Course Objective (2-3)

To familiarise students with basic ethical theories.

To create ethical awareness to help them in dealing with issues around them.

Course Learning Outcomes

Awareness of ethical issues and basic ethical approaches.

Improved writing skills and understanding of ethical conflict.

Unit 1 Basic Issues In Ethics

Basic Ethical Concepts: Right and Good

Theoretical and Applied Ethics

Essential Readings:


Unit 2 Ethical Theories

Consequentialism (J.S. Mill)

Deontological Ethics (Kant)

Intuitionism (Joseph Butler)
Essential Readings:

Unit 3 Indian Ethics

Nishkamakarma
Purushartha

Essential Readings:

Unit 4 Applied Ethics

Euthanasia
Animal Rights

Essential Readings:
Singer Peter, Applied Ethics, Oxford University Press, 1986

References
J. N. Sinha (2009), A Manual of Ethics, Central Publications
Rachels, J (2011), The Elements of Moral Philosophy, McGraw Hills, USA


Singer, P. (1986), Applied Ethics, Oxford University Press,


Additional Resources:

Meckimon, Barbara, Ethics: Theory and Contemporary Issues, Thompson and Wardsworth, USA, 2001


Teaching Learning Process

Lectures, Discussion, Power Point Presentation.

Assessment Methods

Internal assessment, Projects/ presentation, University Examination

Keywords

Morality, Ethics, Right, Good, Ethical Theories, Niskamakarma, Purushartha, Euthanasia, Animal Rights,

Ethics (DSC 2)
(CC (II))
Core Course - (CC) Credit:6
Course Objective(2-3)

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1  Introduction to Ethics

1. Introduction to Moral Philosophy
2. The development of Morality (from Convention to Reflection)
3. Importance of freewill.

Recommended Readings:


Unit 2  Theories of Ethics

1. J.S. Mill and Utilitarianism.
2. Immanuel Kant and Duty, Categorical Imperative and Good will.


**Recommended Readings:**


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**Unit 3 Applied Ethics**

1. The theories of punishments

2. Euthanasia

3. Animal Rights

**Recommended Readings:**


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**Unit 4 Indian Ethics**
1. Puruṣārthas
2. Niṣkāmakarma (*Bhagavadgītā*)
3. Eight-Fold Path (Buddhism)

**Recommended Readings:**


**Suggested Readings:**


**References**

Given above in each unit

**Additional Resources:**

- Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948
• Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, Bhagvadgītā, Euthanasia, Punishment, Ahimsa. Imperatives, Moral

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**Indian Philosophy (DSC 3)**

**(CC (III))

Core Course - (CC) Credit:6**

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**Course Objective (2-3)**

(i) The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

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**Course Learning Outcomes**

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a ‘compulsory’ element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.
Unit 1 Indian Philosophy: An Overview:

1. General Characteristics of Indian Philosophy

Recommended Readings:


Unit 2 Theory of Knowledge (Nyāya–Vaiśeṣika)

1. Perception (Pratyakṣa)

2. Inference (Anumāna)

3. Testimony (Śabda)

4. Comparison (Upamāna)

Recommended Readings:


Unit 3 Theories of Causation:

1. Buddhism (Pratītyasamutpāda)

2. Asatkāryavāda (Nyāya– Vaiśeṣika)

3. Satkāryavāda (Samkhya --Yoga)

Recommended Readings:


Unit 4 Theories of Reality:

1. Buddhism - Anatmavāda
2. Jainism – Anekāntavāda, Syādvāda
3. Nyāya–Vaiśeṣika – Self World and God
4. Śaṅkara – Parā – Aparā distinction, Nature of Brahmana (Mundaka Upanisad) Aphorism 1

Recommended Readings:

6. Mundaka Upanisad Apph. I

References

Additional Resources:

Teaching Learning Process

(i) Focus to be on richness of Indian philosophical tradition, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Field visits to historical places, cultural sites and making case studies on them so as to establish empirical relevance of the subject. (iii) Promotion of developing philosophical perspective on contemporary socio-political and economic issues.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

- Brahman, Śaṅkara, Parā vidya, Aparā vidya, World, God, Self, Syadvada, Pratyakṣa, Anumāna, Śabda, Upamāna, Pratītyasamutpāda, Asatkāryavāda, Satkāryavāda, Anātmavāda, Anekāntavāda, Syādvāda, Brahmana

Introduction to Indian Philosophy (MIL) (MIL-III)

Core Course - (CC) Credit: 6

Course Objective(2-3)

• The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves. The course will help the students in
understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

• Make students gain familiarity with, and clear understanding of, the major concepts within Indian philosophical studies.

• Increase students understanding of Indian Philosophical systems and their philosophy.

• Improved critical reading of the texts, their rational and logical understanding, and writing abilities.

• Exposure to various Indian texts.

• Finally it will give a holistic development of their personality

Course Learning Outcomes

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainaism, Samkhya, Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

In the unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will 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 analyze scientific literature.

• Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

Unit 1: Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings
Unit 2  Indian Epistemology

1. Carvaka Epistemology

2. Nyaya Theory of Perception

Recommended Readings


Unit 3  Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings


Unit 4: Trajectories of the Philosophical
1. The Vedic Primordial Quest


Atharva Veda XIX,9-15,14”.In The Vedic Experience: Mantramanjari, P. 305. Delhi:Motilal Banarasidass.

2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11


3. "The Moral Question and the Subtlety of Dharma"


References
As above

Additional Resources:

Suggested Readings


• Koller, John M. 1977. Skepticism in Early Indian Thought. Philosophy East and West 27(2): 155-164

Teaching Learning Process
Teaching-Learning Process

The B.A (MIL) Introduction to Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Assessment methods

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, seminars, preparation of reports. The wide range of assessment tasks aim to break the monotony of having a single assessment method. Students will strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

• Four Assignments/ Projects: 10% each
• Three in-class quizzes/oral tests: 5% each
• Paper Presentations: 5%
• Final exam: 10%
• Attendance and participation 5%

Keywords
Introduction to Logic (MIL)
(MIL-I)
Core Course - (CC) Credit:6

Course Objective(2-3)

As a foundational discipline, logic exercises skills and habits that are pertinent to virtually every other human endeavour -- academic or otherwise. The cognitive skills developed through a training in basic logic can help one to become a clearer, more persuasive thinker or communicator. The principles of logic helps one to construct cogent arguments in both speech and writing. Informal fallacies enables one to understand the flaws in the arguments which we use in our day to day life.

Course Learning Outcomes

Learning outcomes of this course are as follows: 1. To learn identifying different types of arguments as well as their premises and conclusions. 2. To be able to evaluate arguments and identify mistakes in reasoning. 3. To learn how to prove the validity and invalidity of arguments using method of Rules and Fallacies and also by Truth Table method. 4. To develop the overall reasoning skills of the students which are useful in various competitive exams.

Unit 1  BASIC CONCEPTS

1.1 Propositions and Arguments,

1.2 Deduction and Induction
1.3 Validity, Truth and Soundness

Essential Reading


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**Unit 2 CATEGORICAL PROPOSITIONS**

2.1 The components of Categorical Propositions

2.2 Quality, Quantity and Distribution

2.3 The Traditional Square of Opposition

2.4 Conversion, Obversion and Contraposition

2.5 Translating Ordinary Language Statements into Standard form of Categorical Propositions.

Essential Reading


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**Unit 3 CATEGORICAL SYLLOGISMS**

3.1 Standard form, Mood and Figure

3.2 Rules and Fallacies

Recommended Reading


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**Unit 4 PROPOSITIONAL LOGIC**

4.1 Symbols and Translation

4.2 Truth Functions (Logical Connectives)
4.3 Truth Tables for Statements & Statement-Forms

4.4 Truth Tables for Arguments & Argument-Forms

4.5 Indirect Truth Tables (Reductio Ad Absurdum)

Recommended Reading


References

Copi, Irving. Introduction to Logic, Delhi: Pearson, 2012. (Hindi translation of this text is also available)

Additional Resources:


Teaching Learning Process

Lectures and Tutorials

Assessment Methods

Assignments, Presentation and Examination
Introduction to Western Philosophy (MIL)  
(MIL-IV)  
Core Course - (CC) Credit:6

Course Objective(2-3)

Philosophy is both fascinating and frustrating. It deals with the most difficult questions of life which have always bewildered us. Philosophers have been relentlessly working to quench this thirst of the mankind by expounding theories which have broadened the base of human understanding. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The syllabus comprises of six philosophers grouped under two traditions of thought: Rationalism and Empiricism. 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

This paper seeks to do three things: 1. it will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments. 2. it will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought. 3. It will also make students aware that there is no place for superficial approach to the complex questions in life.

Unit 1 Introduction to Rationalism and Empiricism
Unit 2  The concept of substance: Descartes and Spinoza

1. Descartes: Method of doubt, Mind-body dualism
2. Spinoza: Notion of Substance Descartes:

Recommended Readings:

Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)

Unit 3  Epistemology in the works of Leibnitz and Locke

1. Leibniz: Truth and Reason
2. Locke: Ideas and qualities

Recommended readings:

Unit 4  The concept of ideas: Berkeley and Hume

1. Berkeley : Immaterialism
2. Hume: Impressions and Ideas

Recommended Readings:

References

- Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)
• Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).

Additional Resources:

• Copleston, F.J. History of Philosophy. USA: Image Books, 1993
• Falkenberg, R. History of Modern Philosophy, USA: Jefferson Publication, 2015

Teaching Learning Process

lectures, tutorials, discussions, assignments and tests.

Assessment Methods

assignments and tests

Keywords

Rationalism, Empiricism, Knowledge, Ideas, Mind-Body, Materialism, Immaterialism, Qualities, Monads,

Logic (DSC 1)

( CC (I) )

Core Course - (CC) Credit:6

Course Objective(2-3)
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.

Course Learning Outcomes

This course

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

Unit 1  Basic Logical Concepts

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

Recommended Readings:

Unit 2  Traditional Logic (A)

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

Traditional Logic (B)

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

Recommended Readings:
Unit 3

Unit 4: Symbolization
1. Types of Truth functions: Negation, Conjunction, Disjunction (Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)
2. Statements, Statement forms and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

Unit 4

Unit 5: Informal Fallacies
1. Fallacies of relevance
2. Fallacies of defective induction
3. Fallacies of presumption
4. Fallacies of ambiguity

Recommended Readings:

References


Additional Resources:


Teaching Learning Process

Lectures and tutorial as per University norm is essential.
Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

Modern Western Philosophy (DSC 4)
(CC (IV))
Core Course - (CC) Credit:6

Course Objective(2-3)

The objective of the course is to

a. Understand the core philosophical ideas of Western traditions and the problems that led to the empiricist and rationalist uprising in philosophy.

b. Learning about various positions on metaphysical monism, dualism and pluralism.

c. Knowledge of the Copernican Revolution brought forth by Kant, in the examination of the conditions which makes knowledge possible.

Course Learning Outcomes
This course will enable students to think outside the box of the prevalent philosophical orthodoxies.

The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.

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**Unit 1** Introduction to Western Philosophy with reference to Rationalism and Empiricism.

Recommended Readings


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**Unit 2** Rationalism

1. Descartes: Cogito Ergo Sum, Mind body Dualism
2. Spinoza: Concepts of Substance
3. Leibnitz: Theory of Monads

Recommended Readings

Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.

Spinoza, B (1677), Ethics, Penguin Classics


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**Unit 3** Empiricism

1. Locke - Critique of Innate Ideas, Ideas and Qualities
2. Berkeley: Critique of Locke's theory of Material substance
3. Hume: Theory of Causation

Recommended Readings


Hume, D. (1748), An Enquiry Concerning Human Understanding (Oxford World's Classics)
Unit 4  Kant: Classification of Propositions, Possibility of synthetic a priori.

Recommended Readings


References

- Descartes, R. (1647), Meditations Concerning First Philosophy, Meditation II, Harper Torch Books.

Additional Resources:

- O'Conor, D. J. (1964) A Critical History of Western Philosophy, New York:Macmillan.

Teaching Learning Process

Textual readings, Power Point Presentations, Group Discussion

Assessment Methods
This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

Course Learning Outcomes:
The course with its inter-disciplinary content, and with the curriculum that offers an insight into art and culture, will ensure students with a foundational basis to find a career in the fields of art and media.

Unit 1 Nature and Meaning of Aesthetics

1. Introduction to Aesthetics: Philosophy of Art and Beauty
2. Definitions of art (Art as Significant Form with specific reference to Art as Intuition, Art as Communication, Art as Expression)
Recommended Readings:
Shyamala Gupta, Art, Beauty and Creativity (DK Printworld: New Delhi, 1999). Chapters 1, 4, 7, 8, 9.
Ghosh, R. K., Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan Black and White, 2006) Relevant sections for Art and Communication

Unit 2 Identity of a work of Art
1. Art as product and art as process
2. Art and emotion; Susanne Langer on “art as symbol of human emotion”
3. Aesthetic Delight with reference to Indian context.
   Recommended Readings:
   • Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, 1997). Chapter-1

Unit 3 Art and Aesthetic Experience

Concepts of Rasa and Disinterestedness in relation to Aesthetics Explicated

Recommended Readings:
• ‘Disinterestedness and Desire in Kant's Aesthetics’ in The Journal of Aesthetics and Art Criticism, Paul Guyer (Vol. 36, No. 4 (Summer, 1978), pp. 449-460
• Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, 1997). Chapters-1 and 5

Unit 4 Art, Religion, and Spirituality: Indian View

1. Ananda Coomaraswamy
2. Sri Aurobindo
3. Rabindranath Tagore.

Recommended Readings:
• Ghosh, R. K, Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan (Black and White, 2006)
Practical

This course is for the undergraduate students pursuing a BA (P) course with Philosophy as one of the two main disciplines. The course is focused upon a comprehension of the Philosophy of art in relation to creativity, communication, culture and aesthetic experience.

References

Recommended Readings:

- Ghosh, R. Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom, (Sandeep Prakashan (Black and White Delhi 2006).
- Gupta, S. Art Beauty and Creativity, (Delhi: D.K Printers, 1999).
- Gupta, S. Saundarya Tatva Mīmāṃsā, (Seema Sahitya Bhavan, 1993).
- Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar, 1997)
- Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor

Additional Resources:

- Aldrich, V.C, Philosophy of Art, (Prentice Hall, 1963)
- Coomaraswamy, A.K, The Dance of Shiva (Fourteen Indian Essays with an Introductory Preface by Romain Rolland), (Munshiram Manoharlal Publishers: Delhi, This edition, 2012)

Teaching Learning Process

Teaching Learning Process Since it is a study of arts and beauty, students need to bring to class room discussions and in their assignments, a reference to artistic experience. Visit to museums and galleries etc. discussions about literature, music and cinema will add value to understanding of Aesthetics.
Assessment Methods

75% end of semester exams plus 25% of the Internal Assessment, as per University mandate.

Keywords

- Keywords, Art, Aesthetics, Emotions, Art and Identity, Form of Art, Experience, Rasa, Disinterestedness

Analytic Philosophy

(DSE (X))

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The Course entitled “Issues in Analytic Philosophy” is a DSE option for students pursuing a B.A. Program degree with philosophy as one of their core subjects. It aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century. As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept. Its familiar tools are formal logic, conceptual analysis, and, mathematics.

Course Learning Outcomes
The method and methodology of Analytic Philosophy allows it to register a presence in diverse domains of thought including epistemology, phenomenology, metaphysics, ethics, political philosophy and feminist discourse. The course, “Issues in Analytic Philosophy” seeks to help students understand its terminology and method via its workings in certain interconnected sub traditions such as metaphysics and epistemology, philosophy of mind and philosophy of language.

Unit 1 Metaphysics

A brief general survey of Analytic philosophy and its primary concerns and questions: philosophical analysis, the linguistic turn, logical positivism, language and its relation to Reality, Common sense philosophy, Logical Analysis, meaning and naming.

Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1, 2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

Recommended Reading:

2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 PHILOSOPHY OF MIND

Recommended Readings

2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading
The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap), Analytic Phil
www.ditext.com/carnap/elimination.html

References

Essential Readings


Additional Resources


Teaching Learning Process

Traditional Lectures and Tutorials
Assessment Methods

As per University guidelines

Keywords

logic, metaphysics, knowledge, knowing, thinking, positivism, meaning, protocol sentences, metaphysics, analysis, mathematical logic

Applied Ethics
(DSE (V))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The objective is to make students aware of Ethical tools that must be used to resolve moral and ethical issues around us.

Improving analytical and writing skills.

Course Learning Outcomes

The course shall give a vision that merges the social with ethical understanding of choices.

The issues in human lives that touch each one of us must be synergised for all and this course makes that outcome a good possibility.

Unit 1 An Introduction to Moral Philosophy and Applied Ethics.
Essential Readings:


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Unit 2 Issues, Rights and Concerns

1. Issues of life and Death (Euthanasia and Suicide, Theories of Punishment)

2. Organ Transplantation

3. Concerns (Surrogacy, Cloning)

Essential Readings:


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Unit 3 Environmental Ethics

1. Nature as Means or End.

2. Respect to animals and ecology

Essential Reading:


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Unit 4

Media and Cyber Ethics
Media Ethics

Print and Cyber Media

Essential Readings:


References


Richards, J R Careless thought costs lives: The Ethics of transplant, Oxford University Press, 2012


Additional Resources:


Teaching Learning Process

Lectures

Tutorials
Power Point Presentations

Assessment Methods

Internal assessment

University examination

Presentation

Keywords

Applied Ethics, Media Ethics, Cyber Ethics, Environmental Ethics, Organ Transplantation

Buddhism (DSE (II))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- The primary objective of this course is to advance students' critical awareness of the background to the origin, nature and classification of Buddhism.
- Comprehensive understanding of the philosophy of Indian Buddhism.

Course Learning Outcomes
At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.

- have acquired a good understanding of the key doctrines of Buddhism.
- have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.

Unit 1 Introduction to Buddhism

1. Origin and Nature of Buddhism
2. Schools of Buddhism

Recommended Readings:

- Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, Publications Division, New Delhi, and its Hindi translation also by the Publications Divisions. Chapter-2, pp, 9-20 and Chapter-6, pp,97-138.


Unit 2 Ethics of Buddhism

1. Five Vows
2. Four Noble Truth
3. Eight Fold Path
4. Brahma Viharas

Recommended Readings:


Unit 3  Ontology of Buddhism

1. Paramitas

2. Pratītyasamutpāda

Recommended Readings:


Chapter-3, pp.17-33

Unit 4  Doctrines of Buddhism

1. Karma and Rebirth

2. Nirvana

3. Anatmavada (No Soul theory with special reference to the debate between Miland and Nagsen)

Recommended Readings:


References

Recommended Readings:

· Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, Publications Division, New Delhi, and its Hindi translation also by the Publications Divisions.


Additional Resources:

Suggested Readings

• Pande, G.C. (1957), Studies in the Orgins of Buddhism, Allahabad University, Allahabad.
• Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
• Kamla, J. (1983), The Concept of Pancsila in Indian Thought, P. V. Institute: Varanasi.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%
Keywords

Pancsila, Four Noble Truth, Eight Fold Path, Paramitas, Brahma Viharas, Pratītyasamutpāda, Nirvana, Anatmavada

Feminism
(DSE (VIII))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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 sensitisation and develops a wholistic approach towards education.

Course Learning Outcomes

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

Unit 1 Understanding Feminism

Recommended Reading

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**Unit 2 Gender and Patriarchy**

**Recommended Reading**


Essay format available on:


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**Unit 3 Women and Society**

**Recommended Reading**


Essay format available on:


Essay format available on:

https://theanarchistlibrary.org/library/emma-goldman-anarchism-and-other-essays

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**Unit 4 Women, Body and Image**

**Recommended Reading**

E-book available on:

https://www.academia.edu/25264021/The_Beauty_Myth_-_Naomi_Wolf


References

**Understanding Feminism**


**Unit 2**

**Gender and Patriarchy**


Essay format available on:


**Unit 3**

**Women and Society**


Essay format available on:


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**Teaching Learning Process**

Lectures, tutorials, workshops and film-screenings.
Assessment Methods

As per the norms of University of Delhi.

Keywords

Sexism, gender, biological determinism, patriarchy, birth-control, marriage, beauty and body, feminist method.

Greek Philosophy
(DSE (III))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The course is intended for giving a comprehensive account of Greco-Roman Philosophy to undergrad students pursuing a BA Programme course with Philosophy as one of their disciplines.

Course Learning Outcomes

This course will provide students with a seminal awareness of the Western Classical Philosophical tradition, and give them clarity on classics.

Unit 1  Socrates and the Sophists
1. Care of the self and Virtue.
2. Moral Relativism and Persuasion

Recommended Readings:
Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy, (Blackwell Publishing,2003), Chapter-2, Parts I and II

Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.) Relevant chapters


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**Unit 2 Plato**

1. The ideal state
2. Critique of Democracy

Recommended Readings:


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**Unit 3 Aristotle**

1. Political Naturalism
2. Human nature and the nature of the state

Recommended Readings:

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**Unit 4 Epicurus and the Stoics**

1. Pleasure and happiness
2. Living according to nature

Recommended Readings:
Practical

An understanding of the classics and an ability to contextualise the tradition in the present times should be an interesting endeavor for the students pursuing this course.

References

Recommended


Additional Resources:


Teaching Learning Process

A comparative study of the classical philosophical traditions of Greece and India will add a pedagogical value to this paper. Assignments or a project could be made on this comparative analysis besides the mandatory tests and assignments that are strictly according to the syllabus prescribed.
Assessment Methods

As per University rules of 75% semester exam and 25% Internal assessment.

Keywords

Sophists, Socrates, Plato, Aristotle, Epicurus, Stoics,

Course Objective (2-3)

This course aims at providing students' with a comprehensive understanding of Jain Philosophy comprising: historical relevance of Jain Trithankaras, Jain epistemology, Jain metaphysics, Jain ethics and its practical relevance in todays contemporary scenario.

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the historical relevance of Jain philosophy.
- have acquired a good understanding of the key doctrines/concepts of Jain tradition.
- have the sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in todays contemporary scenario and shall be able to go for further studies in the subject.

Unit 1 Jainism: An overview
1. Historical relevance of tirthankars (with special reference to Mahāvirā)
2. The sects: Digambar and Śvetāmbar
3. Symbols in Jainism and their Philosophical implications

Recommended Readings:


Unit 2 Jain Epistemology

1. Nature and Types of Knowledge
2. Syādvāda
3. Pramāṇa and Naya

Recommended Readings:


Unit 3 Jain Metaphysics

1. Anekāntvāda
2. Concept of Substance
3. Jīva and Ajīva
4. Bondage and liberation

Recommended Readings:

Unit 4  Jain Ethics

1. The triratna
2. Pañca-Mahāvrata
3. Practical Application of Jain Ethics

Recommended Readings:


References

Recommended Readings:


Additional Resources:

Suggested Readings
- Jain, K. (1983), The Concept of Pancsila in Indian Thought, P V Institute, Varanasi.
- Radhakrishnan, S., Moore, A. (1967), Sourcebook in Indian Philosophy, CA Princeton.
- Sharma, I C. (1965), Ethical Philosophies of India, Harper and Row, USA.

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**Teaching Learning Process**

Lectures and Tutorials as per University Guidelines

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**Assessment Methods**

As per University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

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**Keywords**

Tirthankars, Digambar, Śvetāmbar, Syādvāda, Jīva and Ajīva, Anekāntvāda, Triratna, Pañca-Mahāvrata

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**Philosophy of Religion**

(DSE (VII))

Discipline Specific Elective - (DSE) Credit:6
Course Objective

The objective is to acquaint students with the basics of religion.
The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.

Unit 1  Concepts of Religion and Dharma

1) Nature of Religion and its relation to Philosophy of Religion.

2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

Brody, Baruch A, Readings in Philosophy of Religion, Ed. Vol 1, New Jersey, PHI, 1974

Olivelle, Patrick, Dharma: Studies in its Semantic and Cultural and Religious History MLBD, 2009

Unit 2  Challenges to Religion

1) "God and Evil" - H.J. McCloskey

2) "The Ethics of Belief" - W.K. Clifford

Recommended Readings-


Meister, Chad, Philosophy of Religion, Reader, Routledge, New York, 2008
Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-


Unit 4 Overview of the concepts of Religious Diversity and Liberation

1) The Concept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

Dasgupta, S.N. Introduction to Indian Philosophy, Vol.1 Cambridge University Press, 1922-1955

Meister, Chad, Philosophy of Religion Reader, Routledge New York, 2008

References

- Galloway, George, *The Philosophy of Religion*, C.Scribner's Son's, New York 1914

Additional Resources:
Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Assessment Methods

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

God, Philosophy of Religion, Prayer, Evil, Faith, Reason, Dharma

Social and Political Philosophy: Indian & Western
(DSE (IV))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

A. Understanding of the basic social and political concepts both in Western and Indian context.

B. Understanding the philosophical underpinnings of the social and political structures.
C. To study different thinkers who have given their theories in understanding the society and principles of the governance.
**Course Learning Outcomes**

- to make students a better citizens by understanding the notion of democracy
- to know rights of Individuals and communities.
- to learn to live in cohesive manner in a multicultural setup.

**Unit 1** A Study of Social and Political concepts:

- Rights
- justice
- Equality
- Democracy

**References**
Benn, S. I., R. S., Peters. "chapter 4,5,7 and 15 ". In Social Principles and The Democratic State, London: George Allen and Unwin LTD.

**Further Reading**

**Unit 2** Indian Social Thinkers:

- Tagore's Cosmopolitanism
- Gandhi critique of modern civilization.
- Ambedkar's Anhillation of Caste and state
- M.N.Roy's Nationalism

**References**


Unit 3 Western Social and Political Thinkers:

- John Locke; state of nature, social contract, nature of state; its forms and characteristics
- Karl Marx; dialectic materialism,

References


Further Reading

Locke, John. The Second Treatise on Civil Governance, 1690.


Unit 4 Communitarianism, Multiculturalism, Minority Rights and Feminism:

- Charles Taylor (Politics of Responsiblity)
- Bell Hooks (A movement to end sexist operation.)

References

Hooks, Bell, *Feminism by Oxford Reader*.


References

As above
Additional Resources:


Teaching Learning Process

Textual Reading , Group Discussion

Assessment Methods

internal assessment

(test/ assignments)

Keywords

multiculturalism, democracy, rights, justice, property, liberty, equality, fraternity, nationalism, cosmopolitanism
Course Objective(2-3)

To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

Course Learning Outcomes

The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.

Unit 1 Values in Vedas

1. Introduction to Vedas (classification and explanation)

2. Values in Vedas

Recommended Readings:


Unit 2  Cosmic Values

1. Prithvi Sutaka (Rg Veda) hymns 47 to 60

2. The concept of Rta, Satya and dharma.

Recommended Readings:


2. Atharva Veda Prithvi Sutaka, 47 to 60.


Suggested Readings:


Unit 3  Social Values

1. Asram system and 16 Vedic sanskaras

2. The Varna Theory: Facts and misconceptions (caste)

Recommended Readings:


Suggested Readings:


Unit 4 Personal Values

1. The Purusarthas: Trivarga (purpose of life)

2. Concept of Sreyas and Preyas (Katho Upanisada Apph.2 Commentary by Sankara)

Recommended Readings:


Suggested Readings:


References

Additional Resources:

- Potter, Karl H., *Presuppositions of Indian Philosophy*, New Delhi, Princeton Hall of India, 1965

- Maha Upanisad
- [http://www.advaita.it/library/mahaupanishad.html](http://www.advaita.it/library/mahaupanishad.html)
- [https://www.learnreligions.com/what-are-vedas-1769572](https://www.learnreligions.com/what-are-vedas-1769572)

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**Teaching Learning Process**

(i) Focus to be on richness of Indian philosophical tradition, vedic value systems, cultural context and identifying those concepts that can appeal to Western and global audience. (ii) Promotion of developing philosophical perspective on contemporary socio-political and economic issues.

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**Assessment Methods**

**Internal Assessment**

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

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**Keywords**
Art and Film Appreciation
(SEC (III))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective (2-3)

Art and Film Appreciation

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- To discern the aesthetic experience as different from art experience
- To enable a student to understand and appreciate films and other related art forms

Course Learning Outcomes

It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa, empathy and disinterestedness.

Unit 1  Art and Experience

1. Meaning and Analysis

References


Unit 2  Film as an Art Form

1. documentaries, Commercial, Parallel Cinema and Web Series as New Art Form

References


Arnheim, Rudolf, Film as Art, "Film and Reality" University of California Press


https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

Unit 3  Art, Social Values and Morality

1. Life art interface

2. Film and Cultural representation

References


Hiryanna, M. *Art Experience*, Indira Gandhi National Centre for the Arts, Manohar.: Delhi, 1997, Chapter-7.

Unit 4  Art and Communication in and through Films

References

https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

References

• Harold, Osborne (1976) Aesthetics, OUP.


• Christopher, Falzon, Philosophy goes to the Movies, Routledge.


Additional Resources:


Arnheim, Rudolf,  Film as Art, "Film and Reality" University of California Press.

Teaching Learning Process

Lectures, Group Discussion, Film Screening and visit to Art Gallery.
Assessment Methods

Internal Assessment and Examination.

Keywords

Rasa, disinterestedness, Coffee house cinema, commercial cinema, documentary, web series.

Critical Thinking and Decision Making
(SEC (IV))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

This course is primarily focused to develop thinking skills. It aims at enabling a person to take decision in difficult situations. It is the ability to analyze the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems.

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 how to critically read, listen and write and develop 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 use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
6. Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

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**Unit 1 CRITICAL THINKING- BASIC COMPONENTS:**

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Beliefs, Claims, issues and arguments.
4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

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**Unit 2 CRITICAL THINKING: A SECOND ORDER ACTIVITY:**

1. Clear thinking.
2. Vagueness, Ambiguity, Generality and Definition of terms
3. Argumentative essays
4. Credibility of claims and their sources

Recommended Reading:

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**Unit 3 RHETORIC AND ITS FALLACIES:**

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:
Unit 4  CLEAR THINKING: KEYS FOR SOLUTION

1. Identification and analysis of the problem through case studies
2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
3. Evaluating Decision Options from Multiple Perspective.
4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Reading:

1. Case Studies from both the recommended books


References


Additional Resources:


Teaching Learning Process

With the classroom teaching for basic conceptual clarity the whole syllabus should be based on case studies from all walk of life, like social, economical, political, religious, gender, environment, global perspective as well as the surrounding local issues. Project works need to be encouraged. Audio visuals should also be encouraged with projector for direct interactive sessions and peer understanding. Logic games, e-learning methods, theme based movies and mock tests may be conducted for better understanding and better application of the skill.

Assessment Methods

Same as university rule of 75% exam and 25% of internal assessment. Presentations based on case history and creative modules should be the evaluative procedure. Peer evaluation should be encouraged. Objective questions to test reasoning skill should be encouraged.

Keywords

Beliefs, Claims, Arguments, Analysis and evaluation, Cognitive bias, Fallacy.

Ethical Decision Making
(SEC (I))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

This course is primarily focused to develop a skill of resolving ethical dilemmas in personal and professional spaces. The paper offers us insight into the process, nature and ethics involved in the larger realm of decision making.
Course Learning Outcomes

This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve the real life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'trolley problems'.

Unit 1  Ethical Theories : Traditional and Contemporary
1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology
2. Contemporary Approaches: Care Ethics and casuistry Ethics

Recommended Readings:

Pertinent Topics

Unit 2  Moral Reasoning and Addressing Dilemmas, Trolley Problem
1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.

Unit 3  Ethical Decision Making in Inter-Personal Relations
1. Respect for self and others
2. Creating a Personal code to guide moral decisions in Professional space and Inter-Personal Relations

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013). (p.6-23 and 31-39 for this unit)

Unit 4  Ethical Models
Case studies and Situational role plays in Inter-personal and community Concerns.

Recommended Readings:
Nitishastra(Applied Ethics) by M P Chourasia , (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.
Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

Practical

This course addresses life issues and, hence, is one of the courses that requires a practical interface of theory and real life situations. Students need to engage with a sensitive issue and work on a project of social/community care. So, a project work indicating a model/policy for resolving a sensitive concern should be encouraged.

References


Additional Resources:

Teaching Learning Process

This course should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma or trolley problem. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

Assessment Methods

Same as the university mandate of 75% end of semester exam and 25% of Internal Assessment comprising of assignments etc. The assignment in this skill based course should necessarily include students working on a project that works as a planner or a code or a policy framework on a morally sensitive social or an inter-personal issue.

Keywords

Ethical Theories, Trolley Problem, Dilemmas, Case studies, Ethical Codes, Moral Reasoning, Social and Inter-Personal Ethics

Yoga Philosophy
(SEC (II))
Skill-Enhancement Elective Course - (SEC) Credit: 4
Course Objective (2-3)

(i) The learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. As Indian Philosophy projects another type of aspect of life which has not been explored by the student before. It brings personal growth and unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a ‘compulsory’ element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1  Introduction to Yoga

1. The Definition and Essence of Yoga

2. Citta, citta-vritti, citta vritti nirodh

Recommended Readings:

1. Werner, K., (2014), Yoga and Indian Philosophy, Motilal Banarasi Dass Publications, Delhi, Chapter-5, "Yoga and its origin, Purpose and Relation, pp.93-118.

Suggested Readings

1. Feuerstein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices"

Unit 2 Yoga in Bhagavadgita

1. Jnana Yoga
2. Bhakti Yoga
3. Karma Yoga

Recommended Readings:


Unit 3 Yoga and Meditation

1. Jainism (Panchmahavrata)
2. Buddhism (Vipassana)

Recommended Readings:


4. Sobti, Harcharan Singh, (2003), Published by Eastern Book Linkers, Chapter 5. "Vipassana : a psycho-spiritual analysis". Chapter 16."Vipassana a distinct contribution of Buddhism to world culture".

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**Unit 4  Patanjali's Astangik Yoga Marga**

**Recommended Readings:**


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**References**

**Additional Resources:**

- Werner, Karel. "Yoga and Indian philosphy", Motilal Banarsidass Publ., New Delhi,
Teaching Learning Process

Teachers should entice students to learn the spiritual aspect of Yoga along with the physical aspect in order to establish equilibrium between mind and body.

Assessment Methods

Internal Assessment

Teachers can take test, assignments, projects, hold group discussions, debates and presentations of 20 marks. Rest 5 marks will be given on the basis of student's attendance.

Keywords

- Yoga, Citta, citta-vritti, citta vritti nirodh, Astangik Yoga Marga, Patanjali, Bhakti Yoga, Karma Yoga, Jyana Yoga

Ethics (GE 2B)
(GE (II B))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

The course is designed to grasp the traditional ethical (Western and Indian) theories as well as to help students apply it on the practical front. It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes
This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas.

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy

2. The development of Morality (from Convention to Reflection)

3. Importance of freewill.

**Recommended Readings:**


Unit 2 Theories of Ethics


2. Immanuel Kant: Duty, Categorical Imperative and Good will.


**Recommended Readings:**


Unit 3 Applied Ethics

1. The theories of punishments
2. Euthanasia
3. Animal Rights

Recommended Readings:


Unit 4 Indian Ethics

1. Puruṣārthas
2. Niṣkāmakarma (Bhagvadgītā)
3. Eight-Fold Path (Buddhism)

Recommended Readings:


**Suggested Readings:**


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**References**

**Additional Resources:**


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**Keywords**

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma , Bhagyadgītā, Euthanasia, Punishment, Ahimsa, Imperatives, Moral
Course Objective(2-3)

Course Objectives:

• The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

• Make students familiar with, and clear understanding of, the major concepts within Indian philosophical studies.

• Increase students understanding of Indian Philosophical systems and their philosophy.

• Improved critical reading of the texts, their rational and logical understanding, and writing abilities.

• Exposure to various texts.

• Finally it will give a holistic development of their personality

Course Learning Outcomes

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.
In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya-Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will 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 analyze scientific literature.

Unit 1 Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings


Unit 2 Indian Epistemology

1. Carvaka Epistemology

2. Nyaya Theory of Perception and Inference

Recommended Readings


Unit 3  Indian Metaphysics

1. Four-fold Noble Truths, Doctrine of Dependent Origination and Momentariness of Buddhism

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings


Unit 4  Trajectories of the Philosophical

1. The Vedic Primordial Quest

Raimundo Pannikkar (ed. &trans),'May Peace Bring Peace' (Shanti Mantra)


2. The Upanishadic Query: The Immanent and the Transcendent, Isa Upanishad, Verses 1 to 11


3. "The Moral Question and the Subtlety of Dharma"


References

Suggested Readings

Additional Resources

- Koller, John M. "Skepticism in Early Indian Thought". *Philosophy East and West* 27(2). 1977, 155-164.

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Teaching Learning Process

**Teaching-Learning Process:**

The B.A (GE) Fundamentals of Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

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**Assessment Methods**

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

- Four Assignments/ Projects: 10% each
- Three in-class quizzes/oral tests: 5% each
- Paper Presentations: 5%
- final exam: 10%
- Attendance and participation 5%
Keywords

Key words

Shruti and Smriti, Idealism, Materialism, Realism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihsreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Pratityasamutpada, Nirguna and Saguna Brahman, Jiva etc.

Inductive Logic
(GE (IV A))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

The course is designed to provide an over all view on the application of logic both in science as well as in social sciences. It also enables the learner to know about analogy, experimental method and hypotheses.

Course Learning Outcomes

1. This paper provides a sketch for evaluation on the basis of observation and experiment.
2. It helps the student learn how to move forward or how to arrive at general conclusions on the basis of individual data.
3. It provides a well formulated background for Scientific studies

Unit 1 Introduction to Inductive Logic and Scientific method:
2. Scientific Induction
3. Conceptions of Probability
4. Probability in everyday life

Recommended Readings:

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**Unit 2** Inductive Reasoning and Postulates of Induction:

1. Perfect and Imperfect induction
2. Scientific Induction & non-scientific methods of inquiry

Recommended Readings:

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**Unit 3** Causality and Mill's Method:

1. Causal Reasoning and Induction
2. Scientific methods of establishing 'cause-effect relationship
3. Cause and Condition
4. J.S Mill's Experimental Method (all 5 methods)

Recommended Readings:

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**Unit 4** Science, Hypothesis and Induction

1. Different kinds of Hypothesis
2. Conditions for good Hypothesis and its confirmation
3. Verification of Hypothesis

Recommended Readings:
References


Additional Resources:


Teaching Learning Process

Lectures and Tutorials as per University guidelines will be sufficient.

Assessment Methods

25% for internal assessment and 75% for University final examination is required

Keywords

Induction,
Scientific induction,
Probability,
Experimental method,
Hypothesis,
Cause-Effect
Course Objective (2-3)

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.

Course Learning Outcomes

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

Unit 1 Basic Logical Concepts
1. Proposition and Sentence
2. Deductive and Inductive argument
3. Truth, Validity and Soundness

Recommended Readings:

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

Traditional Logic (B)
LOCF - Page: 1 of 3
1. Immediate Inferences- Conversion, Obversion and Contraposition
2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

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

Unit 4 INFORMAL FALLACIES
1. Fallacies of Relevance
2. Fallacies of Defective induction
3. Fallacies of Presumption
4. Fallacies of Ambiguity

Recommended Readings:

References

Additional Resources:

Teaching Learning Process

Lectures and tutorial as per University norm is essential

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.
Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

Philosophical thoughts of Ambedkar  
(GE (III))  
Generic Elective - (GE) Credit:6

Course Objective(2-3)

The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B.R.Ambedkar. This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society. This course introduces the essential philosophical writings of contemporary Indian thinker B.R.Ambedkar by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Ambedkar in particular.

Course Learning Outcomes

CO1 Learn Ambedkar’s alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.
CO2 Critical engagement with social reality conditioned by the caste system
CO3 Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.
CO4 To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1  Ambedkar and Indian Philosophy

1. Socio-Political context of Ambedkar
2. Introduction to writings of Ambedkar
3. His method and interrogation of Indian Philosophy
Unit 2  Ambedkar's Social Philosophy and Philosophy of Religion

1. Critique of caste system and Hindu social order
2. Critical views on philosophy of Hinduism and its religious texts
3. Conception of philosophy of religion
4. Ideal society

Unit 3  Moral and Political Philosophy

1. Human dignity and social justice
2. Moral community
3. Constitutional morality
4. Democracy
5. State and rights of minority
6. State socialism

Unit 4  Ambedkar and Buddhism

1. Celebration of self-respect and religious conversion
2. Construction of rational, moral and humanistic religion
3. Comparison of Buddhism and Marxism

Unit 5  Contemporary Relevance of Ambedkar

1. Ambedkarism
2. Casteless society and Dalit movement
Ambedkar and nationalism

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Practical

Not applicable

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References


5. ‘Buddha or Karl Marx,’ Moon, Vasant (Compiled) *Dr. Babasaheb Ambedkar Writings and Speeches* Vol.3, Education Department, Government of Maharashtra, 1987


Additional Resources:

Same as above

Teaching Learning Process

1. Lectures
2. Student participation
3. Dialogue on issues debated by B.R. Ambedkar
4. Comparative study with other Indian and Western thinkers

Assessment Methods

1. Internal evaluation
2. Presentation by the students
3. Group discussion

Keywords

· B.R. Ambedkar,
· Contemporary Indian Philosophy,
· Democracy,
· Philosophy of Religion,
Technology and Ethics  
(GE (II A))
Generic Elective - (GE) Credit:6

Course Objective (2-3)

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 aims 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.

Course Learning Outcomes

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

Unit 1  Introduction to Technology and Ethics:

- Ethical Issues in the Use of Information Technology
- Computer Ethics
- Digital Divide

Recommended Readings:

**Further Readings:**


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**Unit 2 Biotechnology**

- GM Foods
- Cloning
- Stem Cell Culture

**Recommended Readings:**


**Further Readings:**

- Margaret R Mclean, *The Future of Food: An Introduction to Ethical Issues in Genetically Modified Foods*, Markkula Centre for Applied Ethics, 2005,


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**Unit 3 Some Recent Considerations in Technology**

- Artificial Intelligence
- Nano-technology

**Recommended Readings:**


**Further Readings:**


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**Unit 4 Public Evaluation of Technology**

- Social Implications of Technology
- Justice
- Rights

**Recommended Readings:**


**Further Readings:**

References

Essential Readings:


**Additional Resources:**

**Further Readings**

- Feenberg, Andrew. *Questioning Technology*, (London: Routledge, 1999) 139-158
- Barnes, B. *The Public Evaluation of Science and Technology From Carl Mitcham* (Ed.) *Encyclopedia of Science, Technology and Ethics*: Mac Millan Reference USA, 2005
Teaching Learning Process

PPT, Group Discussion etc

Assessment Methods

Internal Class Tests, Assignments, Projects

Keywords

Technology, Ethics, Computer Ethics, Biotechnology, Nano-technology, Digital divide