दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

Bachelor of Arts (Prog) Philosophy

(Effective from Academic Year 2019-20)

Revised Syllabus as approved by

Academic Council

Date: No:

Executive Council

Date: No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Prog) Philosophy offers an updated syllabus which will bring students to the forefront of philosophical debates in various areas of philosophy, viz., metaphysics, epistemology, ethics, logic, aesthetics. The syllabus is a combination of traditional aspects of philosophy along with modern trends.

The University of Delhi hopes the LOCF approach of the programme B.A. (Prog) Philosophy will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

BA (Prog) is by nature an interdisciplinary exercise. In the philosophy programme we have a package that does not just deal with Indian and western philosophy – the staple diet – but we also look into Art and Film Appreciation, Critical Thinking, Vedic Values, Jainism and Buddhism, Yoga philosophy and much else. The idea is to interest the student with a wide but controlled presentation of the subject and inculcate in the student a certain curiosity regarding the nature of philosophy and its close cognates. Practically every other subject is related to philosophy in one way or another and it is the idea of the BA (Prog) in Philosophy to make this apparent to the student.

2. Learning Outcomes based approach to Curriculum Planning

The learning outcomes-based curriculum framework for B.A (Prog.) Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for B.A (Prog) Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

2.1 Nature and extent of the B. A (Prog.) Philosophy

Philosophy is taken to be an abstract study about the fundamental structure of the world. It works towards foundations of each and every subject that is investigating the nature of the world but it does not only deal with foundations of science but with foundations of humanities as well, including that of social structures The scope of philosophy is therefore vast. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about the place of each and every aspect of nature vis v vis the whole of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through corrective reflection about its various facets.

In pursuing these aims, B.A (Prog.) Philosophy Programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

The B A (Prog.) Philosophy programme covers a wide range of philosophy, from classical Indian Philosophy and Greek Philosophy to Modern Logic. In addition to that there are various courses like Art and Film Appreciation and Technology and Ethics, Philosophical aspects of Ambedkar's thought that will make the students aware of contemporary issues. Current issues in ethics and feminist theory are also dealt with. There are many choices students have regarding which options they can take which makes the Programme syllabus a rich and diverse experience for students.

2.2 Aims of Bachelor's degree programme in Philosophy

The overall aims of B A.(Prog) Philosophy Programme are to:

A) Enable students to think logically and critically and analytically and inculcate strong curiosity about philosophy and its cognates

B) Develop understanding of definitions, key concepts, and principles of various theories of philosophers and develop comparing and contrasting techniques regarding the various theories

C) Enable learners/students to apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio ethical fields

D) Develop in students the ability to apply critical thinking tools developed in philosophical theorising to handle issues and problems in ethics, social sciences and problems that arise out of the technological effects of natural sciences

3. Graduate Attributes in Philosophy

Some of the graduate attributes in philosophy are listed below:

A) Disciplinary knowledge: Students must have good knowledge of the history of the subject, the relevant historical line of development in Indian and western philosophy and should show good command of logic, ethics and know the applied aspects of philosophy in fields like technology, applied ethics, well.

B) Communications skills: Ability to communicate various concepts of philosophy in writing and orally and ability to present complex philosophical ideas with clarity and present philosophical concepts logically

C) Critical thinking and analytical reasoning: Ability to identity relevant assumptions, hypothesis, implications or conclusions; formulate logically correct arguments and to know the pros and cons of the various arguments given by philosophers

D) Self-directed learning: Ability to work independently, ability to search relevant resources and e-content for self-learning and enhancing knowledge in philosophy

E) Moral and ethical awareness/reasoning: To understand how serious the effects of plagiarism are and to inculcate a lifelong habit of never indulging in plagiarism.

F) Lifelong learning: Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject with the critical spirit that they will inculcate in the program.

4. Qualification descriptors for B.A (Prog.) Philosophy

Students who choose B.A (Prog) Philosophy Programme, develop the ability to think critically, logically and analytically and hence use philosophical reasoning in their daily lives.

BA (Prog) Philosophy consists of Core Courses, Skill Enhancement Courses, Electives and also Discipline Specific Courses. A student qualifying in the subject will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills

in logic.ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics, apart from advancing in critical thinking.

Descriptors for B.A (Prog.) Philosophy may include the following:

i. demonstrate analytic and coherent knowledge of the academic field of philosophy with comprehensive understanding of ontology, metaphysics and epistemology and to think in an interdisciplinary manner
iii. demonstrate skills to identify presuppositions and entailments of theories
iv. Apply the acquired knowledge in philosophy and transferable skills to new/unfamiliar contexts and real-life problems.
v. Demonstrate philosophical ability in the evaluation of arguments in real life situations.

5. Programme Learning Outcomes in B A (Prog.) Philosophy

The completion of the B A. (Prog.) Philosophy Programme will enable a student to:

i) Understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy
ii) Critically analyse the hypothesis, theories, techniques and definitions offered by philosophers
iii) Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them
iv) Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature

6.0 Structure of B.A. (Prog) Philosophy
6.1 Credit Distribution for B.A. (Prog) Philosophy

Courses	Theory+Practical	Theory+Tutorial
Core Courses (12 papers) Two papers English Two papers MIL Four papers Discipline 1	12X4= 48	12X5= 60

Four papers Discipline 2 Core Course Practical/Tutorial * (12 Practical/Tutorials*	12X2=24	12X1= 12
Elective Course (6 Papers) Two Papers: Discipline 1 specific Two Papers: Discipline 2 specific Two Papers: Interdisciplinary (Two papers from each discipline of choice and two papers of interdisciplinary nature.)	6X4 = 24	6X5=30
Elective Course Practical/Tutorial* (6 Practical/Tutorials*) Two papers- Discipline 1 specific Two papers- Discipline 2 specific Two papers- Generic (Inter disciplinary) (Two papers from each discipline of choice including papers of interdisciplinary nature.) • Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester	6X2= 12	6X1= 6
Ability Enhancement Courses 1. Ability Enhancement Compulsory (2 Papers of 2 credits each) 2. Ability Enhancement Elective (Skill Based) (4 Papers of 2 credits each)	2X2= 4 4X2= 8	2X2= 4 4X2= 8
Total Credits	120	120

Institute should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/
NSS related courses on its own.
  * wherever there is a practical there will be no tutorial and vice-versa

6.2 Semester-wise Distribution of Courses.

**CHOICE BASED CREDIT SYSTEM IN
B.A. (PROG.) PHILOSOPHY**

Sem.	Core Course	Ability enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC)	Discipline Specific Elective (DSE)	General Elective (GE)
I	Logic (DSC) (I) Introduction to Logic (MIL I)				
II	Ethics (DSC) (II) Ethical Studies (MIL II)				
III	Indian Philosophy (DSC) (III) Introduction to Indian Philosophy (MIL III)		Ethical Decision Making (SEC I)		
IV	Modern Western Philosophy (DSC) (IV) Introduction to Western Philosophy (MIL IV)		Yoga Philosophy (SEC II)		
V			Art & Film Appreciation (SEC III)	Vedic Value System (DSE 1) Buddhism (DSE 2)	Fundamentals of Indian Philosophy (GE 1)

				Greek Philosophy (DSE 3)	Technology and Ethics (GE 2A)
				Social and Political Philosophy (DSE 4)	Or
					Ethics (GE 2B)
				Applied Ethics (DSE 5)	
VI			Critical Thinking & Decision Making (SEC IV)	Jainism (DSE 6)	Philosophical Thoughts of Ambedkar (GE 3)
				Philosophy of Religion (DSE 7)	
					Inductive Logic (GE 4A)
				Feminism (DSE 8)	
					Or
				Aesthetics (DSE 9)	Logic (GE 4B)
				Analytic Philosophy (DSE 10)	

7.0 Courses for Programme B.A. (Prog) Philosophy

Semester I

Logic (DSC) (I)

(CC (I))
Core Course

Course Objective

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

This course

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

Unit 1 Basic Logical Concepts

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

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

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

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

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

Unit 3

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

Recommended Readings:

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

Unit 4

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

Recommended Readings:
 1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

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

Teaching Learning Process

Lectures and tutorial as per University norm is essential.

Assessment Methods

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

Keywords

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

Introduction to Logic (MIL I)
(MIL-I)
Core Course

Course Objective

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

Course Learning Outcomes

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

Unit 1   BASIC CONCEPTS

1.1 Propositions and Arguments,

1.2 Deduction and Induction

1.3 Validity, Truth and Soundness

Essential Reading

Chapter 1 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 2-33.

Unit 2 CATEGORICAL PROPOSITIONS

2.1 The components of Categorical Propositions

2.2 Quality, Quantity and Distribution

2.3 The Traditional Square of Opposition

2.4 Conversion, Obversion and Contraposition

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

Essential Reading

Chapter 5 and chapter 7 (7.3) of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 164-188 and 249-257.

Unit 3 CATEGORICAL SYLLOGISMS

3.1 Standard form, Mood and Figure

3.2 Rules and Fallacies

Recommended Reading

Chapter 6 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 205-238.

Unit 4 PROPOSITIONAL LOGIC

4.1 Symbols and Translation

4.2 Truth Functions (Logical Connectives)

4.3 Truth Tables for Statements & Statement-Forms

4.4 Truth Tables for Arguments & Argument-Forms

4.5 Indirect Truth Tables (*Reductio Ad Absurdum*)

Recommended Reading

Chapter 8 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 287-333.

References

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

Additional Resources:

1. Hurley, Patrick, *Introduction to Logic*, Wadsworth: Delhi, 2007.
2. Sen, Madhucchanda, *LOGIC*, Delhi: Pearson, 2008.
3. Chakraborti, Chhanda, *Logic: Informal, Symbolic and Inductive*, Delhi:Prentice-Hall of India Private Limited, 2006.

Teaching Learning Process

Lectures, PPT, and Tutorials

Assessment Methods

Assignments, Presentation and Examination

Keywords

Logic, argument, premise, conclusion, truth, validity, invalidity, statement form, argument form, truth-table.

Semester II

Ethics (DSC 2)
(CC (II))
Core Course

Course Objective

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

Course Learning Outcomes

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

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy

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

3. Importance of freewill.

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings",pp,1-12.

2. Mackenzie,J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics",pp,1-14.

3. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-3, "The Development of Morality",pp,51-71.

4. Taylor, Paul. W.(1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction,pp,3-12.

Unit 2 Theories of Ethics

1.   J.S. Mill and Utilitarianism.

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

3. Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utillitarianism, London, in Mary Warnock. Ed.1962.

2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.

3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.

5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.

6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1.   The theories of punishments

2.   Euthanasia

3.   Animal Rights

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.

2. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.

3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Grew Hill Publications, Chapter-16, "Do Animals Have Rights?, pp,134-146.

Unit 4 Indian Ethics

1.   Puruṣārthas

2.   *Niṣkāmakarma* (*Bhagvadgītā*)

3.   Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson

2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, tokyo, Chapter-7,"The Eight Fold Path",pp,129-137.

3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI,"Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Kavayalaya Publishers: Mysore. Chapter-9, pp,65-68.

Suggested Readings:

1.Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers
2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Given above in each unit

Additional Resources:

- Hartmann, N. (1950) *Moral Phenomena,* New Macmillan.·
- Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.·
- Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948 ·
- Shelly Kagan,(1998) Normative Ethics , Westview Press.
- Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita",   pp,197-220.

Keywords

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma, Bhagvadgītā, Euthanasia, Punishment, Ahimsa. Imperatives, Moral

Ethical Studies
(MIL-II)
Core Course

Course Objective

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Course Learning Outcomes

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1.   The theories of punishments

2.   Euthanasia

3.   Animal Rights

Recommended Readings:

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2.   *Niṣkāmakarma* (*Bhagvadgītā*)

3.   Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson

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- Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948 ·
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Keywords

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Semester III

Indian Philosophy (DSC 3)
(CC (III))
Core Course - (CC)

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1 **Indian Philosophy: An Overview:**

1. General Characteristics of Indian Philosophy

Recommended Readings:

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

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

Unit 2 Theory of Knowledge (Nyāya–Vaiśeṣika)

1. Perception (*Pratyakṣa*)

2.		Inference (*Anumāna*)

3.		Testimony (*Śabda*)

4.		Comparison (*Upamāna*)

Recommended Readings:

1. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta ,Chapter 5 The Nyaya Philosophy pp 161 - 201.

Unit 3   Theories of Causation:

1.	Buddhism (*Pratītyasumatpāda*)

2.	*Asatkāryavāda (*Nyāya– Vaiśeṣika)

3.	S*atkāryavāda (Samkhya --Yoga)*

Recommended Readings:

1.   Chatterjee and Datta (2016) An Introduction to Indian Philosophy , Motilal Banarasidass Publishers, Chapter VII The Samkhya Philosophy pp 254 - 257.

2 Mehta, S. (2017), The problem of meaning in Buddhist Philosophy, Delhi Krishi Sanskriti Publications, Chapter -2, pp-17-33

3 Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter 11 Theory of Causation pp151 - 157

4. Sharma, C.D.(2000) A Critical Survey of Indian Philosophy, Motilal Banarasidass Publishers, Chapter-3,pp,132-135.

Unit 4 Theories of Reality:

1.	Buddhism - Anatmavāda

2.	Jainism – Anekāntavāda, Syādvāda

3.	Nyāya–Vaiśeṣika – Self World and God

4. Śaṃkara – Parā – Aparā distinction, Nature of Brahmana (Mundaka Upanisad) Aphorism 1

Recommended Readings:

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

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

3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Chapter-5, "The Nyaya Philosophy", pp,201-227.

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

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

6. Mundaka Upanisad Apph. I

References

Additional Resources:

- Hiriyanna, M. (1994) *Outlines of Indian Philosophy*, Delhi: MLBD Publishers.

- Hiriyanna, M. (2015) The Essentials of Indian Philosophy, Delhi: MLBD Publishers

- Radhakrishnan, S. (1929) *Indian Philosophy, Volume 1.* Muirhead Library of Philosophy (2nd ed.) London: George Allen and Unwin Ltd.

Teaching Learning Process

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

Assessment Methods

Internal Assessment

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

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

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

Course Objectives

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

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

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

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

 •Exposure to various Indian texts .

 • Finally it will give a holistic development of their personality

Course Learning Outcomes

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainaism, Samkhya ,Mimamha and Vedanta. They will become aware

of the Metaphysics of various schools which will help them to understand the society at large.

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

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

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

Unit 1: Basic Outlines of Indian Philosophy

1. General Characteristics of Indian Philosophy

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Raju, P.T. 1985. *Structural Depths of Indian Thought.*Albany (New York): State University of New York Press.

•SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 Indian Epistemology

1. Carvaka Epistemology

2. Nyaya Theory of Perception

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Datta, D.M. 1972. *The Six Ways of Knowing*. Calcutta: University of Calcutta Press.

•SurendranathDasgupta, A History of Indian Philosophy, Vol.1, Delhi: MotilalBanarsidass

Unit 3 Indian Metaphysics

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

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: MotilalBanarasidass

Unit 4: **Trajectories of the Philosophical**

1. The Vedic Primordial Quest

Raimundo Pannikkar (ed. & trans). 2006. "May Peace Bring Peace' (Shanti Mantra)

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

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

S. Radhakrishnan (ed. & trans). 1987. "Isa Upanishad", In*The Principal Upanishadas*, 567-575. New Delhi: Harper Collins Publishers India.

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

Gurucharan Das. 2012. "Draupadi's Courage." In *The Difficulty of Being Good*, 33-53.New Delhi: Penguin Books.

References

As above

Additional Resources:

Suggested Readings

• Organ, Troy Wilson. 1964. *The Self in Indian Philosophy*. London: Mounton& Co.

• Pandey, SangamLal. 1983. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth.

• Paul S. and Anthony J. Tribe.2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.

• Stcherbatsky, Theodore. 1970. *The Soul Theory of Buddhists,* 1st ed. Varanasi: Bharatiya Vidya Prakasana.

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

Teaching Learning Process

Teaching-Learning Process

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

Assessment Methods

Assessment methods

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

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

•Four Assignments/ Projects: 10% each

•Three in-class quizzes/oral tests: 5% each

•Paper Presentations: 5%

• Final exam: 10%

•Attendance and participation 5%

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

Course Objectives

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

Course Learning Outcomes

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

Unit 1 Ethical Theories : Traditional and Contemporary
 1. Traditional Ethical Theories: Virtue Ethics, Utilitarian Ethics and Deontology
 2. Contemporary Approaches: Care Ethics and casuistry Ethics
 Recommended Readings:
 Rachel, J. ,The Elements of Moral Philosophy. (Oxford: Oxford University Press, 2011).
Pertinent Topics
 Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds. Bioethics: An Introduction to the History, Method and Practice(New Delhi: Jones and Bartlett, 2010). Chapters on 'Casuistry Ethics'and 'Care Ethics'.

Unit 2 Moral Reasoning and Addressing Dilemmas, Trolley Problem

1. Values, Dilemma and Choices
2. Responsibility, Justice & Fairness

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013), Chapters 1 and 2 for this Unit.
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008). Chapter-1 for this Unit.

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

Recommended Readings:
Lisa Newton, Ethical Decision Making: Introduction to Cases and Concepts in Ethics, (Springer Series, 2013),(p.6-23 and 31-39 for this unit)
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), (p.155-175 for this unit).

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

Recommended Readings:
Lisa Newton , Ethical Decision Making: Introduction to Cases and Concepts in Ethics (Springer Brief in Ethics series, 2013).
Howard, R.A. and Kroger, C.D., Ethics for the Real World: Creating a personal code to guide decisions in work and life, (Harvard Business Press: Boston, 2008), Chapters4-7.
Contemporary Debates in Bioethics, (Eds) Arthur L. Caplan and Robert Arp,(UK: Wiley-Blackwell, 2014)
Nitishastra(Applied Ethics) by M P Chourasia , (Motilal Banarasidas, New Delhi., 2009). This is an excellent Hindi sourcebook.
Besides these the blogs, movies dealing with cases needing a moral resolution, ted talks, media reports etc. will be useful for deliberating on this issue.

Practical

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

References

Lisa Newton ,Ethical Decision Making: Introduction to Cases and Concepts in Ethics by Lisa Newton (Springer Brief in Ethics series, 2013).

Howard, R.A. and Kroger, C.D. Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life (Harvard Business Press: Boston, 2008).

Brown, M. The Quest for Moral Foundations: An Introduction to Ethic. (University Press: Georgetown,1996).

Josephson, M. S. Making Ethical Decisions (Josephson Institute of Ethics, 2002 Arthur

L. Caplan and Robert Arp (eds). Contemporary Debates in Bioethics (Wiley-Blackwell: U.K. ,2014)

 Chourasia, M. P. Nitishastra(Applied Ethics). (Motilal Banarasidas: New Delhi. 2009). (An excellent sourcebook in Hindi).

Additional Resources:

Cohen, Stephen. The Nature of Moral Reasoning: The Framework and Activities of Ethical Deliberations, Arguments and Decision Making, (Oxford University Press,2004).

Teaching Learning Process

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

Assessment Methods

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

Semester IV

Modern Western Philosophy (DSC 4)
(CC (IV))
Core Course

Course Objectives

The objective of the course is to

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

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

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

Course Learning Outcomes

- This course will enable students to think outside the box of the prevalent philosophical orthodoxies.
- The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.

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

Recommended Readings

Scruton Roger, From Descartes to Wittgenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1 & 2)

Unit 2 Rationalism

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

Recommended Readings

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

Spinoza,B (1677), Ethics, Penguin Classics

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

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Unit 3 Empiricism

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

Recommended Readings

Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII
Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.
Hume,D. (1748), An Enquiry Concerning Human Understanding (Oxford World's Classics)

Unit 4 Kant: Classification of Propositions, Possibility of synthetic a priori.

Recommended Readings

Kant Immanuel , Critique of Pure Reason (The Cambridge Edition of the Works of Immanuel Kant) : Kant, Paul Guyer, Allen W. Wood: Books,(1999)

References

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

- Locke, J. (1706) An Essay Concerning Human Understanding, London,. CH. XXIII
- Berkeley, G. (1985), The Principles of Human Knowledge G.J. Warnock, (ed). Great Britain: Fontana Press, Part-1, Sections 1-24.

Additional Resources:

- Moore, B. (2011) Philosophy: The Power of Ideas, New Delhi: TMH.
- O'Conor, D. J. (1964) A Critical History of Western Philosophy, New York:Macmillan.
- Stegmuller, W. (1969), Main Currents in Contemporary German, British and American Philosophy, , Dordrecht: D. Reidel Publishing.
- Thomson, G. (1992) An Introduction to Modern Philosophy, California:Wadsworth Publishing.
- Titus, S. and Nalan. (1994) Living Issues in Philosophy, London: OUP.
- Scruton Roger, From Descartes to Wittegenstein A short history of modern philosophy.London: Routledge & Kegan Paul 1981 (chapter 1& 2)

Teaching Learning Process

Textual readings, Power Point Presentations, Group Discussion

Assessment Methods

Internal Assesment

Assignment/Test

Keywords

Rationalism, Empiricism, Subjective Idealism,Cogito Ergo Sum, Interactionism, pre-established harmony, Monism, Dualism, Parallelism

Introduction to Western Philosophy (MIL)
(MIL-IV)
Core Course

Course Objectives

Philosophy is both fascinating and frustrating. It deals with the most difficult questions of life which have always bewildered us. Philosophers have been relentlessly working to quench this thirst of the mankind by expounding theories which have broadened the base of human understanding. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The syllabus comprises of six philosophers grouped under two traditions of thought: Rationalism and Empiricism. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

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

Unit 1 Introduction to Rationalism and Empiricism

 Recommended Readings:
 Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.)

Unit 2 The concept of substance: Descartes and Spinoza

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

Recommended Readings:

Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)
 Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).

Unit 3 Epistemology in the works of Leibnitz and Locke

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

Recommended readings :
Strickland, Lloyd.Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014
 Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book 2)

Unit 4 The concept of ideas: Berkeley and Hume

1. Berkeley : Immaterialism
 2. Hume: Impressions and Ideas
Recommended Readings:
Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).
Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

References

- Markie, Peter, "Rationalism vs. Empiricism", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.),
- Descartes: Meditations on First Philosophy, London:Penguin Classics.1998 (Ch. 1,2 and 6)
- Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).
- Strickland, Lloyd.Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014
- Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book 2)
- Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only).
- Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III)

Additional Resources:

- Copleston, F.J. History of Philosophy. USA: Image Books, 1993
- Falkenberg, R. History of Modern Philosophy, USA: Jefferson Publication , 2015
- O' Connor, D.J. A Critical History of Western Philosophy. USA: MacMillan, 1964.

lectures, tutorials, discussions, assignments and tests.

Assessment Methods

assignments and tests

Keywords

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

Yoga Philosophy
(SEC (II))
Skill-Enhancement Elective Course

Course Objective

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

Course Learning Outcomes

(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution

of this paper and in what way some of the thought processes are better than its Western counterpart. (ii) It should also be the endeavour to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.

Unit 1 Introduction to Yoga

1. The Definition and Essence of Yoga

2. Citta, citta-vritti, citta vritti nirodh

Recommended Readings:

1. Werner, K., (2014), Yoga and Indian Philosophy, Motilal Banarasi Dass Publications, Delhi, Chapter-5, "Yoga and its origin, Purspose and Relation, pp,93-118.
2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-9, "Ethics of Yoga", pp-199-206.
3. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy",pp,294-301.

Suggested Readings

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

Unit 2 Yoga in Bhagvadgita

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

Recommended Readings:

1. Radhakrishnan, S.(2011), The Bhagvadgita, Harper Collins.

2. Kaveeshwar, G. W. (1971) The Ethics of the Gita, Delhi: Motilal Banarsidas.

Unit 3 Yoga and Meditation

1. Jainism (Panchmahavrata)

2. Buddhism (Vipassana)

Recommended Readings:

1.Gopalan, S.(1974) Outlines of Jainism, John Wiley & Sons (Asia) Pt. Ltd.

2. Sobti, Harcharan Singh.(1992), Vipassana : The Buddhist Way : The Based on Pali Sources, Chapter-9, pp,84-92, Eastern Book Linkers, Delhi.

3. Sobti, Harcharan Singh.(1992), Vipassana : The Buddhist Way : The Based on Pali Sources, Chapter-11, pp,99-119, Eastern Book Linkers, Delhi.

4. Sobti, Harcharan Singh, (2003), Published by Eastern Book Linkers,

   Chapter 5. "Vipassana : a psycho-spiritual analysis".

   Chapter 16."Vipassana a distinct contribution of Buddhism to world culture".

Unit 4 Patanjali's Astangik Yoga Marga

Recommended Readings:

1. Dasgupta, S. N. (1930) *Yoga Philosophy in Relation to Other Systems of Indian Thought*, Calcutta: University of Calcutta.

2. Chatterjee, S & Datta. D.M (1984) An Introduction to Indian Philosophy, 8th ed., University of Calcutta , Chapter-8, "Yoga Philosophy, The Eight Fold Means of Yoga, pp-301-308.

References

Additional Resources:

- Abhishiktananda, Swami: (1974) *Guru and Disciple*, London: Society for the Promotion of Christiona Knowledge,
- Aranya, H.: (1983) *Yoga Philosophy of Patanjali*, rev. ed.. Trans. by P. N. Mukherji, Albany, New York: Suny Press,
- Bhattacharya, H. (1956) (ed.). *The Cultural Heritage of India*, Calcutta: Ramkrishna Mission Institute of Culture, 4 vol.
- Cleary, T. (1995) translated *Buddhist Yoga: A Comprehensive Course*, Boston, Mass: Shambhala Publications.

- Feuersteein, George, (2001), "The yoga tradition: its history, literature, philosophy and practices", Hottm press prescott, Arizona.
- Werner, Karel. "Yoga and Indian philosophy", Motilal Banarsidass Publ., New Delhi,

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Teaching Learning Process

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

Assessment Methods

Internal Assessment

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

Keywords

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

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Semester V

Art and Film Appreciation
(SEC (III))
Skill-Enhancement Elective Course - (SEC)

Course Objective

Art and Film Appreciation

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

Course Learning Outcomes

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

Unit 1 Art and Experience

1. Meaning and Analysis

References

Satre, J.P, "The Work of Art" in Aesthetics, Harold Osborne,(London: Oxford University Press, 1972).

Hospers, John (1969) *Introduction Readings in Aesthetics,* Free Press.

Gupta, Shamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).

Hiryanna, M. (1997) Art Experience, Indira Gandhi National Centre for the Arts Manohar. Chapter-1.

Unit 2 Film as an Art Form

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

References

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

Vijaya, Mishra. (2009) *Specters of Sensibility*: The Bollywood Film. Routledge.

Sussane Langer. (1953) *Feeling and Form,* Longman Publishing House.

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

https://www.academia.edu/37948527/.The_Aesthetics_of_Digital_Art.pdf

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

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

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Unit 3 Art, Social Values and Morality

1. Life art interface

2. Film and Cultural representation

References

Gupta, Shyamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).

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

Clark, Kenneth. The Nude: A Study in Ideal Form. (Bollingen Series 35.2. New York: Pantheon Books, 1956).

Unit 4 Art and Communication in and through Films

References

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

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

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References

• Harold, Osborne (1976) Aesthetics, OUP.

• Hospers, John (1969) Introduction Readings in Aesthetics, Free Press.

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

• Vijaya, Mishra. (2009) Specters of Sensibility: The Bollywood Film.

Routledge.

Additional Resources:

• Sussane Langer. (1953) Feeling and Form, Longman Publishing House.

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

Teaching Learning Process

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

Assessment Methods

Internal Assessment and Examination

Keywords

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

**Vedic Value System
(DSE (I))
Discipline Specific Elective - (DSE)**

Course Objectives

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

Course Learning Outcomes

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

Unit 1 Values in Vedas

1.Introduction to Vedas (classification and explaination)

2. Values in Vedas

Recommended Readings:

1. Panikkar, R. (2001), The Vedic Experience, Motilal Banarasidas Publications, New Delhi. pp,5-34.

2. Dasgupta, S. N.(2012), A History of Indian Philosophy, Vol.1,Motilal Banarasidas Publications, New Delhi. Chapter-2, pp-10-27

3. Prasad, H.S., The Centrality of Ethics in Buddhism, Exploratory Essays, MLBD, 2007, Chapter II pg. 55-77

Unit 2 Cosmic Values

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

2. The concept of Rt*a, Satya and dharma.*

Recommended Readings:

1. Wezler,A.,'Dharma in the Veda and Dharmasastras', DHARMA(ed. Patrick Olivelle), MLBD, 2009, pg. 207 - 231

2. Atharva Veda Prithvi Sutaka, 47 to 60.

3. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,99-105.

Suggested Readings:

1. Pradhan, R.C.(2008), Philosophy, Culture and Value, I.C.P.R, Chapter-7, Concept of Rta as expounded by G.C Pnade: A Critical Evolution, pp,135-143.

Unit 3 Social Values

1. Asram system and 16 Vedic sanskaras

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

Recomended Readings:

1. Gupta, Shantinath,(1978), Indian Concept Of Values, Manohar.

2. Sharma, I.C.,(1965), Ethical Philosophies of India, George Allen and Urwin, Chapter-3, pp-70-86.

3. Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.

4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,80-96.

5. Goyal, Pritiprabha. (2004), Bharatiya Sanskriti, Rajasthan Grathagar, Jodhpur. Chapter-2-4, pp,17-104.

6. Prasad, Rajendra, (1999), Varnadharma, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.

Suggested Readings:

Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter 4-5, pp, 232-329.

Unit 4 Personal Values

1.The Purusarthas: Trivarga (purpose of life)

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

Recomended Readings:

1. Kathopanishad, Aphorism 2.

2.Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.

3. Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9,"Idea of Purusarthas, pp,65-68.

4. Prasad, H.S. (2007), The Centrality of Ethics in Buddhism: Exploratory Essays, Motilal Banarasi Dass Publications, Delhi. Chapter-2, pp,96-99.

Suggested Readings:

1. Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.

References

Additional Resources:

- Chaterjee, S. Chandra, *The Fundamentals of Hinduism*, Calcutta: University of Caluctta, 1970.
- Chennakesavan, Sarswati, *A Critical Study of Hinduism*, Delhi, Motilal Banarsidas, 1980.
- Devraja, N. K., *Hinduism and Modern age*, New Delhi, Jamia Nagar, 1975.
- Jingran, Saral, *Aspects of Hindu Morality*, Delhi, Motilal Banarsidas, 1999.
- Krishna, Yuvraj, *The Doctrine of Karma*, Delhi, Motilal Banarsidas, 1997.
- O' Flaherty, Wendy Doneger, *Karma and Rebirth in Classical Indian Traditions*, Delhi, Motilal Banarsidass, 1999.
- Potter, Karl H., *Presuppositions of Indian Philosophy*, New Delhi, Princeton Hall of India, 1965
- Prasad, Rajendra, *Varnadharma, Niskamakarma and Practical Morality*, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi, 1999.
- Radhakrishnan, S., *Indian Philosophy*, Vol – I & II, New York: The Macmilan Company, 1956.
- *Radhakrishnan, S.(2011) The BhagvadGita, Harper Collins.*
- *Radhakrishnan, S. (1960), The Hindu view of life*, Unwin books, London.

- Maha Upanisad
- *Gupta, Shantinath, Indian Concept Of Values, Manohar 1978*
- *http://www.advaita.it/library/mahaupanishad.html*
- https://www.learnreligions.com/what-are-vedas-1769572

Teaching Learning Process

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

Assessment Methods

Internal Assessment

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

Keywords

Veda, Value, Dharma, Rta, Purusarthas, Asrama, Sanakaras, Prithvisukta, Sreyas, Preyas

Buddhism
(DSE (II))
Discipline Specific Elective - (DSE)

Course Objectives

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

Course Learning Outcomes

- At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.
- have acquired a good understanding of the key doctrines of Buddhism.
- have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.

Unit 1 **Introduction to Buddhism**

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

Recommended Readings:

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

·   Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-1 to14, pp,1-173.

Unit 2 Ethics of Buddhism

1.   Five Vows

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

Recommended Readings:

·   Mahathera. Narada. (2006), The Buddha and His Teachings, *Jaico Publishing House*, Mumbai. Chapter-15 to17, pp,201-251.

·   Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.

·   Walpola, Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 2 to 5, pp,16-50.

Unit 3 Ontology of Buddhism

1.   Paramitas

2.   Pratītyasamutpāda

Recommended Readings:

·   Mahathera. Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-25, pp,326-337.

· Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi.

  Chapter-3, pp,17-33

Unit 4 Doctrines of Buddhism

1.   Karma and Rebirth

2.   Nirvana

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

Recommended Readings:

·   Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai.Chapter-18 to 36, pp,252-426.

·   Walpola Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter- 6, pp,51-66

References

Recommended Readings:

- Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, *Publications Division*, New Delhi, and its Hindi translation also by the Publications Divisions. ·
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka.
- Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi.
- Walpola, Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York.

Additional Resources:

Suggested Readings

- Bhatta, J. (1971), Nyayamanjari ed. S.N. Shukla, Varanasi: Chowkhamba Vidyabhavan.
- Pande, G.C. (1957), Studies in the Orgins of Buddhism, Allahabad University, Allahabad.
- Halbfars, W. (1999), Karma, Apurva and "Nature" causes: observation on the growth and limits of the theory of Samsaras", O' Flabearty.
- Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
- Sarao, K.T.S. (2003), "Anatman/Atman (No-self/self)", Encyclopedia Buddhism, Memillan, New York.
- Kamla, J. (1983), The Concept of Pancsila in Indian Thought, P. V. Institute: Varanasi.
- Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Greek Philosophy
(DSE (III))
Discipline Specific Elective - (DSE)

Course Objectives

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

Course Learning Outcomes

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

Unit 1 Socrates and the Sophists

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

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

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

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

Unit 2 Plato

1. The ideal state
2. Critique of Democracy

Recommended Readings:
The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee
Sheffield, (Routledge: London and New York,2014) Part-II , Chapters 12-15

Lee, Desmond (translated), Plato: The Republic,edited by Betty Radice, (Penguin
Classics,1974) Books 8 and 9

Unit 3 Aristotle

1. Political Naturalism
2. Human nature and the nature of the state
Recommended Readings:
James Warren and Frisbee Sheffield(eds),The Routledge Companion to Ancient Philosophy
(Routledge: London and New York,2014),Part-III,Chapter-25 Christopher Shields(edited).
The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003, chapter-10.

Unit 4 Epicurus and the Stoics
 1. Pleasure and happiness
2. Living according to nature

Recommended Readings:
Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell
Publishing,2003, chapters 12 and 13 Warren, James & Frisbee Sheffield (eds.). The
Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014.
chapters 31-33

Practical

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

References

Recommended

- The Routledge Companion to Ancient Philosophy edited by James Warren and Frisbee Sheffield, (Routledge: London and New York,2014)
- Christopher Shields(edited). The Blackwell Guide to Ancient Philosophy , (Blackwell Publishing,2003).
- Mary Louise Gill and Pierre Pellegrin (eds). A Companion to Ancient Philosophy, (Blackwell,2006.)
- Kerferd, G. B. The Sophistic Movement, (Cambridge: Cambridge University Press,1981)
- Keyt, D. and Miller (Jr.), F. D. (eds.) A Companion to Aristotle's Politics. (Oxford: Oxford University Press,1991)
- Long, A. Hellenistic Philosophy, 2nd ed. (California: University of California Press,1986)
- Rist, J. M. Epicurus, (Cambridge: Cambridge University Press, 1972) Schofield, M. Plato: Political Philosophy, (Oxford: University Press,2006).
- Lee, Desmond(translated), Plato: The Republic,edited by Betty Radice, (Penguin Classics,1974).

Additional Resources:

Annas, J. The Morality of Happiness, (Oxford: Oxford University Press, 1993) Epicurus, Letter to Menoeceus, Trans. by Robert Drew Hicks (E Text: http://classics.mit.edu/Epicurus/menoec.html)

Teaching Learning Process

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

Assessment Methods

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

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

Course Objectives

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

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

Course Learning Outcomes

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

Unit 1 A Study of Social and Political concepts:

- Rights
- justice
- Equality
- Democracy

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

Further Reading
Rawls, John. "*Fundamental ideas" in justice as fairness. 1971.*

Unit 2 Indian Social Thinkers:

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

References

Tagore, R. (2002a). *Nationalism*. New Delhi: Rupa and Co.

Parel, j. (*eds*). Gandhi Critique of modern civilization, Hind Swaraj. Chapter - 6-13th. Cambridge: Cambridge University Press, 1997.

Rodrigues, Valerian. *The Essentials writing of B.R. Ambedhkar:* Oxford India Paperbacks.

Ray, Sibnarayan, ed., *Selected Works of M. N. Roy, vol. 1*, (Delhi Oxford University Press, 1987).

Unit 3 Western Social and Political Thinkers:

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

References

Nelson, Brian. *Western Political Thought- 2007* Pears.

Bertell, Ollman. *Dance of Dialectic.* chapter 1 and chapter 2. University of ILLINOIS PRESS Urban Chicago.

Further Reading

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

Karl Marx and Friedrich, *The Communist Manifesto*. Penguin Classic.

Dunn, John. *The political thought of John Locke, Chap-1.* Cambridge*:* Cambridge University Press.

Unit 4 Communitarianism, Multiculturalism, Minority Rights and Feminism:

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

References

Hooks, Bell, *Feminism by Oxford Reader.*

Taylor, Charles, *Responsibility for self.* I*n Amelie Oksenburg Rorty* (ed.), The Identities of Person. University of California Press. pp. 281-99 (1976).

Taylor, Charles. Multiculturalism: Examining the Politics of recognition. Princeton: Princeton University Press, 1994.

References
As above

Additional Resources:

- Raphael, D.D. Problems of Political Philosophy.
- Ghoshal, U.N., A History of Indian Political ideas, Oxford University Press, 1950.
- Kabir, Humayun, *Mysticism and Humanity of Tagore,* East and West, vol. 12 nos 2-3 (september 1961)

Teaching Learning Process

Textual Reading , Group Discussion

Assessment Methods

internal assesment

(test/ assignments)

Keywords

multiculturalism, democracy,rights,justice,property, liberty,equality, fraternity, nationalism,cosmopolitanism

Applied Ethics
(DSE (V))
Discipline Specific Elective - (DSE)

Course Objective

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

Improving analytical and writing skills.

Course Learning Outcomes

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

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

Unit 1 **An Introduction to Moral Philosophy and Applied Ethics.**

Essential Readings:

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

 Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Unit 2 **Issues, Rights and Concerns**

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

2. Organ Transplantation

 3. Concerns (Surrogacy ,Cloning)

Essential Readings:

Singer, P., Applied Ethics. Oxford: Oxford University Press,1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds., Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

Careless thought costs lives: The Ethics of transplant by Janet Radcliffe Richards, Oxford University Press, 2012

Unit 3 Environmental Ethics

1. Nature as Means or End.

2. Respect to animals and ecology

Essential Reading:

Singer, P.,Applied Ethics. Oxford: Oxford University Press, 1986

Unit 4 Media and Cyber Ethics

Media Ethics

Print and Cyber Media

Essential Readings:

 Spinello, Richard.A., The Internet and Ethical Values, In CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp.1-28

Spinello, Richard.A., Intellectual Property in Cyberspace, In Cyber Ethics: Morality and Law in Cyberspace, Jones and Barlett Publishers, 2003, pp. 91-104.

References

Rachel, J., The Elements of Moral Philosophy. Oxford: Oxford University Press, 2011

 Singer, P., Applied Ethics. Oxford: Oxford University Press, 1986

Jecker, N. S., Jonsen, A. R., and Pearlman, R. A. eds.,Bioethics: An Introduction to the History, Method and Practice New Delhi: Jones and Bartlett, 2010

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

Spinello, Richard.A., CyberEthics: Morality and Law in Cyberspace, Jones and Bartlett Publishers, 2003, pp 1-28, pp 91-104.

Additional Resources:

Dower, N., World Ethics: The New Agenda. Edinburgh: Edinburgh University Press,2007

Teaching Learning Process

Lectures

Tutorials

Power Point Presentations

Assessment Methods

Internal assessment

University examination

Presentation

Keywords

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

Fundamental of Indian Philosophy
(GE (I))
Generic Elective - (GE)

Course Objective(2-3)

Course Objectives:

•The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy . Focus will be on interactive learning where students will engage themselves. The course will help the students in understanding the significance of Indian philosophical studies in their daily life,

how to overcome the stress, how to manage their life and take challenges in life ; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

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

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

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

 •Exposure to various texts .

 • Finally it will give a holistic development of their personality

Course Learning Outcomes

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

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

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

Unit 1 **Basic Outlines of Indian Philosophy**

1. General Characteristics of Indian Philosophy

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Raju, P.T. 1985. *Structural Depths of Indian Thought.* Albany (New York).State University of New York Press.

•Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private Limited, 2004, pp.67-77.

Unit 2 **Indian Epistemology**

1. Carvaka Epistemology

2. Nyaya Theory of Perception and Inference

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Datta, D.M. 1972. *The Six Ways of Knowing*. Calcutta: University of Calcutta Press.

•Surendranath Dasgupta, A History of Indian Philosophy, Vol.1, Delhi: Motilal Banarsidass Publishers Private

Unit 3 **Indian Metaphysics**

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

2. Samkhya Dualism: Prakriti and Purusha

Recommended Readings

• Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed.Calcutta: University of Calcutta.

• Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: MotilalBanarasidass

Unit 4 **Trajectories of the Philosophical**

1. The Vedic Primordial Quest

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

Atharva Veda XIX,9-15,14 The Vedic Experience: Mantramanjari, Delhi:Motilal Banarasidass Publishers Private limited, 2006, pp.305

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

S. Radhakrishnan, Isa Upanishad(ed. &trans), The Principal Upanishadas, New Delhi: Harper Collins Publishers India, 1987, pp.567-575.

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

Gurucharan Das, "Draupadi's Courage" in The Difficulty of Being Good, New Delhi: Penguin Books, 2012, pp.33-53

References

Suggested Readings

- Organ, Troy Wilson. *The Self in Indian Philosophy*. London: Mounton & Co., 1964
- Pandey, SangamLal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: DarsanPeeth, 1983.
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge, 2000

Additional Resources

- Stcherbatsky, Theodore. *The Soul Theory of Buddhists,* 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Koller, John M. "Skepticism in Early Indian Thought". *Philosophy East and West* 27(2). 1977,155-164.

Teaching Learning Process

Teaching-Learning Process:

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

Assessment Methods

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

•Four Assignments/ Projects: 10% each

•Three in-class quizzes/oral tests: 5% each

•Paper Presentations: 5%

• final exam: 10%

•Attendance and participation 5%

Technology and Ethics
(GE (II A))
Generic Elective - (GE)

Course Objective

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

Course Learning Outcomes

Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view. They will responsibly function and lead the

usage to technology so as to save society from its harmful effects. With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit 1 **Introduction to Technology and Ethics:**

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

Recommended Readings:

- Floridi, Lucians.(ed.) , *The Cambridge Handbook of Information and Computer Ethics*, Cambridge University Press, New York, 2010. pp. 14-17, 33-38.
- Tavani, H. T. *Ethics and Technology*, (4th ed.) Wiley, 2004. pp. 303-309.

Further Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics,* New Jersey . John Willey and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics,* Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics,* New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010.

Unit 2 **Biotechnology**

- GM Foods
- Cloning
- Stem Cell Culture

Recommended Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously,* Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics,*23, 1997, pp.353-360.
- "Of Stem Cells Ethics" *Nature Cell Biology,* vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Further Readings:

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously,* Institute of Food and Agricultural Science, University of Florida.
- Harris, John, "Goodbye Dolly: The Ethics of Human Cloning", *Journal of Medical Ethics*,23, 1997.
- "Of Stem Cells Ethics" *Nature Cell Biology,* vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.
- Tavani, T.H. *Ethics And Technology, ,The Handbook of Information and Computer Ethics,* Willey. 2008. U.S.A.
- Himma, K.E. & Tavani,H.T.(ed)*Encyclopedia of Science, Technology and Ethics:* Mac Millan Reference USA, 2005.
- Feenberg, Andrew. Questioning Technology, Routledge, 1999.

Unit 3 Some Recent Considerations in Technology

- Artificial Intelligence
- Nano- technology

Recommended Readings:

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

Further Readings:

- Noble,D. G. "The Immortal Mind: Artificial Intelligence" in *The Religion of Technology: The Divinity of Man and the Spirit of Intervention,* New York, : Alfred A. Knopf., 1997,
- Tavani, H. T. *Ethics and Technology,* (4th ed.) Wiley, 2004.

Unit 4 Public Evaluation of Technology

- Social Implications of Technology
- Justice
- Rights

Recommended Readings:

- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation,* vol. 8, no 9, 2014, pp. 3015-19.

- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics*. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Further Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics,* New Jersey . John Willey and Sons., 2000.
- Mitcham C. *Encyclopedia of Science Technology and Ethics,* Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology*, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility,* Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. *The Hand Book of Information and Computer Ethics*, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics.* Cambridge University Press. Cambridge . 2010.
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics:*Mac Millan Reference USA, 2005.
- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" *International Scholarly and Scientific Research & Innovation*, vol. 8, no 9, 2014.

References

Essential Readings:

- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics, (*New Jersey: John Willey and Sons.,2008.) 25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology* (New Jersey: John Wiley and sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005, xi - xvii
- Tavani, H.T. *Ethics & Technology,* 4th Edition, (U.S.A: Willey, 2004) 382-389.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility*, (New York: Wiley Blackwell Publishing , 2003)17- 20
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics*, (New Jersey: John Wiley and Sons, 2008) 621-638.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics. (*Cambridge : Cambridge University Press.2010)33-38, 86-92.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.

- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida.http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) *Encyclopedia of Science, Technology and Ethics*. (U.S.A: Mac Millan Reference, 2005) 16-35.

Additional Resources:

Further Readings

- Debiprasad Chattopadhyaya, *Science, Philosophy and Society,* New Delhi: Critical Quest, 2007.
- Terryl Wards Bynum. *Milestones in the history of information and computer ethics,* Kenneth Einar Himma and Herman T Tavani (Eds.), *The Hand Book of Information and Computer Ethics, (*New Jersey: John Wiley and Sons, 2008) 25-48.
- Margaret R Mclean, *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods* , Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.
- Tavani, T.H. *Ethics And Technology*, ,The Handbook of Information and Computer Ethics, New York: Willey. 2008.
- Himma, K.E. & Tavani,H.T.(ed) *Encyclopedia of Science, Technology and Ethics*: (U.S.A: Mac Millan Reference, 2005) 663-669.
- Feenberg, Andrew. *Questioning Technology, (London:* Routledge, 1999) 139-158
- Himma, K.E and Tavani,H. (Ed): *The Handbook of Information and Computer Ethics*, (New Jersey: John Willey and Sons.,2008)25-48.
- Fritz Allhoff, Patrick Lin, James Moor, John Weckert (Ed.) *Nanoethics: The Ethical and Social Implications of Nanotechnology*, (New Jersey: John Wiley and Sons, 2008)1-17.
- Mitcham C. *Encyclopedia of Science Technology and Ethics*, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. *Ethics & Technology,* 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) *Computer Ethics and Professional Responsibility,* New Jersey: Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, *The Hand Book of Information and Computer Ethics,* New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) *The Cambridge Handbook of Information and Computer Ethics.* Cambridge University Press. Cambridge . 2010.
- Margaret R M., *The Future of Food : An Introduction to Ethical Issues in Genetically Modified Foods ,* Markkula Centre for Applied Ethics, 2005, http://www.scu.edu/ethics/practicing/focusareas/medical/conference/presentati ons/geneti cally-modified-foods.html.
- Burkhardt, J. *The GMO Debates: Taking Ethics Seriously*. Institute of Food And Agricultural Sciences. University of Florida.http://www.farmfoundation.org/news/articlefiles/120-burkhardt.pdf

- Barnes, B. *The Public Evaluation of Science and Technology* From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics: Mac Millan Reference USA, 2005

Teaching Learning Process

PPT, Group Discussion etc

Assessment Methods

Internal Class Tests, Assignments, Projects

Keywords

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

Ethics (GE 2B)
(GE (II B))
Generic Elective - (GE)

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1 Introduction to Ethics

1. Introduction to Moral Philosophy

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

3. Importance of freewill.

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-1, "Morality and Moral Reasonings",pp,1-12.

2. Mackenzie,J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics",pp,1-14.

3. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-3, "The Development of Morality",pp,51-71.

4. Taylor, Paul. W.(1978), "Problems of moral philosophy: an introduction to ethics", Dickenson publishing company, Inc. Belmont, California, Introduction,pp,3-12.

Unit 2 Theories of Ethics

1.   J.S. Mill: Utilitarianism.

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

3.   Aristotle: Well-being and Golden Mean.

Recommended Readings:

1. Mill, J.S. (1863): Utillitarianism, London, in Mary Warnock. Ed.1962.

2. Aristotle, (1926) Nichomachian Ethics, Harvard University Press.

3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.

4. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-9, "The Standard as Pleasure",pp,166-177.

5. Lillie, W.,(1948), An Introduction to Ethics, Methuen & Co. Ltd. London,Chapter-16, "Virtue",pp,287-290.

6. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-12, pp,136-147.

Unit 3 Applied Ethics

1.   The theories of punishments

2.   Euthanasia

3.   Animal Rights

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-7, "The Justification of Capital Punishment", pp,121-138.

2. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-9, "The Justification of Voluntary Euthanasia", pp,164-184.

3. Rachel, James.(1989), The Right Things to Do, 6th Ed.,Mc Grew Hill Publications, Chapter-16, "Do Animals Have Rights?, pp,134-146.

Unit 4 Indian Ethics

1.   Puruṣārthas

2.   *Niṣkāmakarma* (*Bhagvadgītā*)

3.   Eight-Fold Path (Buddhism)

Recommended Readings:

1. Satyanarayana,Y.V.(2010), Ethics: Theory and Practice, Pearson, pp 13-16.

2. Mizuno, Kogen, (1987), Basic Buddhist Concepts, Kosei publishing corporation, tokyo, Chapter-7,"The Eight Fold Path",pp,129-137.

3. Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-XXXVI,"Indian Ethics", pp,365-369.

4. Hiriyanna, M.(1950), Popular Essays In Indian Philosophy, Chapter-9, pp,65-68, Kavayalaya : Publishers: Mysore.

Suggested Readings:

1.Dasgupta, S.N (2004), A History of Indian Philosophy, vol.1, Delhi: MLBD Publishers

2. Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita", pp,197-220.

References

Additional Resources:

·   Hartmann, N. (1950) *Moral Phenomena,* New Macmillan.·

·   Taylor, P.W., Problems of Moral Philosophy: An Introduction to Ethics, Dickenson Publishing Co. Inc. Belmont, California.·

·   Lillie, W., An Introduction to Ethics, Methuen & Co. Ltd. London, 1948 ·

·   Shelly Kagan,(1998) Normative Ethics , Westview Press.

·   Kaveeshwar, G.W. (1971), The Ethics of Gita, Motilal Banarasi Dass Publications, Delhi, Chapter-12, "Ideal Action according to Gita",   pp,197-220.

Keywords

- Ethics, Freewill, Virtue Ethics, Utilitarianism, Duty, Puruṣārthas, Niṣkāmakarma , *Bhagvadgītā*, Euthanasia, Punishment, Ahimsa, Imperatives, Moral

Semester VI

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

Course Objective

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

Course Learning Outcomes

This course
1. Helps in generating productive/creative ideas for further use in difficult situation.
2.Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3.Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4.Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
6.Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

Unit 1 CRITICAL THINKING- BASIC COMPONENTS:

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

Recommended Reading:
1. Moore, Brooke N., et al. *Critical thinking.* Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.
2.Dewey, John, How we think. Mineola, N.Y. Dover Publications, 1997, Ch 6

Unit 2 CRITICAL THINING: A SECOND ORDER ACTIVITY:

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

Recommended Reading:

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

Unit 3 RHETORIC AND ITS FALLACIES:

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

Unit 4 CLEAR THINKING: KEYS FOR SOLUTION

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

Recommended Reading:

1.Case Studies from both the recommended books

2.Moore, Brooke N., et al. *Critical thinking.* Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.

3. Dewey, John. *How we think.* Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

References

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4.

2. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, 68-14.

Additional Resources:

1. Watson, Jamie C. *Critical thinking : an introduction to reasoning well*. London/New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.

2.Kallet, Mike. *Think smarter : critical thinking to improve problem-solving and decision-making skills*. Hoboken, New Jersey: Wiley, 2014.

3.Bloom, Benjamin S., David R. Krathwohl, and Bertram B. Masia. *Taxonomy of educational objectives : the classification of educational goals*. New York: David McKay Company, 1956.

Teaching Learning Process

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

Assessment Methods

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

Keywords

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

Jainism
(DSE (VI))
Discipline Specific Elective - (DSE)

Course Objective

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

Course Learning Outcomes

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

Unit 1 **Jainism: An overview**

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

Recommended Readings:

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

Unit 2 **Jain Epistemolog**

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

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,70-77.

- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,175-186.

Unit 3 **Jain Metaphysics**

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

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,81-93.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

Unit 4 **Jain Ethics**

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

Recommended Readings:

- Chatterjee, S. & Datta. D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

References

Recommended Readings:

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

- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi.
- Jain, J. P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi.
- Mahapragya, Acharya. (2010), Anekanta: Philosophy of Co-Existence, Jain Vishva Bharti, Ladnun-Rajasthan.

Additional Resources:

Suggested Readings

- Jain, K. (1983), The Concept of Pancsila in Indian Thought, P VInstitute, Varanasi.
- Jain, K. (1998), Aparigraha- The Humane Solution, P V Institute, Varanasi.

- Jaini, J. L. (2014), Outlines of Jainism - Primary Source, Edition by F. W. Thomas.
- Jain, J. P. (2006), Art and Science of Self Realization, Radiant Publishers, New Delhi.
- Radhakrishnan, S., Moore, A. (1967), Sourcebook in Indian Philosophy, CA Princeton.
- Sharma, I C. (1965), Ethical Philosophies of India, Harper and Row, USA.
- Setia, T. Ahimsa. (2004), Anekanta and Aparigraha, Motilal Banarsidass Publishers, New Delhi.
- Sidhantacharya, Pt. Kailash Chandra Jain. (2015), Jain Dharam, Shrut Samvardhan Sansthan, Meerut.

Teaching Learning Process

Lectures and Tutorials as per University Guidelines

Assessment Methods

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

Keywords

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

Philosophy of Religion
(DSE (VII))
Discipline Specific Elective - (DSE)

Course Objective

The objective is to acquaint students with the basics of religion.

The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

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

Unit 1 Concepts of Religion and Dharma

1) Nature of Religion and it's relation to Philosophy of Religion.

2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

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

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

Unit 2 Challenges to Religion

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

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

Recommended Readings-

McCloskey, H.J. God and Evil, *Philosophical Quarterly*, Vol.10, 1960

Meister, Chad, Philosophy of Religion, Reader, Routledge, NewYork, 2008

Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-

Quinn, P.L. and Taliaferro, C. ed., A Companion to Philosophy of Religion, Blackwell Publishers, 1997

Unit 4 Overview of R the concepts of Religious Diversity and Liberation

1) The Conept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

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

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

References

- Brody B.A., *Readings in Philosophy of Religion*, Prentice Hall India,1974
- Galloway,George, *The Philosophy of Religion*, C.Scribner's Son's, New York 1914
- Meister,Chad, *Philosophy of Religion* Reader, Routledge New York,2008
- McCloskey, H.J., *God and Evil*, *Philosophical Quarterly , Vol.*10,1960
- Verma V. P., *Dharma Darshan Ke Mool Siddhant*, Hindi Madhyam, Karyanvaya Nideshalaya, 1991
- Quinn P. L. and Taliaferro. C ed. *A Companion to Philosophy of Religion* Blackwell Publishers1999.
- Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious* History, MLBD,2009

Additional Resources:

Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

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

Philosophy of Religion
(DSE (VII))
Discipline Specific Elective - (DSE)

Course Objective

The objective is to acquaint students with the basics of religion.

The students are then introduced to a systemic and comprehensive study of various approaches to concepts that are common across religions.

Course Learning Outcomes

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

Unit 1 Concepts of Religion and Dharma

1) Nature of Religion and it's relation to Philosophy of Religion.

2) The Concept of Dharma (Purva Mimansa)

Recommended Readings-

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

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

Unit 2 Challenges to Religion

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

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

Recommended Readings-

McCloskey, H.J. God and Evil, *Philosophical Quarterly*, Vol.10, 1960

Meister, Chad, Philosophy of Religion, Reader, Routledge, NewYork, 2008

Unit 3 Significance of Faith, Prayer and Revelation in Religion

1) Faith, Reason and Revelation.

2) The Concept of Prayer.

Recommended Readings-

Quinn, P.L. and Taliaferro, C. ed., A Companion to Philosophy of Religion, Blackwell Publishers, 1997

Unit 4 Overview of R the concepts of Religious Diversity and Liberation

1) The Conept of Liberation: Indian Perspective

2) Religious Diversity-- Inclusivism, Exclusivism and Pluralism

Recommended Readings-

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

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

References

- Brody B.A., *Readings in Philosophy of Religion*, Prentice Hall India,1974
- Galloway,George, *The Philosophy of Religion*, C.Scribner's Son's, New York 1914
- Meister,Chad, *Philosophy of Religion* Reader, Routledge New York,2008
- McCloskey, H.J., *God and Evil*, *Philosophical Quarterly , Vol.*10,1960
- Verma V. P., *Dharma Darshan Ke Mool Siddhant*, Hindi Madhyam, Karyanvaya Nideshalaya, 1991
- Quinn P. L. and Taliaferro. C ed. *A Companion to Philosophy of Religion* Blackwell Publishers1999.
- Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious* History, MLBD,2009

Additional Resources:

Teaching Learning Process

Lectures, Seminars, Paper Presentation, Field Trips, PPT

Assessment Methods

Home Assignments

Class Tests

Paper Presentation

University Examination

Keywords

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

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Feminism
(DSE (VIII))
Discipline Specific Elective - (DSE)

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Course Objective

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitisation and develops a wholistic approach towards education.

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1 **Understanding Feminism**

Recommended Reading

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

Unit 2 **Gender and Patriarchy**

Recommended Reading

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

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

Essay format available on:

https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/

Unit 3 **Women and Society**

Recommended Reading

Sanger, Margaret. "Woman's Error And Her Debt" Chapter I and "Birth Control: A Parent's Problem or Woman's" Chapter VII. In *Woman and the New Race.* New York: Brentano's Publishers, 1920.

Essay format available on:

https://wwnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

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

Essay format available on:

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

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Unit 4 **Women, Body and Image**

Recommended Reading

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

E-book available on:

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

*Silvers, Anita, "Disability". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartrey, Sandra Lee Bartey. "Body Politics". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy,* edited by Alison M. Jaggar and Iris Mrion Young, 321-329. Oxford: Blackwell Publishers, 1998.

References

Understanding Feminism

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

Unit 2

Gender and Patriarchy

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

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

Essay format available on:

https://dullbonline.wordpress.com/2017/08/30/what-is-patriarchy-by-kali-for-women-1993-new-delhi-kamla-bhasin/

Unit 3

Women and Society

Sanger, Margaret. "Woman's Error And Her Debt" Chapter I and "Birth Control: A Parent's Problem or Woman's" Chapter VII. In *Woman and the New Race.* New York: Brentano's Publishers, 1920.

Essay format available on:

https://wwnorton.com/college/history/america-essential-learning/docs/MSanger-Woman_and_New_Race-1920.pdf

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Essay format available on:

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

Unit 4

Women, Body and Image

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

E-book available on:

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

*Silvers, Anita, "Disability". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy*, edited by Alison M. Jaggar and Iris Mrion Young, 330-340. Oxford: Blackwell Publishers, 1998.

*Bartrey, Sandra Lee. "Body Politics". In *A Companion to Feminist Philosophy, Blackwell Companion to Philosophy,*edited by Alison M. Jaggar and Iris Mrion Young, 321-329. Oxford: Blackwell Publishers, 1998.

Additional Resources:

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

Teaching Learning Process

Lectures, tutorials, workshops and film-screenings.

Assessment Methods

As per the norms of University of Delhi.

Keywords

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

Aesthetics
(DSE (IX))
Discipline Specific Elective - (DSE)

Course Objective

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

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

Unit 1 Nature and Meaning of Aesthetics

1 .Introduction to Aesthetics: Philosophy of Art and Beauty
2 .Definitions of art (Art as Significant Form with specific reference to Art as Intuition, Art as Communication, Art as Expression)

Recommended Readings:
Saxena, S K, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995). Chapter on 'Langer'
Shyamala Gupta, Art, Beauty and Creativity ,(DK Printworld: New Delhi,1999). Chapters 1,4,7,8,9 .
Ghosh , R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan Black and White, 2006) Relevant sections for Art and Communication

Unit 2 Identity of a work of Art
1. Art as product and art as process
2.Art and emotion; Susanne Langer on "art as symbol of human emotion"
3. Aesthetic Delight with reference to Indian context.
 Recommended Readings:
• Paul Valery, 'The Idea of Art' in Aesthetics by Harold Osborne(London: Oxford University Press,1972).
•' Form of Feeling': The Aesthetic Theory of Susanne K Langer' by Sam Reese in Music Educators Journal ,Vol. 63, No. 8 (Apr., 1977), pp. 44-49 • Online Source: https://www.jstor.org/stable/3395285
 • Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar: Delhi, 1997). Chapter-1 _____

Unit 3 Art and Aesthetic Experience

Concepts of Rasa and Disinterestedness in relation to Aesthetics Explicated

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

Unit 4 Art, Religion, and Spirituality: Indian View

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

Recommended Readings:
 • Coomaraswamy, A. K , The Transformation of Nature in Art, (Sterling Publishers, 1995)
• Ghosh , R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication, and Freedom, (Delhi: Sundeep Prakashan (Black and White, 2006)
 • Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor.

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Practical

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

References

Recommended Readings:

- Saxena, SK, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995).
- Coomaraswamy, A. K , The Transformation of Nature in Art (Sterling Publishers, 1995).
- Ghosh, R. Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom, (Sandeep Prakashan (Black and White Delhi 2006).
- Gupta, S. Art Beauty and Creativity, (Delhi: D.K Printers, 1999).
- Gupta, S. Saundarya Tatva Mīmāṃsā, (Seema Sahitya Bhavan,1993).
- Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar,1997)
- Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor

Additional Resources:

- Aldrich, V.C, Philosophy of Art, (Prentice Hall,1963)
- Gnoli,R. Aesthetic Experience according to Abhinavagupta, (Artibus Asiae Publishers, 1957).
- Hanfling, O. ed. Philosophical Aesthetics: An Introduction, (Blackwell, 1999)
- Coomaraswamy,A .K, The Dance of Shiva (Fourteen Indian Essays with an Introductory Preface by Romain Rolland), (Munshiram Manoharlal Publishers: Delhi, This edition,2012)

Teaching Learning Process

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

Assessment Methods

Assessment Methods

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

Keywords

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

Analytic Philosophy
(DSE (X))
Discipline Specific Elective - (DSE)

Course Objective

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

Course Learning Outcomes

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

Unit 1 Metaphysics

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

Recommended Reading

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

Unit 2 Epistemology

Recommended Reading
:
1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 PHILOSOPHY OF MIND

Recommended Readings

1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell , 4th edn., 2009, Part IV, Chapter 27
2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading

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

References

Essential Readings

1) Martinich, Aloysius, and David Sosa. *Analytic Philosophy: An Anthology*. Chichester, West Sussex: Wiley-Blackwell, 2012.

2) Russell, Bertrand Arthur William. *The Problems of Philosophy*. Oxford: Oxford UP, 1980.

Additional Resources

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy. Bertrand Russell*. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

Teaching Learning Process

Traditional Lectures and Tutorials

Assessment Methods

Internal exams, class tests, quiz,

Keywords   logic, metaphysics, knowledge, knowing, thinking, positivism, meaning, protocol sentences, metaphysics

<h1 style="text-align:center">Analytic Philosophy
(DSE (X))
Discipline Specific Elective - (DSE)</h1>

Course Objective

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

Course Learning Outcomes

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

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

Recommended Reading

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

Unit 2 Epistemology

Recommended Reading

:
1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 PHILOSOPHY OF MIND

Recommended Readings

1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell , 4th edn., 2009, Part IV, Chapter 27
2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 PHILOSOPHY OF LANGUAGE

Recommended Reading

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

References

Essential Readings

1) Martinich, Aloysius, and David Sosa. *Analytic Philosophy: An Anthology*. Chichester, West Sussex: Wiley-Blackwell, 2012.

2) Russell, Bertrand Arthur William. *The Problems of Philosophy*. Oxford: Oxford UP, 1980.

Additional Resources

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy. Bertrand Russell*. London: Oxford University Press, 1912.

- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

Teaching Learning Process

Traditional Lectures and Tutorials

Assessment Methods

As per University guidelines

Keywords

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

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

Course Objective

The aim of this course is to introduces the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B.R.Ambedlar. 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.

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

Unit 1 Ambedkar and Indian Philosophy

1. Socio-Political context of Ambedkar

2. Introduction to writings of Ambedkar

3. His method and interrogation of Indian Philosophy

Unit 2 Ambedkar's Social Philosophy and Philosophy of Religion

1. Critique of caste system and Hindu social order

2. Critical views on philosophy of Hinduism and its religious texts

3. Conception of philosophy of religion

4. Ideal society

Unit 3 Moral and Political Philosophy

1. Human dignity and social justice

2. Moral community

3. Constitutional morality

4. Democracy

5. State and rights of minority

6. State socialism

Unit 4 Ambedkar and Buddhism

1. Celebration of self-respect and religious conversion

2. Construction of rational, moral and humanistic religion

3. Comparison of Buddhism and Marxism

Unit 5 Contemporary Relevance of Ambedkar

1. Ambedkarism

2. Casteless society and Dalit movement

3. Ambedkar and nationalism

Practical

Not applicable

References

1. B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford Press, 2002, p.10-40.

2. B.R. Ambedkar, 'Castes in India', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford Press, 2002, p.10-40.

3. B.R. Ambedkar, 'Annihilation of Caste', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford Press, 2002, p.10-40.

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

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

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

7. B.R. Ambedkar . Democracy, Rodrigues, Valerian.(ed.) *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford Press, 2002 ,pp.60-65

8. B.R. Ambedkar Political safeguards for Depressed classes, Rodrigues, Valerian(Ed.). *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford Press, 2002, pp379-382

9. B.R. Ambedkar, *Basic Features of Indian constitution,* Rodrigues, Valerian(Ed.). New Delhi: Oxford Press, 2002, pp.473-495

10. B.R. Ambedkar , '*What the Buddha Taught,*' from *Buddha and His Dhamma, Dr. Babasaheb Ambedkar Writings and Speeches Vol.11*, Education Department, Government of Maharastra,1979.

Additional Resources:

Same as above

Teaching Learning Process

1. Lectures

2. Student participation

3. Dialogue on issues debated by B.R. Ambedkar

4. Comparative study with other Indian and Western thinkers

Assessment Methods

1. Internal evaluation

2. Presentation by the students

3. Group discussion

Keywords

· B.R. Ambedkar,

· Contemporary Indian Philosophy,

· Democracy,

· Philosophy of Religion,

· Philosophy of Hinduism, Buddhism

· Anti-caste movement

**Inductive Logic
(GE (IV A))
Generic Elective - (GE)**

Course Objective

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

Course Learning Outcomes

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

Unit 1 Introduction to Inductive Logic and Scientific method:

1.Kinds of Reasoning: Inductive Vs Deductive.
2. Scientific Induction
3. Conceptions of Probability

4, Probability in everyday life

Recommended Readings:
1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. City: New Delhi Prentice Hall Of India, 2006. Ch 13, Ch-16
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch 11. Ch- 14

Unit 2 Inductive Reasoning and Postulates of Induction:

1. Perfect and Imperfect induction
2. Scientific Induction & non-scientific methods of inquiry
3, Laws of Nature: Uniformity, Universal Causation and Unity of Nature

Recommended Readings:
1.Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch 14 & Ch 16.

Unit 3 Causality and Mill's Method:

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

Recommended Readings:
1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch1, Ch 14, Ch-15

Unit 4 Science, Hypothesis and Induction

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

Recommended Readings:
1.Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007. Ch17.

References

1. Chakraborti, Chhanda. *Logic : Informal, Symbolic and Inductive*. New Delhi: Prentice Hall, 2007.
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982.

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

Teaching Learning Process

Lectures and Tutorials as per University guidelines will be sufficient.

Assessment Methods

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

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Keywords

Induction, Scientific induction, Probability, Experimental method, Hypothesis, Cause-Effect

Logic (GE 4B)
(GE (IV B))
Generic Elective - (GE)

Course Objective

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

Course Learning Outcomes

This course
1. Helps in sharpening the reasoning and argumentation skill of a learner and

simultaneously helps in identifying the flaws.

2. Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.

3. Helps in good scoring for a better rank.

Unit 1 Basic Logical Concepts

1.Proposition and Sentence

2.Deductive and Inductive argument

3. Truth, Validity and Soundness

Recommended Readings:

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

Unit 2 Traditional Logic (A)

1.Terms and Distribution of terms

2.Categorical Propositions

3. Traditional Square of Opposition and Existential Import

4.Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

LOCF - Page: 1 of 3

1. Immediate Inferences- Conversion, Obversion and Contraposition

2. Categorical Syllogism: Figure and Mood

3. Syllogistic Rules and Fallacies

4. Venn Diagram

Recommended Readings:

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

Unit 3 Symbolization

1. Types of Truth functions: Negation, Conjunction, Disjunction(Alternation), Conditional (Implication) and Bi-Conditional (Equivalence)

2. Statements, Statement forms and Logical status

3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

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

Unit 4 INFORMAL FALLACIES

1. Fallacies of Relevance

2. Fallacies of Defective induction

3. Fallacies of Presumption

4. Fallacies of Ambiguity

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. Introduction to Logic. 14th ed. Delhi: Pearson, 2016. Ch 4.

References

1. Copi, Irving M. Introduction to logic. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.

Additional Resources:

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

Teaching Learning Process

Lectures and tutorial as per University norm is essential

Assessment Methods

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

Keywords

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

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		
Ethics and Culture	02	1	0	2	Pass in Class 12th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:
● To help students explore ethical and cultural dimensions of their lives.
● To provides a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
● To give the students an opportunity to express themselves and inquire into their decision making processes.
●   To cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

Learning outcomes

The Learning Outcomes of this course are as follows:
● Explore perspectives on ethics in thoughts, words and actions
● Evolve ethical decision making practises
● Understand the need for an ethical society and culture
● Introspect, become conscious of and assess one's stance in life
● Cultivate empathy, tolerance and compassion
● Apply the values learnt in the course to everyday life

SYLLABUS OF ETHICS AND CULTURE

UNIT – I Introduction - The Basis of Ethics   (3 Weeks)

● Getting to Know Each Other
● What to Expect from the Course?
● Recognition of Our Common Humanity
● Empathy, Compassion and Justice

UNIT – II The Role of Intelligence, Reason and Emotions   (4 Weeks)

- Discernment: What Is The Right Thing To Do?
- The Art of Conflict Resolution
- Destructive and Constructive Emotions
- The Need for Emotional Balance

UNIT – III Cultivating Inner Values- Ethics in the World of Work and Play
                                                                    (4 Weeks)

- Training the Mind: Mindfulness and Kindness
- Meditation
- Discovering your Vocation and Interests
- Self-discipline, Integrity, Commitment, Creativity
- Work-Life Balance

UNIT – IV Striving for a Better World | Outreach Activities   (4 Weeks)

- Means and Ends
- Debate and Dialogue
- Culture as Shared Values
- Creating and Sustaining Ethical Cultures: The Role of Philosophy,
Religion, Literature, Theatre, Cinema, Music, Media
- Outreach Activities

Practical component (if any) –   **(15 Weeks)**

Unit 1
1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.

4. The teacher may ask students to think of people who they think have lived an 'ethical life'. These may be people who they know from their personal lives or people known for upholding ethical values in the face of adversity.

5. Students are encouraged to identify what common human values are necessary are Realise shared common humanity– the feeling of interconnectedness/interdependence.

6. Class to be divided in small groups to discuss how each would make an effort to cultivate new morals/ethical values for betterment of their local environment.

7. Celebrating 'Sharing and Caring' based on regional diversity can be encouraged.

8. Engage students to do activities of 'being in the shoes of others' (peers, parents, siblings, house help/support or in any local community grappling with problems) to understand the problems empathetically.

9. The students can be asked to make bookmarks/cards to remind them about virtues pertaining to empathy versus sympathy, need versus greed, just versus unjust or compassion versus insensitivity.

10. Compassion is about cultivation of it as a daily value so students can in small groups undertake compassion based activities of looking after animals, birds, needy, elderly, differently abled, non-privileged etc. and share their thoughts in the class.

Unit 2

1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?

2. Encourage students to think of judgements and decisions based on the dilemmas and challenges they faced? How do they go about making these decisions?

3. The teacher may introduce any well known story and ask the students to discuss the story from the point of view of the different characters.

4. Ask students how willing they are to deal with a conflict when it occurs. What strategies do they adopt to resolve the conflict?

5. The teacher may ask students to prepare posters with captions like "avoidance", "competition", "cooperation" and "adaptation" and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflict.

6. The students may be asked to discuss different such similar situations that they may have encountered and a discussion may be initiated on how they resolve those conflicts.

7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they work to make them constructive? A classroom discussion could follow around this.

8. Ask the students to note down a list of constructive emotions experienced by them recently. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion in class can follow.

9. How do you (i) express, (ii) handle anger/ disgust/ distress/ fear (any destructive emotion can be taken up). A healthy discussion in the class can take place around this.

10. Students may be asked to practice a simple breathing exercise. They can sit straight with eyes opened or closed in a comfortable position to just observe their breathing. They can repeat this exercise six to eight times and share (if they like) their experience of silence.

11. To identify your interests and develop a meaningful hobby.

12. Have an open conversation in the class about happiness.

Unit 3

1. The students could observe various emotions that bottle-up in their minds and be asked to watch the flow of emotions non-judgmentally.

2. Students may be asked to recall their journey to the college that morning. Do they remember road signs, faces of people they crossed, the roads that they took, the people they interacted with, the sights and smells around them, or anything else?

3. Students could be asked to cultivate the habit of simple greeting as practice of gratitude and celebrate a day of joyful giving.

4. The students can close their eyes for 2-3 minutes and be asked to observe their thoughts, list them and categorise them into 'to be kept' or 'to let go'.

5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wish for the well-being of two students in the same classroom in their meditative state.

6. Students could meditate on who has been their inspiration and the qualities of the person who has inspired them and then express gratitude to the person concerned.

7. The teacher may ask the students to think retrospectively about what they thought they would take up as a vocation when they were younger. How and why their choices were influenced and changed, if at all.

8. The teacher may ask the students to imagine and chart a journey and destination for themselves. They may also talk about the challenges they foresee.

9. The teacher may encourage the students to maintain a daily diary of their scheduling of time or a worklog and see how much time they effectively give to their work. The teacher may help the students identify the distractors and where one may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilisation.

10. In this lesson, the teacher may ask the students to draw up a list of team ethics. They may build this based on their experiences of working with each other in groups.

11. The teacher may ask the students to share an incident each where they felt pressurised/ bored to complete some work. How did they deal with their stress and monotony of work?

Unit 4

1. Students will be asked to work in pairs and develop situations that pose ethical dilemmas and how to resolve them.

2. Students may be asked to look at a film or at an advertisement and discuss what they think about the question/s posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.

3. Students will be asked to think of situations in which they lost their temper. Have they ever felt that in a fit of emotion they said something that they regretted later? If they had paused to listen and then respond, what would the other person have said? How would the outcome of the situation have been different?

4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to adopt and argue their opponents point of view. At the end of this exercise the students can have an open discussion on which position finally appealed to them.

5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to observe how characters and their views may have undergone change in the process.

6. There can be a discussion around a topic such as, the idea of corporal punishment, euthanasia etc. Students can be given a sheet of paper and can be asked to write for or against the theme. The idea is to enable them to understand that the positions they have taken vis-a-vis the theme are a result of different value orientations.

7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.

8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.

9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. 3. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.

Suggested Activities for Outreach: Social/ Community Engagement and Service

In the weeks that follow, students will be expected to engage in outreach activities that shall enable them to put into practice some of the ethical considerations deliberated upon and imbibed in the previous modules. A list of suggested outreach activities is as follows:
- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students
- Gender sensitisation
- Working on environmental issues
- Working with Child Care Centres such as Anganwadis and Balwadis
- Working with differently abled students
- Preserving cultural and heritage sites
- Spending time with senior citizens including in a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Spreading awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swacchata Abhiyaan
- Sensitisation towards disease awareness
- Vriksharopan
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Suggested Readings:
- Aristotle. Nichomachean Ethics. London: Penguin Classics, 2004
- Swami Vivekananda. The Complete Works of Swami Vivekananda. Advaita Ashrama,
2016.
---https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

BA (Prog) with Philosohpy as Major
Category II

<div style="border:2px solid; text-align:center; font-weight:bold;">DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Philosophical Issues</div>

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 1 Philosophical Issues	4	3	1	0	Passed Class XII	Nil

Learning Objectives

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

Learning Outcomes

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

Unit I Introduction   12 Hours

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

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

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

Unit II Metaphysical Issues   **16 Hours**

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

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

Unit III. Epistemological Issues   **12 Hours**

- What is Knowledge?
- Prama, Prameya and Pramana

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

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

Unit IV. Ethical Issues   **20 Hours**

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

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

Essential/recommended readings

Gupta, R.K., (1995), Social Action and Non-violence, ICPR, New Delhi.
Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.
Kar, Bijayananda (1985), Indian Philosophy, Ajanta Publications, Delhi.
Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.

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

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

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

Suggestive Readings

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

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Logic DSC 2	4	3	1	0	Passed Class XII	Nil

Learning Objective

- This course primarily helps in developing one's skill in correct reasoning or argumentation.

- It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Learning Outcomes

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

Unit I Basic Logical Concepts   **8 Hours**

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

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

Unit II Traditional Logic (A)   20 Hours

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

Traditional Logic (B)

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

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

Unit III Symbolization   20 Hours

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

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

Unit IV Indian Logic   12 Hours

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

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

Essential/Recommended Readings

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier
   Macmillan, 1982. Ch5-7.

2. Ganeri, Jonardon (2001). *Indian Logic a Reader*. Psychology Press.

Suggestive Readings

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

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

BA (Prog) with Philosohpy as Non-Major
Category II

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

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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 1 Philosophical Issues	4	3	1	0	Passed Class XII	Nil

Learning Objectives

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

Learning Outcomes

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

Unit I Introduction   **12 Hours**

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

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

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

Unit II Metaphysical Issues   **16 Hours**

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

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

Unit III. Epistemological Issues   **12 Hours**

- What is Knowledge?
- Prama, Prameya and Pramana

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

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

Unit IV. Ethical Issues   **20 Hours**

- Morality and Ethics
- Buddhist Ethics

.

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

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

Essential/recommended readings

Gupta, R.K., (1995), Social Action and Non-violence, ICPR, New Delhi.
Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.
Kar, Bijayananda (1985), Indian Philosophy, Ajanta Publications, Delhi.
Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.

Lama, Dalai (1999), Ethics for the New Millennium, Riverhead Books, New York.
O'Connor, D.J., (1964), Critical History of Western Philosophy, Free Press of Glencoe, London.
Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin ltd., London.

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

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

COMMON POOL OF GENERIC ELECTIVE COURSES

Offered by Department of Philosophy

Category –IV

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Ethics in Public Domain GE 1	4	3	1	0	Passed XII class	Nil	Philosophy

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

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

Unit I: Introduction to Ethics   **12 Hours**

 1.**Morality**
*Rachel, James. "What is Morality?" In The Elements of Moral Philosophy. 1-14. McGraw-Hill, 2012.
 2.**Cultural Relativism**
*Rachel, James. "The Challenge of Cultural Relativism." In The Elements of Moral Philosophy. 15-34. McGraw- Hill, 2012.

Unit II Structures of Inequality   **16 Hours**
1.**Caste**
*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

2. **Gender**
*Beauvoir, Simone de. "The Married Woman." In Second Sex, vol. II, part two, chapter 5. USA: Vintage, 2011.

Unit III Freedom and Morality   **16 Hours**
*Sen, Amartya. "Freedom, Agency and Wellbeing." In Inequality Re-examined, 56-72.USA: First Harvard University Press, 1992.
Archard, David. "Privacy, the public interest and a prurient public. In Media Ethics edited Matthew Kieran, 82-96. USA; Canada: Routledge. 2014

Unit IV Animal Ethics   **16 Hours**
*Singer, Peter. "All Animals Are Equal." In Ethics in Practice: An Anthology edited by Hugh LaFollette, 107-115. USA; UK; Australia: Blackwell, 2004.
Essential/Recommended Readings
Frey, R. G. & Wellman, Christopher Heath (eds.) (2003). *A Companion to Applied Ethics*. Wiley-Blackwell.

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

GENERIC ELECTIVES (GE-2: Technology and Ethics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	**Tutorial**	**Practical/ Practice**			
Technology and Ethics GE 2	**4**	**3**	**1**	**0**	**Passed XII class**	<mark>Nil</mark>	**Philosophy**

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

Learning Outcomes
- Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view.

- They will responsibly function and lead the usage to technology so as to save society from its harmful effects.
- With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit I Ethical and Social Implications of Technology   16 Hours
- Ethical Issues in the Use of Technology
- Information Technology and Digital Divide

Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" International Scholarly and Scientific Research& Innovation, vol. 8, no 9, 2014, pp. 3015-19.

Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Tavani, H. T. Ethics and Technology, (4th ed.) Wiley, 2004. pp. 303-309.

Unit II Biotechnology and Ethics   16 Hours
- Stem Cell Culture and its issues.

"Of Stem Cells Ethics" Nature Cell Biology, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

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

Unit III Some Recent Considerations in Technology and its ethical implications (28 Hours)
1. Artificial Intelligence
2. Nano- technology

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

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

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

Essential/recommended readings
- Mitcham C. Encyclopedia of Science Technology and Ethics, Introduction, Macmillan , U.S.A 2005.
- Bynum T.W. and Rogerson S. (eds.) Computer Ethics and Professional Responsibility, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010.
- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics:Mac Millan Reference USA, 2005.

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Constitutional Morality GE 3	4	3	1	0	Passed XII class	Nil	Philosophy

Learning Objectives

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

Learning Outcomes

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

Unit I Constitutionalism and Democracy   16 Hours

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

Unit II Constitutional Morality   16 Hours

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

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

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

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

Unit III Citizenship and Rights
16 Hours

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

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

Unit IV Secularism and Social Justice
12 Hours

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

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

Essential/Recommended Readings

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

SujitChoudhary, MadhavKosla and PratapBhanuMehta .' Locating Indian Constitutionalism,' *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP,2016

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

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

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

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

PratapBhanu Mehta, 'What is constitutional morality?'

https://www.india-seminar.com/2010/615/615_pratap_bhanu_mehta.htm

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Media Ethics GE 4	4	3	1	0	Passed XII class	Nil	Philosophy

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

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

Unit I Introduction to Media and Ethics   **12 Hours**
1. Defining Media Ethics
2. Approaches to media Ethics

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

Unit 2: Media, Power and Control   **16 Hours**
1   Cultural Imperialism as Globalisation of Ideology
2   Adorno : Culture Industry
3   Political Economy and Ideology
4   Manufacturing Consent

Adorno, Ch.3. Culture Industry Reconsidered (Pg. 98-106), *Culture Industry*.
Routledge. Chomsky, Ch. 1. A Propaganda Model, *Manufacturing Consent.* Pantheon Books

Unit3: Media and Democratic Bases   **16 Hours**

1. Objectivity: Senses and Origins
2. Normative Theory of Media
3. Evolution of Normative Traditions

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

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

Unit 4 Issues in Media Ethics and Professional Ethics
16 Hours
1. Representation of caste, gender
2. Violence and Obscenity
3. Paid News and advertisements
4. Professional ethics

Subarno Chatterji and Sevanti Ninan, The Hoot Reader (Media Practice in Twenty First Century India), New Delhi: Oxford University Press, 2013 (Relevant Selections)
Vipul Mudgal. Ch. 6*. News for Sale: 'Paid News', Media Ethics, and India's Democratic Public Sphere (*Pg. 100-117)*. In Shakuntala Rao (Ed.), Herman Wasserman (Ed.). (2015). *Media Ethics and Justice in the Age of Globalization.* Palgrave MacMillan
Ashwini, S(2021) Social Media Platform Regulation in India- A special Reference to The Information Technology(Intermediary Guidelines and Digital Media Ethics Code) Rules,2021 , *Perspectives on Social Media Platform Regulation*, Nomos Verlagsgesellschaft, mbH&co.KG, pp215-232
Essential/Recommended Readings

Philip Patterson and Lee Wilkins,(1998). Media Ethics: Issues and Cases (7th Edition), New York: Mc Graw-Hill Co
Louis A Day, (2000). Ethics in Media Communication: Cases and Controversies(3rd edition) Belmont, CA: Wadsworth
Black , Jay, B. Steele and R.Barney (1999) Doing Ethics in Journalism: A Hand book with case studies (3rd edition), Boston: Allyn& Bacon
Christains, Clffford, M. Fackler, K. Rotzoll and B.McKee(1998) Media Ethics: Cases and Moral Reasoning(5th Edition) new York: Longman
Arant, David(Ed)(1999) Ethics, Issues and controversies in Mass media. Cpulder, Co: Coursewise Publishng

Suggestive Readings

Gordon, A. David and J M Kittross(1999), Contraversies in Media Ethics, New York: Addison Wesely Longman
Limburg Val E (1994) Electronic Media Ethics, Boston: Focal Press

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

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

Norms of Journalistic conduct, Press council of India

Untitled-1 (presscouncil.nic.in)

Salient features of Press Council of India's norms of Journalistic Conduct in India - Legal Desire

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

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

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