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DEPARTMENT OF PHILOSOPHY

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1. Philosophy of Mind
2. Philosophy of Law
3. Medical Ethics: From Principles to Practice

BA (Prog.) with Philosophy as Major

1. Modern Western Philosophy
2. Contemporary Indian Philosophy

Pool of DSE for Major

1. Understanding Dimensions of Gender
2. Philosophy of B R Ambedkar
3. Philosophy of Mind (Syllabus same as Honours course)
4. Medical Ethics: From Principles to Practice - DSE 4 (Syllabus same as Honours Course)
5. Philosophy of Swami Vivekananda
6. Philosophy of Mahatma Gandhi

BA (Prog.) with Philosophy as Non-Major

1. Contemporary Indian Philosophy

Pool of GE (Hons./ Prog.)

1. Philosophy of Feminism
2. Philosophical Debates (Indian)
3. Sikhism
4. Evaluating Aesthetic Experience

DEPARTMENT OF PHILOSOPHY

Category 1

Philosophy Courses for Undergraduate Programme of study with Philosophy as a Single Core Discipline

(B.A. Honours in Philosophy in three years)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE -10 (DSC - 10) – Texts of Indian Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Indian Philosophy DSC 10	4	3	1	Nil	Enrolment in BA Hons Philosophy	“Indian Philosophy” Sem 1

Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas regarding epistemology in the Indian tradition
- The readings will enhance the study of the diverse streams of thought in Indian epistemology
- The course will aim at analysing the main arguments surrounding the reasons for accepting one means of knowledge or another in Indian philosophical schools of thought

Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to gain knowledge about perception and inference in Indian philosophy in the Buddhist and Nyaya tradition
- Students will be able to critically analyse the arguments on each side of the debate regarding the key schools of Indian philosophy

- Students will be able to evaluate the modern significance of these debates
- Students will be able to apply their knowledge to current debates in perception and inference.

Unit I Introduction

(9 hours, 3 weeks)

1. Subject matter and Purpose of the Text (SamyagjñānpūrvikāPurūṣārthsidhhi)
2. Definition of Right knowledge (AvisaṁvādakjñānamAnadhigatjñānam)
3. Kind of Sources of Knowledge (DwividhamSamyagjñānam)

Essential/Recommended Readings

Nyāyabindu of Dharmakīrti with Dharmottara's Ṭīkā chapter I :Perception (Pratyakṣa)
Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-25. Hindi translation and annotation by Srinivasa Shastri:
Nyāyabindu-ṭīkā of Dharmottara with Nyāyabindu of Dharmakīrti, Meerut: SahityaBhandar, 1975.

Unit II Perception and Knowledge

(12 Hours, 4 Weeks)

1. Definition of Perception (KalpanāpoḍhamabhrāntamPratyakṣam)
2. Varieties of Direct Knowledge (Indriya-jñānam, Mānas-pratyakṣa, Sva-samvedanam, Yogi-jñānam)
3. Object of Direct Knowledge (Svalakṣanam, Arthkriyākāritvam)

Essential/Recommended Reading

Nyāyabindu of Dharmakīrti with Dharmottara's Ṭīkā chapter I :Perception (Pratyakṣa)
Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 25-46. Hindi translation and annotation by Srinivasa Shastri:
Nyāyabindu-ṭīkā of Dharmottara with Nyāyabindu of Dharmakīrti, Meerut: SahityaBhandar, 1975.

Unit III Inference

(12 Hours, 4 Weeks)

1. Definition of Inference (Tat-pūrvakamAnumānam)
2. Criticism by Cārvāka
3. Criticism by Bauddha

Essential/Recommended readings

NyāyaMañjarī, Ahnika II, Section on 'Inference' *Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 226- 246.

Unit IV Types of Inference

(12 Hours, 4 Weeks)

1. Types of Inference (Pūrvavat, Śeṣvat and Samānyatodṛṣṭ)

2. Distinction between the Śeṣvatttype and Samānyatodṛṣtatype

Essential/Recommended readings.

NyāyaMañjarī, Ahnika II, Section on 'Inference" *Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 265-284.

Suggestive Readings

Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-46. Hindi translation and annotation by Srinivasa Shastri: *Nyāyabindu-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. PurushottamaBilimoria. 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 Banardidass Publishers Private Limited.

Shaw, J.L. (2018), "The Nyaya on Inference and Fallacies" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. PurushottamaBilimoria. London & New York: Routledge, pp. 184-194.

DISCIPLINE SPECIFIC CORE COURSE -11 (DSC - 11) – Texts of Western Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Western Philosophy DSC 11	4	3	1	Nil	Enrolment in BA Hons Philosophy	“Western Philosophy: Descartes to Kant”: Sem III

Learning Objectives

- This course aims at introducing the students to fundamental issues that have been raised in contemporary western philosophy
- This course will provide a historical framework to the student through the study of key texts from the field of western philosophy
- This course will discuss philosophers like Kant, Heidegger, Nagel etc keeping in mind debates related to knowledge, being, ethics, etc, hence, providing rounded knowledge to the student

Learning Outcomes

- The student will learn to analyze philosophical debates by locating them in their right historical framework
- The student will acquire the necessary knowledge to progress responsibly in the study of western philosophy
- The student will understand the philosophical origin of many of the concepts that are in current debate in the area of expertise concerned.

Unit1: Key Themes

(12 Hours, 4 Weeks)

1. Kant's introduction and its themes
2. The Framework of Kant
3. Nietzsche's critique

Essential/recommended reading

Immanuel Kant's Critique of Pure Reason's **Introduction** (Translated by Norman Kemp Smith, London : The Macmillan Press, 1978), pp.41-62.

Friedrich Nietzsche's *Beyond Good and Evil* (London: Penguin Classics, 1975), Chapter I, pp.5-33.

Unit 2: The Nature of Thinking

(9 hours, 3 weeks)

1. The Nature of thought
2. Thought and the world
3. Heidegger's take on the nature of thought

Essential/recommended reading

1. Heidegger, Martin. *What is Called Thinking?* (New York : Harper & Row Publishers; 1968), Part I: Lecture 1, pp. 3-18.

Unit 3: Thinking without Mirroring

(12 Hours, 4 Weeks)

1. Grasping the world
2. The Mind as Mirror
3. Knowing without Mirroring

Rorty, Richard. *Philosophy and the Mirror of Nature* (Princeton: Princeton University Press; 2017), Introduction and Chapter 8.

Unit 4: The Defence of Reason

(12 Hours, 4 Weeks)

1. Reason in Philosophy
2. Reasons against reason
3. The stand of reason

Essential/recommended reading

Thomas Nagel, *The Last Word* (Oxford: Oxford University Press, 1997), Introduction, pp.1-11.

Suggestive Reading

Kant's, Immanuel. *Critique of Pure Reason's* (Translated by Norman Kemp Smith, London, The Macmillan Press, 1978).

Nietzsche, F. *Beyond Good and Evil*(London: Penguin Classics, 1975).

Heidegger, Martin. *What is Called Thinking?* (New York : Harper & Row Publishers, 1968).

Rorty, R. *Philosophy and the Mirror of the Nature* (Princeton: Princeton University Press,1979).

Thomas, Nagel. *The Last Word*(Oxford: Oxford University Press,1997).

DISCIPLINE SPECIFIC CORE COURSE – 12 (DSC-12): Truth Functional Logic

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-Functional Logic DSC 12	4	3	1	Nil	Enrolment in BA Hons Philosophy	None

Learning Objectives

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
- This paper helps to enhance the student's reasoning capacity and problem-solving skills.
- In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language
- The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

Learning Outcomes

After completing this course:

1. Students will be able to evaluate arguments symbolized in truth functional notation.
2. Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.

3. Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
4. Students will develop critical thinking and problem-solving skills.

UNIT 1: LOGIC OF COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)

1. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability Stroke function
2. Truth Tables for Logical Connectives
3. Symbolisation and Translation; Arguments and Argument forms
4. Truth table Method; Shorter Truth Table method (Reductio ad absurdum)

UNIT II: PROVING VALIDITY (PROOF PROCEDURES) (12 Hours, 4 Weeks)

1. Derivation Rules: Rules of Inference and Rules of Replacement
2. Formal Proof of Validity
3. Indirect Proof of Validity
4. Conditional Proof of Validity (strengthened rule)

UNIT III: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS(12 Hours, 4 Weeks)

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules)
3. Restrictions on Quantifier Rules:
(a) Special Restriction on UG (b) Special Restriction on EI
4. Proving Validity

UNIT- IV Quantification Theory (9 Hours, 3 Weeks)

Proving Invalidity

Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 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	Enrolment in BA Hons Philosophy	None

Learning Objectives.

- The course will introduce students to the methods, assumptions, epistemological leanings and metaphysical implications of the domain of modern science
- The course offers some significant philosophical positions on: What is the nature of explanation in science? What are the laws of nature and how are they employed as a tool of explanation? What are the implications of the problem of induction for the scientific explanation?
- The course will introduce students to the problems raised by Hume, Popper, Lakatos, Feyerabend and other philosophers

Learning Outcomes

1. Students will learn to ask questions about science in a rational spirit of inquiry
2. The student will be enabled to discuss questions regarding the methods and assumptions of science
3. Students will develop a good understanding of the debates surrounding the growth, progress and achievements of science
4. The students will learn to appreciate the difference between science and other subjects

UNIT I: THE PROBLEM OF INDUCTION

(9 Hours, 3 Weeks)

1. Hume: The Traditional Problem of Induction
2. The Uniformity of Nature
3. The Problem of Circularity

Essential/Recommended Readings:

- Hume, D. (2002). David Hume, An Enquiry Concerning Human Understanding (Section IV- parts 1 & 2). In M. Huemer (Ed.), *Epistemology: Contemporary readings* (pp. 298–306). Routledge. (Originally published in 1748).
- Salmon, Wesley C. (1953). The uniformity of nature. *Philosophy and Phenomenological Research* 14 (1):39-48.

UNIT II: OBSERVATION, LAWS OF NATURE AND SCIENTIFIC EXPLANATION (12 Hours, 4 Weeks)

1. Theory Ladenness of Observation
2. Two Models of Scientific Explanation
3. Laws and Regularities

Essential/Recommended Readings:

- Hanson, N. R. (1958). Observation. In *Patterns of discovery: An inquiry into the conceptual foundations of Science* (pp. 4–30). C.U.P.
- Hempel, C. G. (2007). Two models of scientific explanation. In Y. Balashov & A. Rosenberg (Eds.), *Philosophy of science: Contemporary readings* (pp. 45–55). essay, Routledge.
- Hildebrand, Tyler (2023). *Laws of Nature*. Cambridge: Cambridge University Press (Introduction, pp. 1-5)

UNIT III: THE METHODOLOGY OF SCIENCE-I (12 Hours, 4 Weeks)

1. The Problem of Demarcation
2. Karl Popper's Theory of Falsification
3. Lakatos: Scientific Research Programmes

Essential Readings:

- Popper, K. (1963). *Conjectures and Refutations*, 2nd ed., pp.33-46. Routledge.
- Popper, K. (1959). *The Logic of Scientific Discovery*, pp. 10-20, 57-73. Routledge.
- Lakatos, I. (1978). A Methodology of Scientific Research Programmes. In J. Worrall & G. Currie (Eds.), *The methodology of scientific research programmes: Philosophical papers (Vol. 1)*, pp. 47–67). Cambridge University Press.

UNIT IV: THE METHODOLOGY OF SCIENCE-II

(12 Hours, 4 Weeks)

1. Kuhn: Paradigm and Paradigm Shift
2. Feyerabend: Epistemological Anarchism

Essential/Recommended Readings

- Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago University Press, chapters 1-2, 11- 12.
- Feyerabend, P. (1981). In I. Hacking (Ed.), *How to Defend Society Against Science*. In *Scientific revolutions* (pp. 156–167). Oxford University Press.

Suggestive Readings

- Boyd, R., Gasper, P., & Trout, J. D. (1999). *The Philosophy of Science*. MIT Press.
- Curd, M., Cover, J. A., & Pincock, C. (Eds.). (2013). *Philosophy of science: The central issues*. W.W. Norton & Company.
- Feynman, R. P. (2010). *The Feynman lectures on physics* (Vol. 1), pp. 52—56. Basic Books.
- Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. The University of Chicago Press.
- Humphreys, P. (Ed.). (2016). *The Oxford Handbook of Philosophy of Science*. Oxford University Press.
- Ladyman, J. (2002). *Understanding philosophy of science*. Routledge.
- Machamer, P., & Silberstein, M. J. (2008). *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers.
- Okasha, S. (2016). What is Science? In *Philosophy of science: A very short introduction* (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	Enrolment in BA Hons Philosophy	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, JyotibaPhule, M N Roy, amongst others will be covered.
- In this course, various issues of contemporary relevance such as freedom, self-respect, Integral Yoga, Universalism etc. will be discussed

Learning outcomes

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the Contemporary Indian Philosophy
- Understand how various social and contemporary issues have been addressed in this discipline
- Understand how one can have multiple perspectives to address various social issues like Caste, Religion, Yoga etc.
- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

Unit- 1: Swami Vivekananda and Sri Aurobindo

(9 Hours, 3 Weeks)

1. Swami Vivekananda: Universal Religion and Neo Vedanta
2. Sri Aurobindo: Integral Yoga

Essential/recommended readings

Swami Vivekananda , ‘The way of realisation of a Universal Religion’, The ideal of a Universal Religion *The Complete Works of Swami Vivekananda Vol.II*, Kolkata: Advaita Ashrama,pp.359-396

Integral Yoga: Sri Aurobindo's Teaching & Method of Practice , Compiled by Sri Aurobindo Ashram, Archives and Research Library, Lotus Press, USA

Unit- 2: Jyotiba Phule, B R Ambedkar and E V Ramaswamy Periyar (12 Hours, 4 Weeks)

1. JyotibaoPhule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar:Annihilation of Caste
3. E V RamaswamyPeriyar: Self Respect

Essential/Recommended Readings

Ambedkar, B R. (1946) *Who were the Shudras, Writings and Speeches, Vol. 7*, Preface, pp.9-20

G.P. Deshpande (Ed.) ‘Excerpts from Gulamgiri’, *Selected Writings of JotiraoPhule*New Delhi: Leftword, 2002, PP.36-63

G.Aloysious, Periyar and Modernity, New Delhi: Critical Quest, 2019, pp.22-51

Unit- 3: K.C.Bhattacharya and M K Gandhi (12 Hours, 4 Weeks)

1. K.C.Bhattacharyya-Swaraj in Ideas
2. M.K. Gandhi: Civilization and Swaraj

Essential/recommended readings

K.C. Bhattacharyya, ‘Swaraj in Ideas’, *Indian Philosophical Quarterly*11:1984, pp385-393

‘What is Swaraj?’ ‘Pp26-28, ‘Civilization,’pp 34-38, ‘What is true civilization?’, pp.66-71) extracts fromAnthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

Unit 4: M.N.Roy and J.Krishnamurti (12 Hours, 4 Weeks)

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

Essential/Recommended Readings

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy New Humanism- A Manifesto, New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*, Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*, Prabhat Prakashan Pvt Ltd.

Suggestive Readings

- T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: 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 (DSC-6): Sufism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bhakti and Sufism DSE 6	4	3	1	Nil	Enrolment in BA Hons Philosophy	None

Learning Objectives

- The main objective of this course is to make students familiar with leading Sufis of India and world at large and explore their tradition and thought.
- The students will be introduced to the main currents of thought in Sufism. Sufism as a system of values is non-ritualistic and liberal. It fosters such virtues as kindness, compassion inter-cultural bonding, and inter-religious fraternity opposed to differences and discrimination
- This course will also introduce students to Islamic Mysticism, Islamic Philosophy and comparative mysticism,

Learning Outcomes

- Makes students gain familiarity with the various traditions of Sufis.
- Make students gain familiarity with the values and teachings of major Sufis in India and world at large.
- Make students learn about the bhakti movement emerging in India and its key figures.
- Since Sufi tradition presents a very positive and optimistic vision of coexistence in the theologically polarised global conditions, as a therapeutic learning the course would 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
weeks)**

(9 Hours, 3

1. Bhakti Movement and Emergence of Sufism
2. Concept of Love: Rumi
3. Nature of Mystic Experience

Essential/Recommended Readings

Govinda Pillai. P. (2022). “Bhakti and Sufism” In *Bhakti Movement: Renaissance or Revivalism*, Aakar Publication, New Delhi, pp. 156-164.

John A. Subhan (1938): *Sufism: Its Saints and Shrines*, Lucknow publishing home, Lucknow (selections: introduction p.6-16,Ch X p.174-192)

M.M. Sharif (1963): *A History of Muslim Philosophy Vol 1*, (selection: early sufisp.335-348)

M.M. Sharif-(1966): *A History of Muslim Philosophy, Vol 2*, Ottoharrassowitz Wiesbaden, New Jersey and PPC publication (p. 62-69) and Prof. Ghadir Golkarian- *Divine love in Rumi Lore and Mysticism*, Prof. L.S. Kazmi

Sir M. Iqbal (2022) *Reconstruction of Religious thought in Islam*, Kitab Bhawan , New Delhi(selection: p.124-130, chapter :The spirit of Muslim Culture)

UNIT II Bhakti: Integration and Influence

(12 Hours, 4 Weeks)

1. Bhakti: Nanak, Kabeer
2. Darashikoh: Confluence of two oceans

Essential/Recommended Readings

Mani, Braj Ranjan (2009) *Bhakti Radicalism*, Critical Quest, New Delhi

Dr. Tara Chand(1963)- *Influence of Islam on Indian Culture*, LG Publishers, Delhi (p.143-163,166-177)

Athar Abbas Rizvi (1978): *History of Sufism in India*, MunshiramManoharlal Publishers Pvt. Ltd., Delhi.(selections:Chapter on Interaction between medieval Hindu Mystics and Sufis, p.322)

Darashikoh (1929) :*Confluence of Two Oceansor Majmaul Bahrain*, Mahfuzul Haq (tr.) (p.38-75)

UNIT III: Sufism: Principles and Methods

(12 Hours, 4 Weeks)

1. Wahdat-al-Wujud- Ibn-e-Arbi
2. Wahdat-al-Shuhud-Shekh Ahmad Sirhindi
3. Reconcilliation - Shahwaliullah

Essential/Recommended Readings

M.M. Sharif-(1966):*A History of Muslim Philosophy, Vol 2*, Otto Harrassowitz 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.

Category II

BA (Prog.) with Philosophy as Major

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-7): Truth Functional Logic

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-Functional Logic DSC 7	4	3	1	Nil	Enrolment in UG BA Major (Philosophy)	None

Learning Objective

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
- This paper helps to enhance the student's reasoning capacity and problem-solving skills.
- In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language
- The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

Learning Outcomes

After completing this course:

- Students will be able to evaluate arguments symbolized in truth functional notation.
- Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.
- Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
- Students will develop critical thinking and problem-solving skills.

UNIT 1: LOGIC OF SIMPLE AND COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)

1. Sentence, Proposition and Argument.
2. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability
3. Truth Tables; Material Implication and Equivalence

UNIT II: SYMBOLISATION(12 Hours, 4Weeks)

1. Symbolisation and Translation
2. Truth table Method
3. Shorter Truth Table method (Reductio ad absurdum)

UNIT III: PROVING VALIDITY (PROOF PROCEDURES) (9 Hours, 3 Weeks)

1. Derivation Rules: Rules of Inference
2. Rules of Replacement
3. Formal Proof of Validity

UNIT IV: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS (12 Hours, 4 Weeks)

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules); Restrictions on UG and EI
4. Proving Validity

Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 14th and 15th Edition. India: Pearson, 2013, 2019.

Suggestive Readings:

- Hurley, Patrick. Introduction to Logic. Delhi :Wordsworth, 2007.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhucchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.

DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Greek Thought

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8 Greek Thought	4	3	1	Nil	Enrolment in UG BA Major in Philosophy	None

Learning Objectives

- The course is intended for giving a comprehensive account of early Greco-Roman Philosophy, popularly known as early ‘Greek Thought’
- The content covered in the course will be the fundamental aspects of being, knowledge and virtue
- The thinkers covered in the course will be from the Pre-Socratics to the Stoics

Learning Outcomes

- The student will comprehend major trends of thought in Greek Philosophy
- The student will understand the most fundamental aspects of philosophy that remain with us today and ideas that still form the frame of the subject
- The student will be able to critically assess a significant aspect of western intellectual history

Unit -I: Cosmos

(12 Hours, 4 Weeks)

1. The spirit of Naturalism
2. The concept of *Arche*

Essential/Recommended Readings:

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

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

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

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi, 2014). Chapter-1

Unit-II: Metaphysics

(12 Hours, 4 Weeks)

1. Doctrine of Flux
2. Theory of Number
3. Notion of Being

Essential/Recommended Readings:

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

G.S Kirk and J.E. Raven, The Pre-Socratic Philosophers, Chapters vi and x

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi, 2014). Chapters 2, 3 and 5

Unit-III: Epistemology and Ethics

(9 Hours, 3 Weeks)

1. The concept of Knowledge in Greek Thought
2. The concept of Virtue in Greek Thought

Essential/Recommended Readings:

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

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

Vijay Tankha. Ancient Greek Philosophy. (Pearson: Delhi,2014)

Chapter-9 (p.316-324) and chapter-10

Unit-IV: The Best Life

(12 Hours, 4 Weeks)

1. Pleasure and happiness
2. Living according to nature

Essential/Recommended Readings:

Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy (Blackwell Publishing, 2003, chapters 12 and 13

Reference Reading for all units:

Warren, James & Frisbee Sheffield (eds.). The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1., 94-124 and chapters 27 and 30.

Category III

BA (Prog.) with Philosophy as Non-Major

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Truth-functional Logic

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-functional Logic DSC 4	4	3	1	Nil	Enrolment in UG BA Minor (Philosophy)	None

Learning Objective

- This paper aims to equip the students with an understanding of basic logical concepts in modern logical theory
- This paper helps to enhance the student's reasoning capacity and problem-solving skills.
- In this paper students will learn to appreciate disciplined and rigorous thinking as applied to arguments in natural language
- The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

Learning Outcomes

After completing this course:

- Students will be able to evaluate arguments symbolized in truth functional notation.
- Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments.
- Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic.
- Students will develop critical thinking and problem-solving skills.

UNIT 1: LOGIC OF SIMPLE AND COMPOUND PROPOSITIONS (Sentential) (12 Hours, 4 Weeks)

1. Sentence, Proposition and Argument.
2. Logical Connectives: Conjunction, Negation and Disjunction; Interdefinability
3. Truth tables; Material Implication and Material Equivalence

UNIT II: SYMBOLISATION (12 Hours, 4 Weeks)

1. Symbolisation and Translation
2. Truth table Method
3. Shorter Truth Table method (Reductio ad absurdum)

UNIT III: PROVING VALIDITY (PROOF PROCEDURES) (9 Hours, 3 Weeks)

1. Derivation Rules: Rules of Inference
2. Rules of Replacement
3. Formal Proof of Validity

UNIT IV: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS. (12 Hours, 4 Weeks)

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules); Restrictions on UG and EI
4. Proving Validity

Essential Recommended Reading:

Copi, I.M. Introduction to Logic, 14th and 15th Edition. India: Pearson, 2013, 2019.

Suggestive Readings:

- Hurley, Patrick. Introduction to Logic. Delhi: Wordsworth, 2007.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhuchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-12): Bioethics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bioethics GE 12	4	3	1	Nil	Any BA Hons/Major course (2 nd Year)	None

Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas

Course Learning Outcomes

- The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care.
- It would also increase the student's ability to identify their role in capacity building
- It directly enforces student's role in social responsibility.

UNIT 1- INTRODUCING BIOETHICS

(9 Hours, 3 Weeks)

1. Historical Survey of Bioethics
2. Main Themes of Bioethics

Essential/ Recommended Readings

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009

UNIT 2- CORE CONCEPTS

(12 Hours, 4 Weeks)

1. Issues regarding Informed Consent
2. The Concept of Confidentiality

Essential/Recommended Readings

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

UNIT-3 ETHICAL DILEMMAS

(12 Hours,

4 Weeks)

1. Women's Rights to her Body
2. Mother: Biological and Stand-In Mothers

Essential/Recommended Readings

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 140-148. UK: Wiley Blackwell, 2009.

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

UNIT 4- PERSONS AND LIVES

(12 Hours, 4 Weeks)

1. Life on the scale of Values
2. Philosophical Issues of Assisted Reproduction

Essential/Recommended Readings

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Selection." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 178-192 . UK: Wiley Blackwell, 2009.

Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur L. Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

GENERIC ELECTIVES (GE-13): Symbolic Logic

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Symbolic Logic GE 13	4	3	1	Nil	Any BA Hons Course/Major Discipline (2nd Year)	None

Learning Objectives

- This course is designed for students who are comfortable with elementary mathematical and algebraic techniques.
- It will cover both truth functional logic and methods of deductive proof, quantification and predicate logic along with the logic of relations.

Learning Outcomes

After completing this course students are expected to be able to do the following:

1. The student will be enabled to understand advanced methods in logic
2. The student will understand the importance of formal methods in philosophy
3. The student will be able to construct symbolic form of both sentential as well as predicate logic and finally examining more complex arguments for deriving a clear rational conclusion.
4. The student will develop competence in formulating counterexamples for invalid arguments symbolized in the notations of predicate logic.

Unit 1: Basic Logical Concepts & Connectives (9 Hours, 3 Weeks)

1. Truth and Validity
 2. Relevance of Symbolic Logic
 3. Uses of Symbols and Symbolization
 4. Truth Tables: Statements & Argument
-

Unit 2: The Method of Deduction (12 Hours, 4 Weeks)

1. Formal proof of validity: Rules of Inference and Rules of Replacement
 2. Techniques for proving validity/invalidity: Indirect Proof, Conditional Proof
 3. Proofs of Tautologies
-

Unit 3: Quantification Theory (12 Hours, 4 Weeks)

1. Symbolization of Singular, General and Multiply-general propositions

2. Restrictions on Quantifier Rules:
(a) Special Restriction on UG (b) Special Restriction on EI
3. Proving validity and Proving invalidity

Unit 4: The Logic of Relations**(12 Hours, 4 Weeks)**

1. Symbolization: Relation
2. Some attributes of relations
3. Predicate Variables and Attributes of Attributes.

Essential Recommended Readings: -

1. Copi, I.M. *Symbolic Logic*, 5th edition. India: Pearson, 2008. Ch1- 5
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch1.

Suggested Readings:

- Hurley, Patrick J. *A concise introduction to logic*. Boston, MA: Wadsworth Cengage Learning, 2012.
- Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
- Jetli & Prabhakar. *Logic*. India: Pearson, 2012

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

DEPARTMENT OF PHILOSOPHY

Semester V

Category I

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

DISCIPLINE SPECIFIC CORE COURSE -13 (DSC-13) – Analytic Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 13	4	3	1	None	Enrolment in BA (Hons.) Philosophy	“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 **4 weeks)**

(12 Hours,

- Language and Reality
- Propositions and Truth
- The status of Facts

Essential/Recommended Reading:

Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010, (lecture 1 and 2).
Passmore, John Arthur (1967). Logical Positivism. In P. Edwards (ed.), *The Encyclopedia of Philosophy*. Macmillan. pp. 52--57.

UNIT IV: Wittgenstein on Meaning

(12 hours, 4 weeks)

1. Ludwig Wittgenstein: Language and Reality
2. Facts
3. Picture theory

Essential/Recommended Reading:

Wittgenstein, L. *Tractatus Logico Philosophicus*, London: 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: OxfordUniversity 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	Enrolment in BA (Hons.) Philosophy	“Texts of Western Philosophy” Sem IV

The main objective of this course is to make students familiar with the leading figures of 19th and 20th century Continental philosophy.

Learning Objectives

- This course will familiarize students with the stream of philosophy called Continental Philosophy
- Key thinkers like Hegel, Husserl, Sartre, Heidegger and Foucault will be discussed in this book
- Key themes like method of dialectics, phenomenology, Sartre’s concept of Look, Heidegger on technology and Foucault’s main ideas will be analysed at length

Learning Outcomes

- Students will understand the basics of Continental Philosophy and also be acquainted with major currents of thought in this tradition

- Students will learn to analyze the various ideas of the thinkers in the course, especially those of Hegel and Husserl's key contributions
- Students will develop the ability to understand original writings of philosophers
- Students will understand the general relevance of continental philosophy and its contemporary reach and influence

UNIT 1: Introducing Continental Philosophy

(12 Hours, 4 Weeks)

1. Critical Philosophy of Immanuel Kant
2. From Modernity to Enlightenment
3. Critics of the Enlightenment

Essential/Recommended Readings

West, David (1996). *An Introduction to Continental Philosophy*. Polity, pp. 1 – 33 (Introduction to Continental Critics of Enlightenment)

UNITII : Hegel

(9 Hours, 3 weeks)

1. Phenomenology of Spirit
2. Dialectic

Essential/Recommended Reading

1. AlexandreKojève.1980.*IntroductiontotheReadingofHegel:LecturesonThe Phenomenology of the Spirit*, pp. 3-30. Ithaca & London: Cornell University Press.

UNITIII: Husserl and Sartre

(12 Hours, 4 Weeks)

- Phenomenological Method
- Intentionality
- Consciousness
- Concept of Look

Essential/Recommended Readings

EdmundHusserl.2003. "PhenomenologicalMethodandIntentionalityofConsciousness." In *Husserl's Phenomenology*, pp.13-21 & pp. 39-43.Ed. Dan Zahavi. California: Stanford University Press.

Jean-PaulSartre,1984. "TheConcept of Look" in *BeingandNothingness*, pp.252-270. Trans. Hazel E. Barnes. New York: Washington Square Press.

UNITIV: Heidegger and Foucault

(12 Hours, 4 Weeks)

- Man and Technology
- Essence of Technology

- Perspectives of Foucault and Heidegger

Essential/Recommended Readings

Martin Heidegger. 1977. *The Question Concerning Technology and Other Essays, Part I- "The Question Concerning Technology"*, pp. 3-35. Translated and with an Introduction by William Levitt. New York & London: Garland Publishing, INC.

Michel Foucault. 1984. *The Foucault Reader. Part II- Docile Bodies*, pp. 179-187. Edited by Paul Rabinow. New York: Pantheon Books.

Suggestive Readings

Cutrofello, Andrew (2004). *Continental Philosophy: A Contemporary Introduction*. Routledge.

Kearney, Richard & Rainwater, Mara (eds.) (1995). *The Continental Philosophy Reader*. Routledge.

McNeill, William & Feldman, Karen S. (eds.) (1998). *Continental Philosophy: An Anthology*. Wiley-Blackwell.

Kearney, Richard (ed.) (2003). *Continental Philosophy in the 20th Century: Routledge History of Philosophy Volume 8*. Routledge.

Solomon, Robert C. (1988). *Continental Philosophy Since 1750: The Rise and Fall of the Self*. Oxford University Press.

DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6): Approaches to Indian Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Approaches to Indian Philosophy DSC 15	4	3	1	NIL	Enrolment in BA (Hons.) Philosophy	None

Learning Objectives

- This course will introduce students to various ways of reading Indian philosophy- from the spiritual to the material.
- This course will give a corrective picture of Indian philosophy, paving the way for a better and more nuanced reading of the subject

- This course will provide a better base to the student to do more serious research in the subject that is both relevant and contemporary

Learning Outcomes

- Upon taking this course, the students will have a proper historical understanding of Indian philosophy
- The student will be able to analyse the structure, dogmas, and myths of Indian philosophy
- The student will develop critical faculties to understand the historical trajectory of Indian philosophy.

Unit I Indian Philosophy: Tradition and Significance (9 Hours, 3 Weeks)

1. Traditional Approach
2. Concept of Philosophy in India

Essential/Recommended Readings

S.Radhakrishnan and Charles A Moore. 'History of Indian Thought', Source Book in Indian Philosophy, Princeton: Princeton University Press,1957, Pp.XV-XXIX

Bimal K Matilal, 'On the concept of Philosophy in India', Jonardon, Ganeri (Ed.) *Indian Philosophy: A Reader* London: Routledge,2020,pp.7-16

Unit II Dogmas and Debates (12 Hours, 4 Weeks)

1. Discourse and Debates
2. Dogmas and Myths

Essential/Recommended readings

Raghramaraju, 'The Discourse of Debates in Indian Philosophy: Classical, Colonial, and Contemporary', *Debates in Indian Philosophy-Classical, Colonial and Contemporary*, New Delhi: Oxford University Press, 2007, pp 1-27

Dasgupta, S.N.(1982). 'Dogmas of Indian Philosophy,' *Philosophical Essays*, New Delhi: MotilalBanarsidasPublications.

Dayakrishna, (1991). Three Myths about Indian Philosophy, *Indian Philosophy: A Counter Perspective* Delhi: Oxford University Press.

Unit III Materialistic Approach to Indian Philosophy (12 Hours, 4 Weeks)

1. Deviating from the "tradition"
2. A different reading of Indian philosophy
3. Naturalism in Indian Philosophy

Essential/recommended readings

Dale Riepe-‘Introduction’, *Naturalistic Tradition of Indian Philosophy*, Delhi: MotilalBanarsidass, 1964,pp.3-14,
 Chattopadhyaya,Debi Prasad.(1976).‘Materialism in Indian Philosophy’ Knowledge and Intervention Calcutta: Firma KLM ,1985,pp.196-227
 Roy, M.N.(2007). Introduction,K.SatchidanadaMurty, Evolution of Indian Philosophy Delhi: DK Print World.
 M.N.Roy, Materialism in Indian Philosophy, New Delhi: Critical Quest2017,pp.3-40 (Excerpts from M .N. Roy’s Materialism: An Outline of Scientific Thought)

Unit IV Alternative approach to Indian Philosophy Weeks)

(12 Hours, 4

1. Caste, Society and Philosophy: Ambedkar
2. The Philosophy of Hinduism

Essential/Recommended readings

Dr.BabasahebAmbedkar Writings and speeches vol.1, New Delhi: DrAmbedkar Foundation, GoI ,2020, pp.50-58,69-80 (Excerpts from *Annihilation of Caste*)

Dr.BabasahebAmbedkar Writings and speeches vol.3, New Delhi: DrAmbedkar Foundation, GoI , 2020,Pp.66-72,80-87 (Excerpts from *Philosophy of Hinduism*)

Ambedkar,B.R. Selected excerpts from*Philosophy of Hinduism, Riddles of Hinduism,Annihilation of Caste,Buddha and His Dhamma*, Mumbai: Government of Maharashtra pp.50-58,69-80

Suggestive Readings

- Debiprasad, Chattopadhyaya*What is Living and Dead in Indian Philosophy*, Mumbai: Peoples Publishing House
- *Dr.Babasaheb Ambedkar Writings and Speeches*,New Delhi: DrAmbedkar Foundation, GoI ,2020, pp249-309
- Nalini Bhushan and Jay L Garfield (Eds.), *Indian Philosophy in English- From Renaissance to Independence*, Oxford: Oxford University Press,2011
- Sharad Deshpnde, *Philosophy in Colonial India*, New Delhi: Springer,2015
- K.Sachidanandamurthy and K.Ramakrishna Rao (Eds), *Current trends in Indian Philosophy*, London: Asia Publishing House, 1972
- *Debates in Indian Philosophy-Classical, Colonial and Contemporary*, New Delhi: Oxford University Press,2007
- Dale Riepe, *Indian Philosophy since Independence*, Calcutta: Research India Publications
- Jonardon Ganeri (Ed.) *Indian Philosophy: A Reader* London: Routledge,2020
- Ronald Inden, Orientalist Constructions of India, *Modern Asian Studies*,Vol.20:3,1986., pp.401-446

DISCIPLINE SPECIFIC ELECTIVE - (DSE-7) – Philosophy of Mind

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 7	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

Learning Objective

The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind.

- The course will introduce students to the basic problems of philosophy of mind
- The course will discuss the mind body problem and various solutions to it in depth
- The course will provide a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

Learning Outcomes

The student at the end of the course:

- The student will grasp the mind body problem from various angles
- The student will develop insight into the issues that are common challenges like the question of subjective experience relative to a person's material properties and processes.
- 3. The student will be able to critically analyse the fundamental problems in philosophy and appreciate some of the solutions and problems with the solutions
- The student will develop an interest in modern cognitive science

UNIT I The Mind/Body Problem

(12 Hours, 4 Weeks)

1. Thinking and Being
2. Dualism
3. Mind Body Interaction

Essential Recommended Readings:

1. Descartes, R. "Meditations II and VI". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 10-21.
2. Ryle, G. "Descartes' Myth," *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 32-38.

UNIT-II: Identity Theory and Functionalism Weeks)

(12 Hours, 4

1. The Material Mind
2. Identity theory
3. Functionalism

Essential Recommended Readings:

1. Smart, J.J.C. "Sensations and Brain Processes". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 60-68.
2. Putnam, H. "The Nature of Mental States". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 73-79.

UNIT III Subjective Experience Weeks)

(12 Hours, 4

1. Subjective and Objective
2. The Problem of Qualia

Essential Recommended Readings:

1. Nagel, T. "What is it Like to Be a Bat?". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 219-225.
2. Jackson, F. "Epiphenomenal Qualia". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 273-280.

UNIT-IV Problem of Consciousness Weeks)

(9 Hours, 3

- The Mysterious Flame
- Consciousness and Material Reality

Essential Recommended Readings:

1. Chalmers, D. "Facing up to the Problem of Consciousness." *Journal of Consciousness Studies*, 2, No.3, 1995, pp. 200-219.

Suggestive Readings:

- Chalmers, David. “Naturalistic Dualism”. *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 263-273.
- Crane, T. *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*, (2nd edition). New York: Routledge, 2003.
- Levin, Janet. “Functionalism”. *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), edited by Edward N. Zalta, 20 Jul, 2018: <https://plato.stanford.edu/archives/win2021/entries/functionalism/>
- Searle, John. “Biological Naturalism”. *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 327-336.
- Banks, William P. *Encyclopedia of Consciousness*. Oxford: Elsevier Academic Press, 2009.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.
- Chalmers, David, J. *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. 2002.
- Heil, John. *Philosophy of Mind: A Contemporary Introduction* (3rd edition). London: Routledge, 2013.
- Kim, Jaegwon. *Philosophy of Mind*, (3rd edition). Oxford: Westview Press, 2010.
- Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-8) – Philosophy of Law

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 8 Philosophy of Law	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	None

Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law.

Learning Outcomes

- The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities.
- Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

UNIT 1

(12 Hours, 4 Weeks)

Law: Concept, Meaning and Definition

1. Theories of Law: Aquinas and Austin
2. The Concept of *Nyaya*: Agreement and Disputes - Kautilya

Essential/Recommended Reading:

- Topics 1 from Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58
- Topic 5 from Shamasastri, R. (Tr.), Kautilya's Arthashastra, Book III – Concerning Law Chapter I. Determination of Forms of Agreement; Determination of Legal Disputes, https://csboa.in/eBooks/Arthashastra_of_Chanakya_-_English.pdf; 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	Enrolment in BA (Hons.) Philosophy	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 byP. Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

UNIT-3 ETHICAL DILEMMAS

(12 Hours, 4 Weeks)

1. Mothers: Biological and Other
2. Moral Status of Animals

Essential/Recommended Readings

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

_Darr, Judith. "The Reproductive Revolution". In *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*, 1-27. USA: Yale University Press, 2017.

Use of animals in medical experimentation and research

Bernard. E. Rolling. "The Moral status of Animals and their use as Experimental Subjects." In *A Companion to Bioethics* 2nd Ed. Edited by Helga Kuhse and Peter Singer, 495-509. UK: Wiley Blackwell, 2009.

UNIT 4 Medical ethics: Death and Dying

(12 Hours, 4 Weeks)

1. Death and Dying
2. Jain Fasting to Death (*santhara*)

Essential/Recommended Readings

Donaldson, B., & Bajželj, A. (2021). Calculations of Death. In *Insistent Life: Principles for Bioethics in the Jain Tradition* (1st ed., pp. 182–212). University of California Press.
<http://www.jstor.org/stable/j.ctv2rb75qt.11>.

Crawford, S. Cromwell, “The Ethics of Death and Dying.” In Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*, 188-198. New York: SUNY, 2003.

Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics: An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical Issue," *Patheos* 2015. Retrieved on 13 July 2022. [Outlawing the Jain Fast-Unto-Death Is a Bioethical Issue | Guest Contributor \(patheos.com\)](#)

Category II

BA (Prog.) with Philosophy as Major

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-9): Modern Western Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9 Modern Western Philosophy	4	3	1	NIL	Enrolment in BA Major Philosophy	“Introduction to Western Philosophy” DSC 4

Learning Objectives

- This course aims at introducing the students to fundamental issues that have been raised in modern western philosophy.
- This course will provide an overview of the problems which led to the development of empiricist and rationalist philosophical views in the field of modern western philosophy.
- This course will also discuss a wide range of philosophical theories such as metaphysical monism, pluralism, dualism, immaterialism, and transcendentalism.

Learning Outcomes

- The student will learn about the philosophical origins of many current debated concepts.
- The students will acquire the ability to think outside of the box in terms of prevalent philosophical orthodoxies.
- The students will learn how to think differently about philosophy's fundamental problems in alternative ways.

Unit 1: Introduction to Modern Western Philosophy (12 Hours, 4 Weeks)

1. Key Themes of Rationalism
2. Key Themes of Empiricism

Essential/recommended reading

Scruton, Roger, *From Descartes to Wittgenstein- A Short History of Modern Philosophy*, London, Routledge & Kegan Paul, 1981, Ch.1&2

Unit 2: Rationalism

(12 Hours, 4 Weeks)

1. Descartes- Methodic Doubt, Cogito Ergo Sum
2. Spinoza- Concept of Substance
3. Leibnitz- Theory of Monads

Essential/recommended reading

Descartes, R.(1647), *Meditations on the First Philosophy*, Harper Perennial Classics, 2013, Meditation 1&2

Spinoza, B. (1677), *Ethics*, Penguin classics, 1996, BK-1

Leibniz, G.W. (1714), *Monadology: An Edition for Students*, University of Pittsburgh Press; 1st edition (1991)

Unit 3: Empiricism

(12 Hours, 4 Weeks)

1. Locke- Critique of Innate Ideas
2. Berkeley- Critique of Locke's Theory of Material Substance
3. Hume- Theory of Causation

Essential/recommended reading

Locke, J. (1690) *An Essay Concerning Human Understanding*, Penguin Classics, 1996, BK-1

Berkeley, G. (1710) *The Principles of Human Knowledge*, Warnock, G.J. ed. UK, Fontana Press,1985, Part 1- section 1-24.

Hume, David. (1748), *An Enquiry Concerning Human Understanding*, Oxford World Classics, ed. Peter Millican, 2008, Part II- Section VII

Unit 4: Critical Philosophy

(9 Hours, 3 Weeks)

1. Kant's- Classification of propositions- Analytic, Synthetic, Synthetic a priori

Essential/recommended reading

Kant, Immanuel, *Critique of Pure Reason*, (Cambridge Edition of The Works of Immanuel Kant) : ed. Guyer, Paul and Wood, Allen 1999. Introduction, pp. 127-152.

Suggestive Readings

- Copleston, F.J. *History of Philosophy*, USA, Image Books, 1993
- Falkenberg, R. *History of Modern Philosophy*, USA, Jefferson Publications, 2015
- Moore, Bruder, *Philosophy: The Power of Ideas*, New Delhi, Tata McGraw Hill, 2011
- O'Connor, D.J. *A Critical History of western Philosophy*, USA, MacMillan, 1964
- Steg Muller, W. *Main Currents in Contemporary German, British and American Philosophy*, Dordrecht; D. Riedel Publishing, 1969
- Garrett, Thomson, *An Introduction to Modern Philosophy*, California: Wadsworth Publishing, 1993

DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-10): Contemporary Indian Philosophy

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy DSC 10	4	3	1	NIL	Enrolment in BA Major Philosophy	“Introduction to Indian Philosophy” DSC 3

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. JyotibaoPhule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar:Annihilation of Caste
3. E V RamaswamyPeriyar: Self Respect

Essential/Recommended Readings

G.P. Deshpande (Ed.) ‘Excerpts from Gulamgiri’, *Selected Writings of JotiraoPhule*New Delhi: Leftword, 2002, PP.36-63

G.Aloysious, Periyar and Modernity, New Delhi: Critical Quest, 2019, pp.22-51

Unit- 3: K.C.Bhattacharya and M K Gandhi (12 Hours, 4 Weeks)

1. K.C.Bhattacharyya-Swaraj in Ideas
2. M.K. Gandhi: Civilization and Swaraj

Essential/recommended readings

K.C. Bhattacharyya, ‘Swaraj in Ideas’, *Indian Philosophical Quarterly*11:1984, pp385-393

‘What is Swaraj?’ ‘Pp26-28, ‘Civilization,’pp 34-38, ‘What is true civilization?’, pp.66-71) extracts fromAnthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

Unit 4: M.N.Roy and J.Krishnamurti (12 Hours, 4 Weeks)

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

Essential/Recommended Readings

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy
New Humanism- A Manifesto, New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*,
Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*,
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: MotilalBanarsidas, 1999.
- BenayGopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S.Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, [ISBN 978-1-4254-8880-2](https://www.kessingerpublishing.com/ISBN-978-1-4254-8880-2)
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste, Pradnya Waghule ,1885, 2017,
- Gavaskar, Mahesh (1999). "[Phule's Critique of Brahmin Power](#)". In Michael, S. M. (ed.). [Untouchable, Dalits in Modern India](#). Lynne Rienner Publishers. Pp. [43–56](#). [ISBN 978-1-55587-697-5](#).
- B. R. Ambedkar: Annihilation of Caste
- A.Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V.Geetha, 'Graded Inequality and Untouchability; Towards the Annihilation of Caste,' *BhimraoRamjiAmbedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan,2022,pp147-190

DISCIPLINE SPECIFIC ELECTIVE - (DSE-1) – Understanding Dimensions of Gender

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Understanding Dimensions of Gender	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

Learning Objective

- This course aims to orient students to gender and feminism to study society, social roles, and the diversity of subjects in society.
- The course seeks to create gender sensitization and develops a holistic approach toward education.
- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture, and explains the development of feminist ideologies.

Learning Outcome:

- Study of feminism equips the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance.
- Feminist theory seeks to initiate transformation in social structures, customs and practices.
- A course in feminism will empower the students to understand gender oppression and to learn how to discuss it in a responsible manner and learn to avoid the same in their lives.

UNIT 1 –Introduction**(9 Hours, 3 Weeks)**

1. Gender: Concept and significance
2. Understanding and Analyzing Patriarchy

Essential/Recommended Readings:

Nicholson, Linda, “Gender”. In *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*, Edited by Alison M. Jaggar and Iris M. Young, 289-297. Oxford: Blackwell Publishers, 1998.

Bhasin, Kamla. *What is Patriarchy*. New Delhi: Kali for Women, 1993.

UNIT 2: Women and Social Construction Weeks)**(12 Hours, 4**

1. The Study of relationship
2. Female body and its situatedness

Essential/Recommended Readings:

Goldman, Emma, “Marriage and Love”. In *Anarchism and Other Essays*, 233-242. New York: Gordon Press Publishers, 1914.

Thapan, Meenakshi. “Femininity and its Discontents: Woman’s Body in Intimate Relationships”. In *Embodiment Essays on Gender and Identity*, edited by Meenakshi Thapan. New Delhi: Oxford University Press, 1997.

UNIT 3 – Embodiment**(12 Hours, 4 Weeks)**

1. Stereotypes and myths about beauty
2. The Norms of Sexuality

Essential/Recommended Readings:

Naomi Wolf, “The Beauty Myth”. In *The Beauty Myth*, 9-19. New York, Harper Collins, 1991.

Rich, Adrienne, “Compulsory Heterosexuality and Lesbian Existence”. In *Journal of Women’s History* 15-3 (Autumn 2003), 11-48.

UNIT 4 – Gender Politics**(12 Hours, 4 Weeks)**

1. Defining Body Politics
2. Is Feminism Monolithic?: Studying Third World Feminism

Essential/Recommended Readings:

Sandra Lee Bartky, “Body Politics”. In Alison M. Jaggar and Iris Marion Young, *A Companion to Feminist Philosophy*, Blackwell Companion to Philosophy. Oxford: Blackwell Publishers, 1998.

Narayan, Uma, “Westernization, Respect for Cultures, and Third-World Feminists”. In Linda J. Nicholson (Ed.), *The Second Wave: A Reader in Feminist Theory*. Routledge, 1997, 396-414.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-2) – Philosophy of B R Ambedkar

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2 Philosophy of B R Ambedkar	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

Learning Objectives

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

Course Learning Outcomes

- Learn Ambedkar’s alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.
- Critical engagement with social reality conditioned by the caste system.
- Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.

- To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1 Life world of B R Ambedkar

(9 Hours, 3 Weeks)

1. Life and Essential Writings of Ambedkar
2. Concepts and methodology of B.R.Ambedkar

Essential/Recommended readings

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.1- 20.

Rodrigues, Valerian (ed). , 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.20-36

Unit 2 Philosophy of Religion

(12 Hours, 4 Weeks)

1. Philosophy of Religion and Indian Social Order

Essential/Recommended Readings

'The Hindu Social order: Its Essential Principles', *Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*, New Delhi: Dr.Ambedkar Foundation, 2014, pp95-115

2. Buddhism and Marxism

Essential/Recommended Readings

Rodrigues, Valerian (ed). 'Religion and Dhamma', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002 Pp.57-59

Rodrigues, Valerian (ed). 'Buddha or Karl Marx', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp173-189

Unit 3 Social and Political Philosophy

(12 Hours, 4 Weeks)

1. Social Justice and Ideal society

Essential/Recommended reading

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, (extracts from Annihilation of Caste) pp267-268,275-277,294-304

2. Constitutional morality and Democracy

Essential/Recommended Reading

Rodrigues, Valerian (ed). 'Democracy', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp 60-64

Rodrigues, Valerian (ed). 'Political safeguards for depressed classes', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, 369-382

Unit 4 Contemporary Relevance of Ambedkar

(12 Hours, 4 Weeks)

1. Relevance of Ambedkar

Essential/Recommended Readings

B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.36-43

Suggestive Readings:

B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) Dr. Babasaheb Ambedkar Writings and Speeches Vol.3, Education Department, Government of Maharashtra, 1987.

Rodrigues, Valerian.(Ed.) 'Krishna and His Gita', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204

Rodrigues, Valerian(Ed.). 'Basic Features of Indian constitution', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002New Delhi: Oxford Press, 2002, p.473-495

Omvedt, Gail. 'Ambedkarism : The Theory of Dalit Liberation', *Dalits And The Democratic Revolution: Dr. Ambedkar And The Dalit Movement In Colonial India* (Sage India, 1994) p.225-260 (Ambedkarism)

Omvedt, Gail. *Ambedkar:Towards Enlightened India*, Delhi: Penguun,2017

Christophe Jaffrelot and Narender Kumar (Eds), *Dr.Ambedkar and Democracy*, New Delhi: Oxford University Press, 2018(Chapter 16)

V.Geetha, *Bhimraoramji Ambedkar and the Question of Socialism in India*, Delhi: Palgrave, 2022

Gokhale, Pradeep (Ed.) *The Philosophy of Dr.B.R.Ambedkar*, Pune: IPQ Publication,2008

G. Aloysius, *Nationalism without a nation in India*. Delhi: Oxford University Press, 1997. Xii + 265 pp.

P. Kesava Kumar, *Political Philosophy of B.R.Ambedkar- An Inquiry into the Theoretical Foundations of the Dalit Movement*, New Delhi: Kalpaz,2013

DISCIPLINE SPECIFIC ELECTIVE: DSE 3: Philosophy of Mind

ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 3	4	3	1	Nil	Enrolment in BA Major Philosophy	None

Learning Objective

The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind.

- The course will introduce students to the basic problems of philosophy of mind
- The course will discuss the mind body problem and various solutions to it in depth
- The course will provide a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

Learning Outcomes

The student at the end of the course:

- The student will grasp the mind body problem from various angles
- The student will develop insight into the issues that are common challenges like the question of subjective experience relative to a person's material properties and processes.
- 3. The student will be able to critically analyse the fundamental problems in philosophy and appreciate some of the solutions and problems with the solutions
- The student will develop an interest in modern cognitive science

UNIT I The Mind/Body Problem

(12 Hours, 4 Weeks)

4. Thinking and Being
5. Dualism
6. Mind Body Interaction

Essential Recommended Readings:

1. Descartes, R. "Meditations II and VI". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press,

2002, pp. 10-21.

2. Ryle, G. "Descartes' Myth," *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, Oxford: Oxford University Press, 2002, pp. 32-38.

UNIT-II: Identity Theory and Functionalism (12 Hours, 4 Weeks)

4. The Material Mind
5. Identity theory
6. Functionalism

Essential Recommended Readings:

1. Smart, J.J.C. "Sensations and Brain Processes". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 60-68.
2. Putnam, H. "The Nature of Mental States". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 73-79.

UNIT III Subjective Experience (12 Hours, 4 Weeks)

3. Subjective and Objective
4. The Problem of Qualia

Essential Recommended Readings:

1. Nagel, T. "What is it Like to Be a Bat?". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 219-225.
2. Jackson, F. "Epiphenomenal Qualia". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 273-280.

UNIT-IV Problem of Consciousness (9 Hours, 3 Weeks)

- 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, WilliamP. *EncyclopediaOf 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-4) – Medical Ethics: From Principles to Practice

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4 Medical Ethics – From Principles to Practice	4	3	1	Nil	Enrolment in BA (Hons.) Philosophy	Basic knowledge of ethical theories

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

Learning Objectives

- The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.
- It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes.
- It sensitizes the minds towards the ongoing ethical dilemmas.

Learning Outcomes

The learning outcomes of this course are multidimensional.

- It forms a strong base in the field of research of medical ethics
- It would also increase the student's ability to identify serious concerns regarding the expanding field of medicine and appreciate ethical concerns in new areas of medical research
- It increases the student's general awareness about public health ethics

UNIT 1- DEFINING BIOETHICS

(9 Hours, 3 Weeks)

1. Tracing the past of medical ethics
2. Scope of Medical ethics

UNIT 1- Introducing Medical Ethics Weeks)

(9 Hours, 3

3. Tracing the past of medical ethics
4. Scope of Medical ethics

Essential/Recommended Readings

A.F.Cascais (1997), "Bioethics: History, Scope, Object," In *Global Bioethics*, 10:1-4, 9-24. Retrieved on 13 July 2022. <https://doi.org/10.1080/11287462.1997.10800712>.

UNIT 2- CORE CONCEPTS Weeks)

(12 Hours, 4

3. Philosophical Issues of Informed Consent
4. The concept of Confidentiality

Essential/Recommended Readings

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics*, Edited by P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 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)

3. Mothers: Biological and Other
4. Moral Status of Animals

Essential/Recommended Readings

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." In *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

Darr, Judith. "The Reproductive Revolution". In *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*, 1-27. USA: Yale University Press, 2017.

Use of animals in medical experimentation and research

Bernard. E. Rolling. "The Moral status of Animals and their use as Experimental Subjects." In *A Companion to Bioethics* 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)

3. Death and Dying
4. Jain Fasting to Death (santhara)

Essential/Recommended Readings

Donaldson, B., & Bajželj, A. (2021). Calculations of Death. In *Insistent Life: Principles for Bioethics in the Jain Tradition* (1st ed., pp. 182–212). University of California Press.

<http://www.jstor.org/stable/j.ctv2rb75qt.11>.

Crawford, S. Cromwell, "The Ethics of Death and Dying." In Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*, 188-198. New York: SUNY, 2003.

Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics: An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.

Arthur Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical Issue," *Patheos* 2015. Retrieved on 13 July 2022. [Outlawing the Jain Fast-Unto-Death Is a Bioethical Issue | Guest Contributor \(patheos.com\)](#)

DISCIPLINE SPECIFIC ELECTIVE - (DSE-5) – Philosophy of Swami Vivekananda

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5 Philosophy of Swami Vivekananda	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None

Learning Objectives

- The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of Swami Vivekananda.
- This course is an exploration of Advaitic approaches in reconstructing Indian society.
- This course introduces the essential philosophical works of contemporary Indian thinker Swami Vivekananda by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Vivekananda in particular.

Course Learning Outcomes

- Learn Vivekananda's alternative reading of Indian philosophy by interrogating dominant philosophical systems .
- Constructive engagement with social reality conditioned with certain historical cracks in it.
- Learn the democratic potential of philosophy of Vivekananda in reconstructing Indian nation.
- To make responsible citizen by understanding the indigenous democratic philosophical thought.

Unit 1 Philosophical world of Vivekananda

(9 Hours, 3 Weeks)

1. Introduction to Swami Vivekananda
2. Chicago Addresses
3. Philosophical Background

Essential/Recommended readings

Medhananda, Swami (2022). Introduction, *Swami Vivekananda's Vedāntic Cosmopolitanism*. Oxford University Press, pp. 1-16

Addresses at the parliament Of Religion' in 'Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita Ashram.(Pages 1-22)

Vivekananda,Swami. 'The Vedanta Philosophy' Lecture [delivered at Harvard University, on March 25, 1896.](#)(Available in Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita AshramA)

Unit 2 Philosophy of Religion and Dharma Weeks)

(12 Hours, 4

1. Universal Religion and Harmony
2. Hinduism and Buddhism

Essential/Recommended Readings

'The way to realisation Of Universal Religion' and 'The Ideal Of Universal Religion', in Complete Works of Swami Vivekananda.Vol.2.Kolkata,AdvaitaAshrama.

'Buddhistic India' in Complete Works of Swami Vivekananda.Vol.3.Kolkata,AdvaitaAshrama.

Unit 3 Social and Political Philosophy

(12 Hours, 4 Weeks)

1. Vedanta and Equality
2. Cultural Nationalism

Essential/Recommended reading

Practical Vedanta part I and II IN 'Complete Works of Swami Vivekananda'Vol.2.Kolkata,Advaita Ashram

Vivekananda,Swami. 'My India The India Eternal' Kolkata: Ramkrishna Mission Publication,1993 (Page 5 to 35)

Unit 4 Contemporary Relevance of Vivekananda

(12 Hours, 4 Weeks)

2. Understanding Hindutva
3. Discourse on Women

Essential/Recommended Readings

Vivekananda, Swami, 'Essentials of Hinduism, Mayavati, Advaita Ashrama, 1937. (Page 7-28)

Vivekananda, Swami. 'Women Of India' Chennai, Ramkrishna math. 2013 (Selected Pages)

Suggestive readings

Medhananda, Swami (2022). *Swami Vivekananda's Vedāntic Cosmopolitanism*. Oxford University Press.

Raghuramaraju, A. (1998). *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*. Delhi, IN: Oxford University Press India.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-6) – Philosophy of Mahatma Gandhi

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DSE 6 Philosophy of Mahatma Gandhi	4	3	1	Nil	Enrolment in BA (Major) Philosophy	None
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Learning Objectives

- The aim of this course is to introduce key ideas of Mahatma Gandhi that shaped values and practices of Nationalist movement in India.
- There is a renaissance in reinterpreting Gandhi. This course aims to lay out such reinterpretations.
- This course introduces to key interlocutors of Gandhi in his life time that opens up fault lines in Gandhi's thinking.

Course Learning Outcomes

- Learn Key philosophical reinterpretations of Gandhi .
- Understand at least one approach to key ideas in Gandhi's thinking and its moral potential
- Learn the points of variation and contest of his interlocutors with Gandhi's ideas.

- To make students appreciate Gandhi's contribution to Nationalist Movement and Nation building and its relevance.

Unit 1 Gandhi as Philosopher

(12 Hours, 3 Weeks)

1. Introduction to Gandhi's Thought
2. Gandhi's Philosophical Approach

Essential/Recommended readings

Parel A. j.(ed), Gandhi: Hind Swaraj and Other Writings, Cambridge, Cambridge university Press,1996 Chapters on Introduction

Bilgrami Akeel, Gandhi The philosopher, EPW, Vol.38, no,39,27 Sep., 2003.

Nandy Ashis From Outside the Imperium Gandhi's Cultural Critique of the West in Pantham Thomas, Deutsche Kenneth L(Ed) Political Thought in Modern India, Sage Publications, Delhi 1986.

Unit 2 Gandhi: Key Ideas I

(12 Hours, 4 Weeks)

1. Swaraj
2. Satya
3. Ahimsa

Essential/Recommended Readings

Parel A. j.(ed), Gandhi: Hind Swaraj and Other Writings, Cambridge, Cambridge university Press,1996 Chapters on Introduction, Civilisation, what is True civilisation, Why was India Lost, Lawyers, Doctors and Passive resistance

Parel A J, The Doctrine of Swaraj in Gandhi's Philosophy in Parekh, Bhiku & Baxi Upendra (Ed) Crisis and Change in Contemporary India, New Delhi, Sage Publication, 1996.

Parekh, Bhiku, Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi, Sage publication,1999. Chapter on Non Violence

Unit 3 Gandhi: Key Ideas II

(12 Hours, 4 Weeks)

1. Swadeshi
2. Satyagraha

Essential/Recommended reading

Parekh, Bhiku, *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi, Sage publication, 1999. Chapter on Satyagraha

Unit 4 Gandhi on State and Constructive Programme**(12 Hours, 4 Weeks)**

1. Theory of State
2. Constructive Programme

Essential/Recommended Readings

Parel, A. (2011). Gandhi and the state. In J. Brown & A. Parel (Eds.), *The Cambridge Companion to Gandhi* (pp. 154-172). Cambridge: Cambridge University Press.

Gandhi, M K "Constructive Programme."

https://www.jmu.edu/gandhicerter/_files/gandhiana-constprog.pdf

Suggestive Readings:

Bhattacharjee, Sabyasachi, *The Mahatma and The Poet*, Delhi, National Book Trust 1995.

Chatterjee Partha, *Nationalist Thought and the Colonial world: A derivative discourse?*, London, Zed Books, 1986.

Dalton D, *Mahatma Gandhi : Non violent Power in Action*, New York , Coloumbia University Press, 1993

Iyer Raghavan N *The Moral and Political Thought of Mahatma Gandhi*, New Delhi, OUP, 2000.

Miri, Mrinal (ed.) (2003). *Identity and the moral life*. New York: Oxford University Press

Parel A J, *Gandhi: Freedom and Self-rule*, Lanham MD, Lexington Books, 2000.

Raghuramaraju, A. (2010). *Debating Gandhi*, OUP

Shurud Tridip, *An Autobiography*, Penguin 2018

Category III

BA (Prog.) with Philosophy as Minor

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Contemporary Indian Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy DSC 5	4	3	1	NIL	Enrolment in BA (Minor) Philosophy	Basic knowledge of classical Indian philosophy

Learning Objectives

- The objective of this course is to make students familiar with Contemporary Indian Philosophers and their philosophical thinking.
- Philosophers like Swami Vivekananda, Aurobindo, Gandhi, B R Ambedkar, JyotibaPhule, M N Roy, amongst others will be covered.
- In this course, various issues of contemporary relevance such as freedom, self-respect, Integral Yoga, Universalism etc. Will be discussed

Learning outcomes

On completion of this course, the student can be expected to

- Have a comprehensive understanding of the conceptual roots of the Contemporary Indian Philosophy
- Understand how various social and contemporary issues have been addressed in this discipline
- Understand how one can have multiple perspectives to address various social issues like Caste, Religion, Yoga etc.
- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

Unit- 1: Swami Vivekananda and Sri Aurobindo

(9 Hours, 3 Weeks)

1. Swami Vivekananda: Universal Religion and Neo Vedanta
2. Sri Aurobindo: Integral Yoga

Essential/recommended readings

Swami Vivekananda , 'The way of realisation of a Universal Religion', The ideal of a Universal Religion *The Complete Works of Swami Vivekananda Vol.II*, Kolkata: Advaita Ashrama,pp.359-396

Integral Yoga: Sri Aurobindo's Teaching & Method of Practice , Compiled by Sri Aurobindo Ashram, Archives and Research Library, Lotus Press, USA

Unit- 2: Jyotiba Phule, B R Ambedkar and E V Ramaswamy Periyar (12 Hours, 4 Weeks)

1. 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

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?' 'Pp26-28, 'Civilization,' pp 34-38, 'What is true civilization?', pp.66-71) extracts from Anthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press,2009

Unit 4: M.N.Roy and J.Krishnamurti (12 Hours, 4 Weeks)

1. M.N. Roy: Radical Humanism
2. J.Krishnamurti: Knowledge and Freedom
3. D D Upadhyaya: Integral Humanism

Essential/Recommended Readings

M.N. Roy: Radical Humanist: Selected Writings, by M.N.Roy, 2004

Radical Democracy pp.38-51, Principles of Radical Democracy 22 Theses, p.5262, M.N.Roy New Humanism- A Manifesto,New Delhi: Ajanta Publications, 1981

J.Krishnamurti, 'Freedom from the Known,' *Total Freedom-The Essential Krishnamurti*,

Chennai: KFI, 2018, pp.109-132

Upadhyaya, D. D (2020) Lecture II: *Western vs. Bharatiya View*, in *Integral Humanism*, Prabhhat Prakasan Pvt Ltd.

Suggestive Readings

- T.M.P. Mahadevan&C.V.Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: MotilalBanarsidas, 1999.
- BenayGopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S.Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, [ISBN 978-1-4254-8880-2](https://www.kessingerpublishing.com/ISBN-978-1-4254-8880-2)
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste,Pradnya Waghule ,1885, 2017,
- Gavaskar, Mahesh (1999). "[Phule's Critique of Brahmin Power](#)". In Michael, S. M. (ed.). [Untouchable, Dalits in Modern India](#). Lynne Rienner Publishers. Pp. 43–56. [ISBN 978-1-55587-697-5](https://www.riennerpublishers.com/ISBN-978-1-55587-697-5).
- B. R. Ambedkar: Annihilation of Caste
- A.Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V.Geetha, 'Graded Inequality and Untouchability; Towards the Annihilation of Caste,' *BhimraoRamjiAmbedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan,2022,pp147-190

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES For BA Hons/Major

GENERIC ELECTIVES (GE-14): Philosophy of Feminism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Feminism GE 14	4	3	1	Nil	Any BA Hons/Major	None

Course Objectives:

- A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a holistic approach towards education.
- This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Learning Outcomes:

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

Unit I Patriarchy and the Origin of Feminism

(9 Hours, 3 Weeks)

1. The Origins of Patriarchy

2. Aspects of Domination and Subordination

Essential/Recommended readings:

Lerner, Gerda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II Feminism and Intersectionality

(12 Hours, 4 Weeks)

1. Perceptions and Perspectives
3. Women and Caste: Voices of the Dalit women

Essential/Recommended readings

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Rege, Sharmila. "Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position". *Economic and Political Weekly*, (October 31, 1998): WS 39-46.

Unit III Body and Gender

(12 Hours, 4 Weeks)

1. Women as Objects
2. Self and Gender

Essential/Recommended readings

Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs*, 24, no.4 (Autumn 1995): 249-291.

Vanita, Ruth. "The Self is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

Unit IV Women and Environment

(12 Hours, 4 Weeks)

1. Discussion on Ecofeminism
2. Indian perspective on gender and environment

Essential/recommended readings

Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

Suggestive readings

Jagger, Alison M. and Iris Marion Young (eds). *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

GENERIC ELECTIVES (GE-15): Philosophical Debates (Indian)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophical Debates (Indian) GE 15	4	3	1	Nil	Any BA Hons/Major	None

Learning Objective

- The primary objective of this course is to know Indian Philosophy through some engaging debates. .
- Various debates in Indian Philosophy will be highlighted in this course.
- The course will cover material from a wide range of perspectives in Indian philosophy, from Jainism to Vedanta and from materialism to Buddhism.
- The debates will highlight the key differences between Indian philosophical schools

Learning Outcome

- At the end of the course, a student should be able to demonstrate a clear understanding of the background the philosophical debates
- The students will acquire a good understanding of the key concepts of Indian schools through critical analysis.
- The students will have the sound understanding of epistemological, metaphysical, ontological and so many other critical issues and shall be able to go for further studies in the subject.

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	Any BA Hons/Major	None

Learning objectives

- The objective of this course is to make students familiar with Sikhism and the underlying philosophy of its major concepts. The course consists of Introduction to Sikhism, Metaphysical doctrine, Ethical views and Guru-Bani.
- This course will help the students to understand the basic tents of Sikhism and to highlight the philosophical implications in Sikh tradition. This will help the students to understand the significance of Sikhism by giving exposure to Guru Bani.

Learning Outcomes

- At the end of this course, a student will acquire a clear understanding of origin and key doctrines of Sikh Philosophy.
- This paper will prepare a student for taking up further studies in Sikhism and comparative religions.

Unit 1: Introduction

(9 Hours, 3 Weeks)

1. Sikh, Sikhi, Sikhism

2. Basic tenets of Sri Guru Granth Sahib

Essential/Recommended Reading;

W.H. McLeod, *The A to Z of Sikhism*, The Scarecrow Press, 2009. P. xviii-xxxii.

Pashaura Singh, *The Guru Granth Sahib*, *The Oxford Handbook of Sikh Studies*, Oxford University Press, 2014. P. 125-134.

Unit -2 Philosophical Aspects of Sikhism

(12 Hours, 4 Weeks)

1. Mool mantar and Aarti
2. Five Khands of Japji

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P. 202-254 (For Five Khand)

Wazir Singh, *The Sikh Vision; Problem of philosophy and faith*, EssEss Publication, Delhi, 1992. P. 34-43. (For Hukum)

Unit 3: Metaphysical Aspects of Sikhism

(12 Hours, 4 Weeks)

- Brahm, Jagat, Jiva, Mukti, Maya
- Nama, Guru and Sat-Sangat

Essential/Recommended Readings

Dr. Gopal Singh (Tr.), *Sri Guru Granth Sahib (English Translation)*, Allied Publishers Pvt. Limited, 2005. Stanza 1, p.1.

Jasbir Singh Ahluwalia, *The Quintessence of Sikhism: The Doctrinal Sovereignty*, Sikh Spectrum.com, Issue No. 21, August 2005.

Daljeet Singh, *Essentials of Sikhism*, Singh Brother Publisher, Amritsar, 1994, P.144-164.

Unit 4: Ethical Aspects of Sikhism

(12 Hours, 4 Weeks)

1. Sat and Sachara

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	Any BA Major Enrolment	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)

- Meaning of Aesthetics
- Indian Aesthetics- Rasa Theory and concept of Sadharanikarana
- Western Aesthetics- The concept of Aesthetic Attitude, Aesthetics Experience and Aesthetic Judgment

Essential/Recommended Readings

- Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, "J P Sartre".
- 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 Hirianna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 6.
- 5 Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1, 2, 15 to 17.

Unit II: Comparison between Different Arts

(12 Hours, 4 Weeks)

1. Form and Content in art forms
2. Performative arts, Literary Arts and Visual Art

Essential/Recommended Reading

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

Unit III: Film as an Art Form

(12 Hours, 4 Weeks)

1. Documentaries
2. Commercial and Parallel Cinema
3. Web Series

Essential/Recommended Readings:

1. <https://docuseek2.com/wp/documentary-genres/>
2. Lakshmi, C. S. Feminism and the Cinema of Realism (1986). *Economic and Political Weekly*. Vol XXI, No 3.
3. Kracauer, Siegfried (1960). *Theory of Films: The Redemption of Physical Reality*. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post). <http://www.ign.com/blogs/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema>
4. https://www.academia.edu/29274541/Philosophy_and_Hindi_Cinema
5. <https://amirhashmi.com/2018/05/22/difference-between-parallel-film-and-commercial-film/>

6. Maheshkumar, D.R. A Study on Impact & Popularity of Web Series on Youth (2020). *International Journal of Creative Research Thoughts* 8(9), pp.1085-1093.

Unit IV: Art, Morality and Culture

(9 Hours, 3 Weeks)

1. What is Art and Morality?
2. What is Culture?

Essential/ Recommended Readings:

1. Tolstoy, Leo. What is Art? Translated from the Original MS, with an Introduction by Aylmer Maude Chapters 1 and 2
2. Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 13 and 18.
3. Hiriyanna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 7

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