

UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/437
Dated: 06.10.2022

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1/ (18-1-1) dated 18.08.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-I of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

FACULTY OF ARTS

DEPARTMENT OF ARABIC

**B.A (H) ARABIC:
Category-I**

**DISCIPLINE SPECIFIC CORE COURSE – 1
ARABIC READING & WRITING FOR BEGINNERS**

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		
Arabic Reading & Writing For Beginners	4	3	1	0	Class XII Pass	NIL

DEPARTMENT OF PHILOSOPHY

BA (Hons.) Philosophy

Category-I

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	0	Passed Class XII	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- This course introduces the basic areas of philosophy, like metaphysics, epistemology, ethics, aesthetics, social and political philosophy etc.
- Questions like What is reality?, what is good and what is bad?, what is beautiful ? What is justice? What is science and scientific temper? Etc will be raised/discussed in the course
- The course aims at comprehensive view of philosophy and its branches

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying the course, the student will be able to comprehend nature and scope of the course
- 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 research in philosophy.
- The student will be well prepared to tackle questions of philosophy after taking this course.

SYLLABUS OF DSC-1

UNIT I What is Philosophy?

(16 Hours)

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). *Arthasāstra*, Book 1, section 1-3, *The Kautīlya Arthasāstra*, trans. R. P. Kangle, (Bombay University : 1972), reprint, Delhi: 2003, Motilal Banarasi Das Publishers.

UNIT II Metaphysics and Epistemology

(16 Hours)

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 III Ethics and Aesthetics

(16 Hours)

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 IV Social and Political Philosophy and Philosophy of Science

(16 Hours)

1. Social Contract
2. Justice
3. Scientific Temper

Thom Brooks “What is Justice” (52-65)

Chattopadhyaya, 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)

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	0	Passed Class XII	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 I Basic Concepts in Logic

12 Hours

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 II Traditional Logic

24 Hours

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 III Categorical Syllogisms

24 Hours

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.

Essential/Recommended Readings

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

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.

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	0	Passed Class XII	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 I Introduction to Indian Philosophy

12 Hours

1. Historical overview
1. Rise of Systems
2. 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 II Outlines of Indian Philosophy Hours

16

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 *Kaṭha Upaniṣad*.

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. *Kaṭha Upaniṣad*

UNIT III Indian Metaphysics

20 Hours

- 1 Four Noble Truths (catvariayasatyanī), Doctrine of Dependent Origination (Pratītyasamutpāda) and Doctrine of Momentariness (Kṣāṇabhāṅgavāda) in Buddhism. Prakṛti, Puruṣa and Parināmavāda of Sāṅkhya School.
- 2 Pūrva- Mīmāṃsā theory of Karma (Apurva)
- 3 Indian school of Materialism (Cārvāka, Early Sāṅkhya, Atomism of Vaiśeṣika)

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 IV Indian Epistemology

20 Hours

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.

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.

COMMON POOL OF GENERIC ELECTIVE COURSES

Offered by Department of Philosophy

Category –IV

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	0	Passed XII class	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

12

Hours

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

16 Hours

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

16 Hours

*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

16 Hours

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

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			
Technology and Ethics GE 2	4	3	1	0	Passed XII class	Nil	Philosophy

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 I Ethical and Social Implications of Technology

16 Hours

- 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 II Biotechnology and Ethics

16 Hours

- 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.

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

Unit III Some Recent Considerations in Technology and its ethical implications (28 Hours)

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.

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			
Constitutional Morality GE 3	4	3	1	0	Passed XII class	Nil	Philosophy

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

16 Hours

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

16 Hours

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

16 Hours

Upendra Baxi (2010), 'The Justice of Human Rights in Indian Constitutionalism', in Akash Singh and Silika Mohapatra (eds.), *Indian Political Thought: A Reader*. Routledge, London & New York, Chapter 17.

Shefali Jha, 'Rights versus Representation', *Economic and Political Weekly*, Vol. 38, Issue No. 16, 19 Apr, 2003

Unit IV Secularism and Social Justice

12 Hours

Rajeev Bhargava, 'India's Secular Constitution', Zoya Hasan, 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

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

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

GENERIC ELECTIVES (GE-3): 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	0	Passed XII class	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 I Introduction to Media and Ethics

12 Hours

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

16 Hours

- 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

16 Hours

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

16 Hours

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

Essential/Recommended Readings

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

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

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

Christains, Clifford, M. Fackler, K. Rotzoll and B.McKee(1998) *Media Ethics: Cases and Moral Reasoning*(5th 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, Paranjay 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.**

UNIVERSITY OF DELHI

CNC-II/093/1(23)/2022-23/

Dated: 14.03.2023

NOTIFICATION**Sub: Amendment to Ordinance V****[E.C Resolution No. 38-1/ (38-1-1) dated 08.12.2022]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-II of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

FACULTY OF ARTS**Department of Arabic****Category-I****BA (Hons.) Arabic**

**DISCIPLINE SPECIFIC CORE COURSE – 4
ELEMENTARY ARABIC: READING & WRITING**

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		
Elementary Arabic: Reading & Writing	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable the learners to read the text accurately.
2. To develop the writing skills.

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	0	Class XII	NIL

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)

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)

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)

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)

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

DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): Greek 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		
Greek Philosophy DSC 5	4	3	1	0	Class XII	NIL

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)

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)

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 Richard B. McKirahan 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)

- 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)

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. Waren, 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	0	Class XII	NIL

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 Indiantraditional 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)

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)

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)

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* (6th 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.

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	0	Class XII	NIL

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)

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)

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)
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)

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 7th and 8th

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://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 .

“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

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	0	Class XII	NIL

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)

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)

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)

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)

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, 13thedn. Prentice Hall 2009, ch-13
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Suggested 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	0	Class XII	NIL

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)

- Buddhism as Saddhamma
- Fourteen Guidelines for Engaged Buddhism
- 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)

- Ambedkar, Buddha or Karl Marx
- IyotheeThassar 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)

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)

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.

Theresa Der-lan Yeh, *The Way to Peace: A Buddhist Perspective*, *International Journal of Peace Studies*, Vol.11 No.1, 2006

GENERIC ELECTIVES (GE-4): Philosophy, Politics, 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		
Philosophy, Politics, Economics GE 4	4	3	1	0	Class XII	NIL

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)

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)

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)

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)

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.

UNIVERSITY OF DELHI

CNC-II/093/1(25)/2023-24/71

Dated: 02.06.2023

NOTIFICATIONSub: Amendment to Ordinance V[E.C Resolution No. 60-1/(60-1-1) dated 03.02.2023]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-III of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.

FACULTY OF ARTS**DEPARTMENT OF ARABIC****BA (Hons.) Arabic**

DISCIPLINE SPECIFIC CORE COURSE – 7
INTERMEDIATE ARABIC: MODERN ARABIC PROSE & POETRY-1

SEMESTER-3**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		
Intermediate Arabic: MODERN ARABIC PROSE & POETRY-1	4	3	1	0	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

DEPARTMENT OF PHILOSOPHY

BA (HONS.) 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	0	12 th Pass	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

(9 hours)

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

(12 hours)

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

(12 hours)

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

(12 hours)

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		
Social and Political Philosophy DSC-8	4	3	1	Nil	12 th Pass	Sem I and Sem II UG Philosophy Hons

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

(9 hours)

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

(12 hours)

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 (12 hours)

- 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 (12 hours)

- 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		
AppliedEthics DSC 9	4	3	1	Nil	12 th Pass	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

(9 hours)

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

(12 hours)

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**(12 hours)**

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**(12 hours)**

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

BA (HONS.) PHILOSOPHY - DISCIPLINE SPECIFIC ELECTIVE

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/ Practice		
DSE 1 Jainism	4	3	1	Nil	12 th Pass	

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 Ahimsa 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

(9 hours)

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*, 8th 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

(12 hours)

1. Pramana and Naya
2. Syādvāda

Essential/ Recommended Readings:

- Jain, Veersagar, (2013). *Bharatiye Chintane Syadavada (Syadavada in Indian Thought)*, [SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA](#), New Delhi.
- Chatterjee, S. & Datta, D.M. (1984), *An Introduction to Indian Philosophy*, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp, 70-77.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy*, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 175-186.

Unit 3 Jain Metaphysics

(12 hours)

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), *An Introduction to Indian Philosophy*, 8th 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

(12 hours)

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,8thed., 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,RadiantPublishers,NewDelhi,Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

Suggestive Readings

- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8thed., University of Calcutta, Calcutta.
- Dasgupta,S.N.(2004),AHistoryofIndianPhilosophy,Vol.1,MotilalBanarasiDass Publishers, Delhi.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva 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	12th Pass	

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

(9 hours)

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

(12 hours)

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

(12 hours)

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

(12 hours)

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		
DSE 3 Indian Materialism	4	3	1	Nil	12th Pass	

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

(9 hours)

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

(12 hours)

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

(12 hours)

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

(12 hours)

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.

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 st 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

(9 hours)

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

(12 hours)

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 (12 hours)

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 (12 hours)

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Biconditional (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):

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 st 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

(9 hours)

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

(9 hours)

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

(9 hours)

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

(18 hours)

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*, 2nd edition, Oxford University Press, 1997)

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

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			
Philosophical Debates: Western GE 11	4	3	1	Nil	12th Pass	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

(9 hours)

- 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

(12 hours)

- 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 Russell, *Why I am not a Christian?* (London: George Allen and Unwin), including the BBC debate between Russell 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.

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/

Dated: 03.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

**[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023 and 27-1-6/- dated
25.08.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Linguistics
- (ii) Philosophy
- (iii) Sanskrit
- (iv) Psychology
- (v) Applied Psychology

**DEPARTMENT OF PHILOSOPHY
SEMESTER - IV**

Category 1

(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	12th Passed	"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 (SamyagjñānpūrvikāPurūṣārthsidhi)
2. Definition of Right knowledge (AvisaṁvādakjñānamAnadhigatjñānam)
3. Kind of Sources of Knowledge (DwividhamSamyagjñānam)

Essential/Recommended Readings

Nyāyabindu of Dharmakīrti with Dharmottara's Tīkā 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-tīkā 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-saṁvedanam, Yogi-jñānam)
3. Object of Direct Knowledge (Svalakṣanam, Arthkriyākāritvam)

Essential/Recommended Reading

Nyāyabindu of Dharmakīrti with Dharmottara's Tīkā 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-tīkā 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 Samānyatodṛṣṭattype

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. Stecherbatsky, *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-tīkā 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 Encyclopedia 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 upto Gangesa*. Delhi: Motilal Banarsidass 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	12th Passed	“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), ChapterI, 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), PartI: Lecture1, pp. 3-18.

Unit3: 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 Chapter8.

Unit4: 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	12th Passed	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, 14th and 15th 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	12th Passed	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* (2nd 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		
Contemporary Indian Philosophy DSE 5	4	3	1	Nil	12th Passed	None

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, Jyotiba Phule, 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. Jyotiba Phule: Critical understanding of the slavery and Caste system
2. B.R. Ambedkar: Annihilation of Caste
3. E V Ramaswamy Periyar: 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 Jotirao Phule* 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?' (pp.26-28, '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 Prakasan Pvt Ltd.

Suggestive Readings

- T.M.P. Mahadevan & C.V. Saroja: *Contemporary Indian Philosophy*, Madras, 1985.
- Basant Kumar Lal: *Contemporary Indian Philosophy*, Delhi: Motilal Banarsidas, 1999.
- Benay Gopal 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,' *Bhimrao Ramji Ambedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan, 2022, pp. 147-190

DISCIPLINE SPECIFIC ELECTIVE (DSE-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	12th Passed	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 enables 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
(9 weeks)

(9 Hours, 3 weeks)

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, Ch X 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*, Otto Harrassowitz 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*, Munshiram Manoharlal Publishers Pvt. Ltd., Delhi.(selections:Chapter on Interaction between medieval Hindu Mystics and Sufis, p.322)

Darashikoh (1929) :*Confluence of Two Oceans or 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. Reconciliation - Shah Waliullah

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 Waliullah reconciliation)

UNIT IV: Characteristic of a Sufi: Moinuddin Chishti (12 Hours, 4 Weeks)

1. Love of God- Nizamuddin Aulia
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.

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	12th Passed	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	12th Passed	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.
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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
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Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/

Dated: 03.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

**[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023 and 27-1-6/- dated
25.08.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Linguistics
- (ii) Philosophy
- (iii) Sanskrit
- (iv) Psychology
- (v) Applied Psychology

DEPARTMENT OF PHILOSOPHY

Semester V

Category I

(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		
Analytic Philosophy DSC 13	4	3	1	None	12th Passed	“Fundamentals of Philosophy” Sem II

Learning Objective

- Analytic Philosophy is considered as a dominant philosophical tradition in Anglo-American philosophy from the early 20th century.
- The objective of this course is to make the students conversant with an important school of Western Philosophy in the 20th 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 (12 Hours, 4 weeks)

- 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: KeganPaul, 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. *Tractatus Logico-Philosophicus*, London: Kegan Paul, 1922.
- Wittgenstein, Ludwig. *Philosophical Investigations: Philosophische Untersuchungen*. 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 University Press, 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		
Continental Philosophy DSC 14	4	3	1	NIL	12th Passed	“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)

UNIT II: Hegel

(9 Hours, 3 weeks)

1. Phenomenology of Spirit
2. Dialectic

Essential/Recommended Reading

1. Alexandre Kojeve. 1980. *Introduction to the Reading of Hegel: Lectures on The Phenomenology of the Spirit*, pp. 3-30. Ithaca & London: Cornell University Press.

UNIT III: Husserl and Sartre

(12 Hours, 4 Weeks)

- Phenomenological Method
- Intentionality
- Consciousness
- Concept of Look

Essential/Recommended Readings

Edmund Husserl. 2003. "Phenomenological Method and Intentionality of Consciousness." In *Husserl's Phenomenology*, pp. 13-21 & pp. 39-43. Ed. Dan Zahavi. California: Stanford University Press.

Jean-Paul Sartre, 1984. "The Concept of Look" in *Being and Nothingness*, pp. 252-270. Trans. Hazel E. Barnes. New York: Washington Square Press.

UNIT IV: 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	12th Passed	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. Satchidananda Murty, Evolution of Indian Philosophy Delhi: DK Print World.
M.N. Roy, Materialism in Indian Philosophy, New Delhi: Critical Quest 2017, 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. Babasaheb Ambedkar Writings and speeches vol.1, New Delhi: Dr Ambedkar Foundation, GoI, 2020, pp.50-58, 69-80 (Excerpts from *Annihilation of Caste*)

Dr. Babasaheb Ambedkar Writings and speeches vol.3, New Delhi: Dr Ambedkar 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: Dr Ambedkar Foundation, GoI, 2020, pp.249-309
- Nalini Bhushan and Jay L. Garfield (Eds.), *Indian Philosophy in English- From Renaissance to Independence*, Oxford: Oxford University Press, 2011
- Sharad Deshpande, *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	12th Passed	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	12th Passed	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; 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

- Topic1 from Abridged Judgement of KesavanandBharati Vs. State of Kerala; AIR 1973 SC 1461
- Topic2 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*, (3rd Edition), Routledge 2017, pp 193-212
- Topic 3 from from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd 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		
DSE 9 Medical Ethics - From Principles to Practice	4	3	1	Nil	12th Passed	None

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, Brianna. "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 \(patheos.com\)](#)

**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	12th Passed	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	12th Passed	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.

Unit 1 Introduction and Materialism vs Realism

(9 Hours, 3 Weeks)

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, MotilalBanarasidass, 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	12th Passed	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, Jiiva, 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 Sachiara

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P.23-50.

2. Hukum and Humae

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		
Evaluating Aesthetic Experience GE 17	4	3	1	Nil	12th Passed	None

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
- 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. _____
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 _____/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema
4. _____
5. _____

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. Hiriyan, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 7

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

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/

Dated: 03.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

**[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023 and 27-1-6/- dated
25.08.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Linguistics
- (ii) Philosophy
- (iii) Sanskrit
- (iv) Psychology
- (v) Applied Psychology

SEMESTER - VI
DEPARTMENT OF PHILOSOPHY

Category I

(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	12th Passed	None

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. Proofs for the existence of God: Ontological Argument (with reference to St. Anselm,
2. Gaunilo's Criticism, Descartes version, Kant's and Bertrand Russell's critique)
3. Cosmological Argument (Thomas Aquinas' version).
4. Teleological Argument (William Paley: Classic version, David Hume's critique)
5. The idea of Divine in Indian Philosophy

Essential/Recommended Readings

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 15-41 ("Divine")

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

John H. Hick (2008) "Religious Pluralism", In *Routledge Companion to Philosophy of Religion* Edited by Chad Meister and Paul Copan, RKP, Chapter 20

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

- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Mahapatra, A R. *Philosophy of Religion*, Sterling Publishers, 1990
- Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.
- Russell, Bertrand, *Why am I not a Christian*, Routledge, Indian edition, 2004.
- 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
- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Narasu, Lakshmi. *Religion of the Modern Buddhist*, Wordsmiths, 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	12th Passed	None

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, 3rd edition, 1980, pp. 1-11.

Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

UNIT II: Critique of the Theories of Meaning: Strawson weeks)

(9 Hours, 3

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
Weeks)**

(12 Hours, 4

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.
- *NyayaSiddhantaMuktavali* 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	12th Passed	None

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. Is Knowledge Justified True Belief?

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. Informatism
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. WileyBlackwell, 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) – Feminist Perspectives on Epistemology 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Feminist Perspectives on Epistemology and Ethics DSE 10	4	3	1	Nil	12th Passed	None

Learning Objectives

- A course in alternative perspectives is needed to sensitise students to trends 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 gender, body, knowledge and what is right and wrong.

Learning Outcomes

- Study of Feminist perspective 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 Feminist Epistemology
Weeks)**

(9 Hours, 3

1. Feminist Epistemology
2. Critiquing the androcentricity of Philosophy

Essential/recommended readings

- 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 II Body and Gender

(12 Hours, 4 Weeks)

1. Gender and the biological life
2. Analyzing the Notion of Self: Gendered or Not?

Essential/recommended readings

- 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 III Women and the Surrounding

(12 Hours, 4 Weeks)

1. Women in Ancient India
2. Islamic Perspective on Feminism

Essential/recommended readings

- Adamson, P and Ganeri, J (2020). "Women in Ancient India" In *Classical Indian Philosophy*, OUP
- 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.

Unit IV Feminist Perspectives

1. Feminist Perspective on Ethics
2. Feminist Perspective on Bioethics

Essential/recommended readings

- Jaggar, Alison. "Feminist Ethics: Project, Problems and Prospects". In *Feminist Ethics*, edited by C. Card, 78-104. Lawrence: University Press of Kansas, 1991.

- Rogers, Wendy A. "Feminist Bioethics". In *The Routledge Companion to Feminist Philosophy*, edited by Ann Garry, Serene J. Khader and Alison Stone, 579-592. New York & London: Routledge, 2017.

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: IAS, 2002.
- Indradeva, Shirirama (1976). The Status of Woman in Ancient India: Compulsives of the Patriarchal Order. *Diogenes* 24 (93):67-80.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-11) – Indian Theories of Consciousness

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	12th Passed	Basic Knowledge of Classical Indian Tradition

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*), *paravidya* and *aparavidya*, 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 be 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

(12 Hours, 4 weeks)

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 Buddhist Understanding of Consciousness

(9 Hours, 3 Weeks)

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

(12 Hours, 4 Weeks)

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātma-vāda (Śarīrātma-vādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

UNIT-IV Advaita Vedanta on Consciousness

(12 Hours, 4 Weeks)

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, 1st 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	12th Passed	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-2 Axiological 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

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/Desinterestedness+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
- 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: Oxford University Press, 1972).
- Marcuse, H. *The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics*. Kindle Edition.
- Saxena, S. K. (2010). *Aesthetics: Approaches, Concepts. And Problems*, D K Printworld
- Barlingay, 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). Chapters 1-4.
- Graham, G. *Philosophy of the arts: An introduction to aesthetics*. Third Edition (Routledge 2005).

DISCIPLINE SPECIFIC ELECTIVE – (DSE-13) – Philosophy of 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		
Philosophy of Logic DSE 13	4	3	1	Nil	12th Passed	Knowledge of Truth functional Logic

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-18): Legal Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Legal Philosophy GE 18	4	3	1	Nil	12th Passed	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)

1. Traditional Natural Law Theory – Thomas Aquinas
2. Legal Positivism – Austin
3. Law as System of Rules – Hart
4. 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)

1. The Ambit of Legal Obligation
2. 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)

1. Basic Structure of the Constitution
2. Impact of Judicial Decisions

Essential/Recommended Readings:

Abridged Judgement of Kesavanand Bharati 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)

1. Jury System vs. Judge System
2. 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*, (3rd 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-19): 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	12th Passed	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 Process, 1992.

GENERIC ELECTIVES (GE-20): 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 20	4	3	1	NII	12th Passed	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/Downloads/In A Different Voice Psychological Theory and Women.pdf](file:///C:/Users/HP/Downloads/In_A_Different_Voice_Psychological_Theory_and_Women.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 (OUP, 2006). P.76-106 and 154-169

Available as a download on

<https://voidnetwork.gr/wp-content/uploads/2013/10/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.

GENERIC ELECTIVES (GE-21): 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 21	4	3	1	Nil	12th Passed	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, Mantramajari: An anthology of the Vedas for modern man and contemporary Celebrations. Motilal BanarsidassPublishers,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 ThePurusarthas and Concept of Sreyas and Preyas (12 Hours, 4 Weeks)

1. The Purusarthas: Trivarga (purpose of life)
2. Concept of Sreyas and Preyas (KathoUpanisada 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., &Lounsbury, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.
- Tandon, Kiran. (2012), BharatiyaSanskriti, 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), Varnadharm, 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.