:

Fuller, Lon; The Case of the Speluncean Explorers, Harvard Law Review, Vol. 62, No. 4, February 1949, pp 616-645

van Mill, David; Freedom of Speech, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), Metaphysics Research Lab, Stanford University, 2021, URL = <<https://plato.stanford.edu/archives/spr2021/entries/freedom-speech/>>

## **UNIT 3 Legal Issues and India**

**(9 Hours, 3 Weeks)**

3. Basic Structure of the Constitution
4. Impact of Judicial Decisions

Essential/Recommended Readings:

Abridged Judgement of KesavanandBharati Vs. State of Kerala; AIR 1973 SC 1461

Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, Journal of the Indian Law Institute, Vol. 24, No. 4 (October-December 1982), pp. 848-862

## **UNIT 4 Fundamentals of Law**

**(12 Hours, 4 Weeks)**

4. Jury System vs. Judge System
5. Crime and Punishment

Essential/Recommended Readings:

Brooks, Thom; The Right to Trial by Jury, Wiley, Journal of Applied Philosophy, Vol. 21, No. 2, 2004, pp. 197-212

Tebbit, Mark; *Philosophy of Law: An Introduction*, (3<sup>rd</sup> Edition), Routledge 2017, pp 242-253

## Suggestive Readings

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

### GENERIC ELECTIVES (GE-18): Feminist Film Theory

#### Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Feminist Film Theory GE 18	4	3	1	Nil	Any BA Hons	None

#### Learning Objective

- This paper examines how the mainstream cinema has been affected by the patriarchal mindset of our society at large, and



- The course deals with the concept of spectatorship in cinema and how this spectatorship could/should be shifted from being focused on the male audience to catering to a female audience.
- The methods of psycho-analysis, post-feminism, etc. will be taught in this course

### **Learning Outcomes**

- The course anticipates enabling students to understand the link between reality and cinema,
- The course will make students appreciate how the representation of women in the latter has been influenced by the patriarchal structure of the society.
- Through discussions on topics like the male gaze and spectatorship, the course will also equip the students to widen their horizons in terms of thinking about the way our sexuality is placed in variety of contexts.

### **UNIT 1 – Women in Indian Cinema**

**(12 Hours, 3 Weeks)**

1. The representation of Women
2. Illusion and Reality in Women's Representation

### **Essential/Recommended Readings**

Women in Indian Cinema, Butalia, Urvashi. (1984). *Feminist Review*, No. 17, Many Voices, One Chant: Black Feminist Perspectives. Pp. 108-110.

Retrieved from: <https://www.scribd.com/document/522622330/women-in-indian-cinema>

Gender Equality: An Illusion in Indian Cinema a Study on Women in Indian Film Industry by Shalini Shaji (2017) in *Social Sciences International Research Journal*, Vol. 3, Issue. 2. Pp. 5-7.

### **UNIT 2 – Pleasure and Male Gaze**

**(12 Hours, 3 Weeks)**

1. Visual Pleasure
2. Narrative Cinema

### **Essential/Recommended Readings**

Mulvey, Laura. (1975). *Visual Pleasure and Narrative Cinema* (pp. 14-16). London: Macmillan.

Mulvey, Laura. (1981). Afterthoughts on "Visual Pleasure and Narrative Cinema", inspired by 'King Vidor's *Duel in the Sun*' (pp. 29-37). London: Macmillan.

Kaplan, E. A. (1983). *Women and film: Both Sides of the Camera* (pp. 35-47). New York and London: Methuen.

**UNIT 3 – Women, Nation, and Bollywood****(12 Hours, 3 Weeks)****1. Film and the Nation and Women**

Singh, Indubala. *Gender Relations and Cultural Ideology in Indian Cinema: A Study of Select Adaptations of Literary Texts*(Chapter-2). Deep and Deep Publications, 2007.

**UNIT 4 –Oppositional Gaze****(9 Hours, 3 Weeks)**

## 1. Black Female Spectators

## Essential/Recommended Readings

Hooks, Bell. “The Oppositional Gaze: Black Female Spectators”. In *Black Looks: Race and Representation*. Boston: South End Press, 1992.

**GENERIC ELECTIVES (GE-19): Care Ethics****Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Care Ethics GE 19	4	3	1	NII	Any BA Hons	None

**Learning Objective**

- The course will examine the foundation of ethics as it applies in ethical decision making in various fields of humanistic inter-personal relationships and thereby covers a broad range of topics like mothering/parental care, fields of health care and education.
- Often perceived as a niche area of ethics or soft ethics covering Feminist morality, the paper will stress on the fact that this is a dynamic ethical approach and is equally applicable to field of justice and jurisprudence, and deontological ethics.
- The course will draw upon contemporary readings to familiarize the students about the topic of care ethics.

**Learning Outcome**

- This course will make students understand the working in the fields of medicine, teaching, law and policy making institutions from the perspective of care ethics
- It will facilitate a reasonable and an empathetic perspective among students.
- Students will be able to critically analyse other notions of care from the angle of care ethics

### **Unit 1 Care Ethics: Introduction**

**(12 Hours, 4 Weeks)**

1. Meaning and Nature of Care Ethics
2. Care ethics and its unique methodology (its difference from three traditional theories)

#### **Essential/Recommended Readings**

Gilligan, Carol. In *A Different Voice: Psychological Theory and Women's Development* New York University : 1982.(P.24-39)**Otherwise, this is a seminal work on Care Ethics**  
 Link: [file:///C:/Users/HP/Downlods/In\\_A\\_Different\\_Voice\\_Psychological\\_Theory\\_and\\_Wo me.pdf](file:///C:/Users/HP/Downlods/In_A_Different_Voice_Psychological_Theory_and_Wo me.pdf) ,<https://www.researchgate.net/publication/275714106>  
 Slote, Michael. *THE ETHICS OF CARE AND EMPATHY*. Routledge,2007. P.11-41 (Chapters 1 and 2)  
<https://www.lettere.uniroma1.it/sites/default/files/263/Slote%2C%20The%20Ethics%20of%20Care%20and%20Empathy.pdf>  
 Milton Mayeroff. *On Caring* (edited) by Ruth Nanda Anshen. (Harper and Row,1971). Parts II-IV. p.9-37.

### **Unit 2: Care, Gender and Inter-personal Relationships**

**(9 Hours, 3 Weeks)**

1. Care Ethics and Feminist Morality
2. Virtues of compassion and respect in inter-personal relationships

#### **Essential/Recommended Readings**

Held, Virginia. 'Feminism and Moral Theory' in *Bioethics: An Introduction to the History, Methods. And Practice*(ed) Nancy, S. Jecker et al. (Jones and Bartlet Publishers, 2010). P. 158-163  
 Slote, Michael. *THE ETHICS OF CARE AND EMPATHY*. Routledge,2007. P.10-21(Chapter-3, p.42-54)

### **Unit 3: Ethics of Care in Education and Health**

**(12 Hours, 4 Weeks)**

1. Care Ethics and Education
2. Care ethics and the field of Health Care

#### **Essential/Recommended Readings:**

Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of CA Press, 1982.

Sherwin, Susan. "Feminist and Medical Ethics: Two Different Approaches to Contextual Ethics" in *Bioethics: An Introduction to the History, Methods. And Practice*(ed) Nancy S, Jecker et al. (Jones and Bartlet Publishers, 2010). P.183-188.

### **Unit 4: Care Ethics and the Just World-view**

**(12 Hours, 4 Weeks)**

## 1. Care Ethics as an inclusive and fair ethics

### **Essential/Recommended Readings**

Virginia The Ethics of Care: Personal, Political, and Global (OXFORD UNIVERSITY PRESS:2006). P.76-106 and 154-169

Available as a download on

<https://voidnetwork.gr/wp-content/uploads/2016/10/The-Ethics-of-Care-Personal-Political-and-Global-by-Virginia-Held.pdf>

Maureen Sander-Staudt. Care Ethics in <https://iep.utm.edu/care-ethics/> Sections 7-9

### **Suggestive Readings**

- Ruddick, Sara. Maternal Thinking: Toward a Politics of Peace. New York, NY: Ballentine Books, 1989.
- Tronto, Joan. Moral Boundaries: A Political Argument for an Ethic of Care. New York, NY: Routledge, 1994.
- Navneet, Rekha. “Abstract Universality and Ethics of Duty Vs Limited Universality and Ethics of Care” in Journal of Indian Philosophical Research (JICPR), Volume XXVI Number2. April-June2009. P.91-103.

## COMMON POOL OF GENERIC ELECTIVES (GE) COURSES FOR BA MAJOR

### GENERIC ELECTIVES (GE-3): Philosophy of Law

- **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Law GE 3	4	3	1	NII	Any BA Major Enrolment	None

#### Course Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?” will be explored with a view to enhance student sensitivity and understanding of a legal issue.

#### Course Learning Outcomes

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

#### UNIT 1 Law: Concept, Meaning and Definition

(12 Hours, 4 Weeks)

7. Traditional Natural Law Theory – Thomas Aquinas
8. Legal Positivism – Austin

9. Law as System of Rules – Hart
10. Law as Integrity – Dworkin

**Essential/Recommended Reading:**

Topics 1- 4 from Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58

**UNIT 2 Legal Obligation: Reason and Scope**

**(12 Hours, 4 Weeks)**

6. Why Should We Obey the Law
7. The Ambit of Legal Obligation

**Essential/Recommended Readings:**

Topic 1 from Mackie, J. L.; The Obligation to Obey the Law, *Virginia Law Review*, Vol. 67, No. 1, The Symposium in Honor of A. D. Woozley and Obedience (Feb 1981), pp. 143-158  
 Topic 2 from Fuller, Lon; The Case of the Speluncean Explorers, *Harvard Law Review*, Vol. 62, No. 4, February 1949, pp 616-645

**UNIT 3 Legal Issues and India**

**(9 Hours, 3 Weeks)**

5. Basic Structure of the Constitution
6. Impact of Judicial Decisions

**Essential/Recommended Readings**

Topic 1 from Abridged Judgement of Kesavanand Bharati Vs. State of Kerala; AIR 1973 SC 1461  
 Topic 2 from Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, *Journal of the Indian Law Institute*, Vol. 24, No. 4 (October-December 1982), pp. 848-862

**UNIT 4 Fundamentals of Law**

**(12 Hours, 4 Weeks)**

6. Codification
7. Mens Rea
8. Crime and Punishment

**Essential/Recommended Readings:**

Topic 1 from Alfange, Dean; Jeremy Bentham and Codification of Law, *Cornell Law Review*, Vol. 55, Issue 1, November 1969, pp 58-75  
 Topic 2 from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3<sup>rd</sup> Edition), Routledge 2017, pp 193-212  
 Topic 3 from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3<sup>rd</sup> Edition), Routledge 2017, pp 242-253

Suggestive Readings

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005

- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

### GENERIC ELECTIVES (GE-4): Indian Ethics

- **Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Ethics GE 4	4	3	1	NII	Any BA Major Enrolment	None

#### Learning Objectives

- The objective of the course is to inform and educate students about the rich intellectual heritage of India and some of its ethical practice systems
- The course will cover some basic doctrines of ethical practices in India including the Āśrama System and Jain and Buddhist practices
- The course will also cover the Purusarthas apart from other aspects of Indian thought about the goals of life

#### Learning Outcomes

- The students will understand the ethical aspects of Indian thought and their grounding in practice
- The students will be able to analyze for themselves the various practices and their contemporary relevance
- The students will have a better comprehension of the ethical practices in India since they will be reading about them from original sources

#### Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Prithvi Sutaka ( Rg Veda) hymns 47 to 60
2. The concept of Rta, *Satya and dharma*.

### **Essential/Recommended Readings:**

Pannikar,R. (2001), *The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations*. Motilal Banarsidass Publishers,pp.120-122; 126-129

Wezler,A.,'Dharma in the Veda and Dharmasastras', DHARMA(ed. Patrick Olivelle), MLBD, 2009, pg. 207 – 231

Creel, Austin B. (1975). The reexamination of "Dharma" in hindu ethics. *Philosophy East and West* 25 (2):161-173.

### **Unit 2 Indian Moral Philosophy**

**(12 Hours, 4 Weeks)**

1. The nature of Indian Moral Philosophy
2. Deconstructing a Myth of Morality in Classical Indian Thought

### **Essential/Recommended Readings**

Kelkar, M (2002). “The Nature of Indian Moral Philosophy”, In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 13-26

Bhelke, S. E. (2002). “Deconstructing a myth of Morality in Classical Indian Thought”, In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp. 45-62

### **Unit 3 The Purusarthas and Concept of Sreyas and Preyas**

**(12 Hours, 4 Weeks)**

1. The Purusarthas: Trivarga (purpose of life)
2. Concept of Sreyas and Preyas (Katho Upanisada Apph.2 Commentary by Sankara)

### **Essential/Recommended Readings:**

Talghatti, S R (2002). “The Concept of Purusartha”, In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 93-103

Krishna, Daya (2001). The myth of the purusarthas. In Roy W. Perrett (ed.), *Theory of Value*. Garland. pp. 5--11.

Sharma, I.C.(1965) *Ethical Philosophies of India*, George Allen & Unwin LTD. Chapter XII.

### **Unit4 Jain and Buddhist Ethics**

**(12 Hours, 4 Weeks)**

1. Jaina Code of Conduct
2. Maitri, Karuna and Mudita (Buddhism)

### **Essential/Recommended Readings:**



Kelkar, M (2002). "The Jaina Code of Conduct" In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 233-258

Narada (2009) *The Buddha and His Teachings*, Jaico Publishing House, pp 419-437

### **Suggestive Readings**

- Bhelke, S. E and Gokhale, P. P. (2002). *Studies in Indian Moral Philosophy*, IPQ Publications, Pune
- Bilimoria, Purushottama & Prabhu, Joseph (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I*. Routledge.
- Harvey, Peter. (1990), *An Introduction of Buddhist Ethics*, Cambridge University Press, Cambridge.
- Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), *The Five Precepts*, Buddhist Publication Society, Srilanka, pp,3-13.
- Tandon, Kiran. (2012), *Bharatiya Sanskriti*, Eastern Book Linkers, New Delhi. Chapter - 3, pp, 192-231.
- Pandey, Rajbali. (2013), *Hindu Samskaras: Socio-Religious study of Hindu Sacraments*, Motilal Banarasi Dass Publications, Delhi.
- Prasad, Rajendra, (1999), *Varnadharmas, Niskamakarma and Practical Morality*, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.
- Satyanarayana, Y.V. (2010), *Ethics: Theory and Practice*, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.
- Hiriyana, (1950), *Popular Essays in Indian Philosophy*, Kavyalaya Publishers, Mysore. Chapter-9, "Idea of Purusarthas", pp,65-68.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

