

(Affiliated to University of Mumbai)

Programme: Bachelor of Arts (B.A.)  
(Three years integrated degree programme)

Subject: Philosophy

Choice Based Credit System (CBCS)

**Programme Name: B.A. Philosophy  
(3 year Integrated Degree Programme-Aided)**

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**1. Structure of B.A. Philosophy Programme**

The Programme is structured in Six Semesters

**Semesters I and II**

Students select 6 Theory courses in each semester (Any 3 subjects of choice from the courses listed below) and 3 compulsory courses – Foundation Course, First Language-Communication Skills in English, Second Language – [(Electives) Hindi/Marathi/French]

1. Economics
2. English Literature
3. Hindi Literature
4. History
5. Philosophy
6. Politics
7. Psychology (**Up to First and Second Years**)

**Semesters III and IV**

Students engage with 8 Theory Courses in each semester (Any 3 subjects of choice from the courses listed above continue with two papers in each subject) and 2 compulsory courses – Foundation Course, Applied Component (Any 1 elective course as listed below)

1. Comparative Study of Religions
2. Demography
3. Elementary Quantitative Techniques
4. General Introduction to Law
5. Travel and Tourism

**Semesters V and VI**

**B.A. Single Major (Philosophy)**

Students select 6 Theory courses (6 Units) in Philosophy only if it is from the 3 subject choice fulfilled in First Year and Second Year. All 6 units consists of Theory courses within it one course is a textual study as an elective, students select any 1.

**B.A. Double Major (History and Philosophy)**

Students select 3 + 3 Units Theory courses in History and Philosophy only if these two are from the 3 subject choice fulfilled in First Year and Second Year.

**PROGRAMME NAME: B.A. PHILOSOPHY**

Programme: B.A. Philosophy				
Semesters	Course Codes	Course Names	Lectures per week	Credits per Semester
<b>FYBA</b>				
I	SIUAPHI 11	Moral Philosophy	4	3
II	SIUAPHI 21	Moral Philosophy	4	3
<b>SYBA</b>				
III	SIUACOR 31	Comparative Study of Religions	4	2
	SIUAPHI 31	Social Philosophy	3	3
	SIUAPHI 32	Schools of Indian Philosophy	3	3
IV	SIUACOR 41	Comparative Study of Religions	4	2
	SIUAPHI 41	Political Philosophy	3	3
	SIUAPHI 42	Greek & Medieval Philosophy	3	3
<b>TYBA (6 Units)</b>				
V	SIUAPHI 51	Classical Indian Philosophy	4	4
	SIUAPHI 52	Philosophy of Religion	4	4
	SIUAPHI 53	Living Ethical Issues	3	3.5
	SIUAPHI 54A	Philosophy of Bhagavad Gita	4	4
	SIUAPHI 54B	Plato's Republic	4	4
	SIUAPHI 55	Formal Logic	4	4
	SIUAPHI 56	Philosophy of Yoga	3	3.5
VI	SIUAPHI 61	Western Philosophy (Advanced)	4	4
	SIUAPHI 62	Philosophy of Religion	4	4
	SIUAPHI 63	Living Ethical Issues	3	3.5
	SIUAPHI 64A	Philosophy of Bhagavad Gita	4	4
	SIUAPHI 64B	Plato's Republic	4	4
	SIUAPHI 65	Formal Logic	4	4
	SIUAPHI 66	Philosophy of Yoga	3	3.5
<b>TYBA History + Philosophy (3 + 3 Units)</b>				
V	SIUAHIS 51	Foundation and Expansion of Delhi Sultanate (1000 C.E-1526 C.E)	4	4
	SIUAPHI 52	History of Modern Maharashtra (1818 C.E-1960 C.E)	4	4
	SIUAPHI 53	Archaeology and Heritage Tourism	3	3.5
	SIUAPHI 51	Classical Indian Philosophy	4	4

	SIUAPHI 52	Philosophy of Religion	4	4
	SIUAPHI 53	Living Ethical Issues	3	3.5
VI	SIUAHIS 61	History Mughal Rule (1526 C.E - 1707 C.E)	4	4
	SIUAPHI 62	History of Contemporary India (1947 C.E- 1984 C.E)	4	4
	SIUAPHI 63	Introduction to Museology and Archival Science	3	3.5
	SIUAPHI 61	Western Philosophy (Advanced)	4	4
	SIUAPHI 62	Philosophy of Religion	4	4
	SIUAPHI 63	Philosophy of Yoga	3	3.5

## 2. Preamble

Philosophy is one of the oldest disciplines in the world and its origin can be traced back in all the historical civilizations. It is the study of existence, knowledge, values, reason, consciousness and language. Moreover it is the academic exploration of life's big questions. It's multidisciplinary approach can be applied to any field or subject and it helps to develop critical thinking skills. In India, Philosophy is popularly referred to as Tattvajnana and is called as Darshana Shastra. It analyses the canonical texts, works of sages, acharyas & erudite scholars are studied and read today. Philosophy has significant impact on many areas of life and professions including the arts, science, history, politics, development & sustainability study, business & financial management, data science, technology and artificial intelligence in the recent times.

## 3. Learning Objectives

By studying philosophy, students

1. develop their own beliefs and argue effectively against opposing views giving rise to an holistic understanding.
2. assess own assumptions and positions by exploring how they are formed, trace its evolution throughout history to make essential ethical decisions.
3. groom personally and professionally with the skills of rigorous analysis, sound argument and self-directed thinking to communicate complex ideas intelligently.

#### 4. Programme Outcomes and Programme Specific Outcomes POs and PSOs in B.A. Philosophy

On completion of Graduation in B.A. Philosophy the learners shall be able to demonstrate and attain the following graduate attributes at Cognitive, Skill and Attitude levels for the award of the qualifying degree.

	<i>POs</i>	<b>PO Statements</b>
<b>Domain Dependent (POs 2-5)</b>		<b>COGNITIVE LEVEL</b>
	<b>PO2 Critical Thinking</b>	.Evaluate the accuracy and validity of assumptions with an ability to reflect essentially from different perspectives and ideas.
	<b>PO3 Reasoning ability and Rational thinking</b>	Think rationally and analyze socio-cultural-legal issues with decisive responsibility that promote community welfare.
		<b>SKILL LEVEL</b>
	<b>PO4 Research skill</b>	Integrate the contextual knowledge in an inter-disciplinary framework by exercising the analytical skill, research ability, creativity, for employability and collaborating with industries.
	<b>PO5 Effective Communication skill</b>	Facilitate the ability to speak, read, write, listen effectively in Indian languages, other medium of instructions and enhance the use of digital communication tools.
<b>Domain Independent (POs 6-10)</b>	<b>PO6 Social Interactive Skills and Team Work</b>	Stimulate constructive social interactions in multidisciplinary settings by exhibiting, adapting leadership and team-building skills.
		<b>ATTITUDE LEVEL</b>
	<b>PO7 Ethical values</b>	Recognize and respect different value systems with a commitment to fulfil one's own professional duties and responsibilities.
	<b>PO8 Self-directed Learning</b>	Demonstrate the ability to keep evolving in life-long learning and upgrade with the changing global and technological advancements.
	<b>PO9 Sensitization towards Environment and Sustainability</b>	Create an ecological consciousness to develop a sustainable culture for a sustainable future.
	<b>PO10 Gender Sensitization</b>	Analyze coherent understanding of human rights from multi-disciplinary perspectives.
	<b>PSOs</b>	<b>PSO Statements</b>
	<b>PSO 1 Analytic and Synthetic</b>	To nurture philosophical inquiry in order to recognize ethical reasoning and conflict resolution.
	<b>PSO 2 Theoretical and Practical</b>	To articulate one's opinions, views, justifications and communicate with a moral awareness.
	<b>PSO 3 Logical and Empirical</b>	To look at problems from multiple perspectives with the help of different pertinent cultural approaches.

## 5. Course Outcomes: FYBA

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
<b>FYBA</b>	<b>I</b>	<b>SIUAPHI 11</b>	<b>Moral Philosophy</b>	<b>60/4</b>	<b>3</b>	<b>40 + 60 = 100</b>

**Learning Course Outcomes - Moral Philosophy Course aims at enhancing the learners' cognitive, skill and attitude levels based programme outcomes while mapping them with programme specific outcomes and course outcomes, on completion of this course learners will be able to attain knowledge competencies as listed below:**

Affinity with		COs	Statements	Bloom's Levels
PO nos.	PSO nos.			
2	1	CO1	Define moral philosophy as rooted in philosophy, by means of its relation to metaphysics, religion and art.	<b>R</b>
6, 8	2	CO2	Differentiate between moral reasoning and dogmatic beliefs using Indian ethical concepts through stories.	<b>U</b>
2, 8	3	CO3	Determine the importance of virtue, character in our life with the help of Greek ethical theories.	<b>Ap</b>
2, 6, 7	1, 3	CO4	Infer the idea of happiness, love, justice drawn on the basis of medieval and modern ethical theories.	<b>An</b>

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**  
**Bloom's Levels: R-Remembering; U-Understanding; Ap-Appling; An-Analyzing**

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
<b>FYBA</b>	<b>II</b>	<b>SIUAPHI 21</b>	<b>Moral Philosophy</b>	<b>60/4</b>	<b>3</b>	<b>40 + 60 = 100</b>

**Learning Course Outcomes - Moral Philosophy Course aims at enhancing the learners' cognitive, skill and attitude levels based programme outcomes while mapping them with programme specific outcomes and course outcomes, on completion of this course learners will be able to attain knowledge competencies as listed below:**

Affinity with		COs	Statements	Bloom's Levels
PO nos.	PSO nos.			
2, 7	1, 3	CO1	Evaluate the ethics of 'self' from classical to contemporary times.	<b>An</b>
6, 8	1	CO2	Identify the significance of moral decision making with regard to free will and responsibility using film appraisal.	<b>R</b>
2, 6, 7, 8	1, 3	CO3	Infer the relevance of corrective measures in human behaviour through theories of punishment and its implications by reviewing films.	<b>An</b>
8, 7, 10	2	CO4	Discuss the arguments raised in contemporary ethical theories with a focus on social justice.	<b>U</b>

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**  
**Bloom's Levels: R-Remembering; U-Understanding; An-Analyzing**

## 6. Course Outcomes: SYBA

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	III	SIUACOR 31	Comparative Study of Religions	45/4	2	40 + 60 = 100

**Learning Outcomes -**  
Comparative Study of Religions Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	1	CO1	Review the evolving nature of world faiths to gain clarity	U
3	2	CO2	Compare fundamental religious ideas to know the value of harmony and peace	Ap
4, 5	3	CO3	Infer the similarities and differences between the classical religions and indigenous religions	An
5, 7	2, 3	CO4	Evaluate the relevance of personal beliefs with regard to the study of religions	E
3, 6, 8	2	CO5	Construct a meaningful interfaith dialogue	Ap
3, 4, 8	2, 3	CO6	Summarize the philosophical and religious insights applicable in various fields of work	E

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**  
**Bloom's Levels: U-Understanding; Ap-Appling; An-Analyzing; E-Evaluating**

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	III	SIUAPHI 31	Social Philosophy	45/3	3	40 + 60 = 100

**Learning Outcomes -**  
Social Philosophy Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	3	CO1	Explain the basic philosophical questions and issues that are dealt in social philosophy.	Ap
2, 5	2, 3	CO2	Evaluate in an open-minded way the changing trends in the society	E
4, 8	1, 3	CO3	Analyze with argumentative skills about various socio-philosophical concepts	An
3, 7	2, 3	CO4	Assess the differing philosophical ideas and perspectives	E
3, 6, 10	2, 3	CO5	Interpret the social concerns with an empathetic sense of Social Justice	E
3, 5, 10	3	CO6	Connect the questions in social-political-ethical context heading towards Social Equity	Ap

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**  
**Bloom's Levels: Ap-Appling; An-Analyzing; E-Evaluating**

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	III	SIUAPHI 32	Schools of Indian Philosophy	45/3	3	40 + 60 = 100

#### Learning Outcomes -

Schools of Indian Philosophy Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	2	CO1	Illustrate the salient features of the Darsanas from the classical times.	U
3, 4	2	CO2	Compare the classification of the schools on the foundation of materialism, idealism and realism.	U
3, 6, 7	1, 3	CO3	Explain the connection between ethics, metaphysics and epistemology.	AN
4, 5	3	CO4	Differentiate between the philosophical traditions to understand their essential nature.	AP
5, 8	1, 3	CO5	Debate between the fundamental philosophies of heterodox schools.	AN
4, 6, 8	2, 3	CO6	Summarize the philosophical ideas and perspectives.	E

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**

**Bloom's Levels:** U-Understanding; Ap-Applying; An-Analyzing; E-Evaluating

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	IV	SIUACOR 41	Comparative Study of Religions	45/4	2	40 + 60 = 100

#### Learning Outcomes -

Comparative Study of Religions Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	2	CO1	Illustrate the evolving nature of the Indian origin religions	U
4, 8	1, 3	CO2	Develop conceptual understanding of Indian traditional beliefs with a scientific rationale	AN
3, 5, 7	2, 3	CO3	Explain the importance of ethico-religious experiences	E
2, 4, 8	2, 3	CO4	Evaluate the relevance of personal beliefs with regard to the religions engaged in the course	E
3, 5, 9	1, 3	CO5	Compare the similarities & differences between classical religions and tribal practices	AN
3, 6, 8	3	CO6	Construct a meaningful inter-faith dialogue	AP

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**

**Bloom's Levels:** U-Understanding; Ap-Applying; An-Analyzing; E-Evaluating



Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	IV	SIUAPHI 41	Political Philosophy	45/3	3	40 + 60 = 100

#### Learning Outcomes -

**Political Philosophy Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:**

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	2	CO1	Explain the different political ideologies in socio-cultural context.	U
3, 8	2	CO2	Illustrate the practical understanding of the concept of liberty in political context	U
3, 4, 8	1, 3	CO3	Analyse the theoretical foundation of war and pacifism	AN
3, 6	3	CO4	Consider the notion of justice from classical to contemporary times	AP
4, 7	1, 3	CO5	Combine the concepts of Liberty, Equality and Justice to envision a just society	AN
4, 8	2, 3	CO6	Apply the philosophical relevance of political thought systems.	E

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**

**Bloom's Levels: U-Understanding; Ap-Appling; An-Analyzing; E-Evaluating**

Name of the Programme	Bachelor of Arts		Programme Code	SIUAPHI	Name of the Department	Philosophy
Class	Semester	Course Code	Course Name	No. of Lectures/PER WEEK	Credits	Marks
SYBA	IV	SIUAPHI 42	Greek and Medieval Philosophy	45/3	3	40 + 60 = 100

#### Learning Outcomes -

**Greek and Medieval Philosophy Course aims at enhancing the skill and attitude based programme outcomes while mapping them with knowledge competencies as listed below:**

Affinity with		COs	Statements	Cognitive Levels
PO nos.	PSO nos.			
3	2	CO1	Explain the basic philosophical questions raised by the Greek and Medieval thinkers.	U
3, 4	3	CO2	Interpret the importance of rationality that prevailed in these two traditions.	AP
4	1, 3	CO3	Distinguish between their various philosophical ideas and perspectives.	AN
3, 5	1, 3	CO4	Illustrate the analytical skills involved in philosophizing through its fundamental concepts.	AN
4, 7, 8	2, 3	CO5	Consider the philosophical ideas based on Reason and Faith.	E
4, 8	2, 3	CO6	Apply the importance of philosophical inquiry in today's context.	E

**PO- Program Outcome, PSO-Program Specific outcome; CO-Course Outcome;**

**Bloom's Levels: U-Understanding; Ap-Appling; An-Analyzing; E-Evaluating**

Faculty: Arts

Programme: B.A.

Programme Code: SIUAPHI

Subject: Philosophy

Academic Year: 2021-2022

Class: FYBA

Choice Based Credit System  
approved Syllabus by  
Board of Studies in Philosophy  
w.e.f. June 2021

**Class: FYBA**  
**Course Name: Moral Philosophy**  
**Course Code: SIUAPHI 11**

**Semester: I**

**No. of Lectures: 60**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Learning Objectives** - The course aims to:

- familiarize the learners in the foundational knowledge of Moral Philosophy.
  - sensitize the learners with moral obligation towards oneself and other selves.
  - integrate in the learners an ability of moral decision making.
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**Course Outcomes-** On completion of this course learners will be able to:

1. Define moral philosophy as rooted in philosophy, by means of its relation to metaphysics, religion and art.
2. Differentiate between moral reasoning and dogmatic beliefs using Indian ethical concepts through stories.
3. Determine the importance of virtue, character in our life with the help of Greek ethical theories.
4. Infer the idea of happiness, love, justice drawn on the basis of medieval and modern ethical theories.

**Course Contents:**

**Module 1: Introduction to Moral Philosophy** [15 lectures]

- (a) Definition, nature and scope (branches) of philosophy
- (b) Nature of moral philosophy (facts and values; intrinsic and extrinsic values) and areas of ethics (descriptive ethics, normative ethics, meta-ethics and applied ethics)
- (c) Relation between: Ethics and Metaphysics, Ethics and Religion, Ethics and Art

**Module 2: Ethical Concepts in Indian Philosophy** [15 lectures]

- (a) Purushartha, Rta, Rna
- (b) Shreyas, Preyas
- (c) Swadharma, Nishkamakarma, Loksamgraha and Stithaprajna

**Module 3: Introduction to Greek Ethics** [15 lectures]

- (a) Socratic Ethics: virtue is knowledge; can ethics be taught?
- (b) The Four Virtues: Plato (in the context of *Republic*)
- (c) Ethics of Character: Aristotle

**Module 4: Medieval and Modern Ethical Theories** [15 lectures]

- (a) Augustinian Ethics: Happiness and Virtue, love of God and neighbour
- (b) Deontological Ethics: Immanuel Kant: Categorical Imperative: formula of Universal law and formula of End-in-itself, critical appraisal.
- (c) Utilitarianism: John Stuart Mill: Critique of Jeremy Bentham's view; Greatest Happiness principle, higher and lower pleasures, two sanctions, critical appraisal.

### **Suggested References:**

- Attfield, Robin. *The Ethics: an overview* (British Library Cataloguing, 2012)
- Billimoria, Purushottam. *Indian Ethics: Classical Traditions and Contemporary Challenges*, Vol. I. Routledge Publisher (2017)
- Chakrabarti, Arindam. *Blackwell Source Book in Indian Philosophy*, John Wiley & Sons, Limited (2010)
- Cornman, James. Lehrer, Keith & Pappas, George. *Philosophical Problems and Arguments: An Introduction*, Hackett Publishing (1992)
- Fieser, James and Lillegard, Norman. *Philosophical Questions: Reading and Interactive Guides* (New York/Oxford: OUP, 2005)
- Frankena, William. *Ethics* (Prentice Hall, 1973)
- Gokhale, Pradeep & Bhelke, S. *Studies in Indian Moral Philosophy: Problems, Concepts, and Perspectives* (Pune: Indian Philosophical Quarterly, 2002)
- Lawhead, William. *The Philosophical Journey: An Interactive Approach* (Mayfield Publishing Company, 2000)
- McGlynn, James & Toner, Jules. *Modern Ethical Theories* (New York: Bruce Publishing Company, 1962)
- Ranganathan, Shyam. *Ethics and the History of Indian Philosophy* (New Delhi, Motilal Banarasidass Publishers Pvt. Ltd., 2007)
- Shankar, Uma Maheshwari. & Pai, Vatsala. *Moral Philosophy*, Sheth Publishers, Mumbai (2014)
- Sharma, C. *Ethical Philosophies of India* (New York: Harper and Row, 1965)
- Thiroux, Jacques. *Ethics: Theory and Practice*, Pearson, USA (2012)
- Tiwari, Kedarnath. *Classical Indian Ethical Thought* (Motilal Banarasidas, (1998)

### **E-Resources:**

<https://www.youtube.com/watch?v=kBdfcR8hEY&list=PL30C13C91CFFFEFEA6>

**Class: FYBA**  
**Course Name: Moral Philosophy**  
**Course Code: SIUAPHI 21**

**Semester: II**

**No. of Lectures: 60**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Course Outcomes-** On completion of this course learners will be able to:

1. Evaluate the ethics of 'self' from classical to contemporary times.
2. Identify the significance of moral decision making with regard to free will and responsibility using film appraisal.
3. Infer the relevance of corrective measures in human behavior through theories of punishment and its implications by reviewing films.
4. Discuss the arguments raised in contemporary ethical theories with a focus on social justice.

**Course Contents:**

**Module 1: Morality of Self-interest** [15 lectures]

- (a) Hedonistic Egoism: Epicurus
- (b) Psychological Egoism: Thomas Hobbes
- (c) Ethical Egoism: Ayn Rand

**Module 2: Problem of Moral Responsibility** [15 lectures]

- (a) Nature of Free Will and Responsibility
- (b) Determinism: predestination and fatalism; critical appraisal of determinism
- (c) Indeterminism: libertarianism; critical appraisal of indeterminism

**Module 3: Theories of Punishment** [15 lectures]

- (a) Retributive theory; critical appraisal
- (b) Deterrent theory and reformative approach to punishment; critical appraisal
- (c) Capital punishment: retentionists versus abolitionists

**Module 4: Alternative Ethical Theories** [15 lectures]

- (a) Existentialist Ethics: Jean Paul Sartre
- (b) Neo-Buddhist Ethics: Dr. B.R. Ambedkar's concept of Dhamma
- (c) Feminist Ethics: Ethics of Care: Nel Noddings

### **Suggested References:**

- Acton, H. B. (ed.), *The Philosophy of Punishment* (Macmillan, 1969)
- Bowie, Norman & Werhane, Patricia. *Management Ethics* (Blackwell Publishing, 2005)
- Fieser, James and Lillegard, Norman. *Philosophical Questions: Reading and Interactive Guides* (New York/Oxford: OUP, 2005)
- Honderich, Ted. *Punishment: The Supposed Justifications* (Penguin Books, 1969)
- Hosper, John. *Human Conduct Problems of Ethics*. Second Edition (Harcourt Brace Jovanovich in New York, 1982)
- Lawhead, William. *The Philosophical Journey: An Interactive Approach* (Mayfield Publishing Company, 2000)
- Levy, Neil. *Sartre* (One world Publications, 2007)
- Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education* (Berkeley: University of California Press, 1984)
- Norman, Richard. *The Moral Philosophers: An Introduction to Ethics* (Oxford: Clarendon Press, 1983)
- Olen, Jeffery & Barry, Vincent. *Applying Ethics* (Wadsworth, 1998)
- Rand, Ayn. *The Virtue of Selfishness* [Introduction, chpts. 1 and 3] (New York: Signet Book, 1964)
- Sartre, Jean Paul. “Existentialism is a Humanism” in Walter Kaufman (ed.), *Existentialism from Dostoyevsky to Sartre* (New American Library -Meridian Book, 1975)
- Shankar, Uma Maheshwari. & Pai, Vatsala. *Moral Philosophy*, Sheth Publishers, Mumbai (2014)

### **E-Resources:**

<https://www.youtube.com/watch?v=kBdfcR8hEY&list=PL30C13C91CFFEFEA6>

**FYBA PAPER 1**  
**SEMESTER I & II: MORAL PHILOSOPHY**

The following question paper pattern for FYBA titled Moral Philosophy (Semester I & II) brought into effect from the academic year 2021-2022.

Each semester a learner will be assessed as listed below for: [100 marks]

**Internal Assessment [40 marks – 20 marks class test + 20 marks individual/group work- 15 marks presentation + 5 marks for active participation in the class]**

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]

MCQs based on **Any One** of the above modules as mentioned in the Course Contents.

2. INDIVIDUAL/GROUP - Project work/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Interview/Report Writing/ Paper Presentation- [20 marks]

**Topics for INDIVIDUAL/GROUP Work: Semester I/II**

1. Indian Ethical Concepts through stories: Write an article based on (**select any one**)
  - i. Jataka Tales
  - ii. Panchatantra
  - iii. Hitopadesha
2. Project Work on Professional Ethics:
  - i. Conduct Interview with Teachers, Lawyers, Police Officials, Doctors, Nurses. (**select any one**)
  - ii. Write a report on the basis of the interview.
3. Film Appraisal: (**watch any one and write a review/ panel discussion**)
  - i. Shawshank Redemption
  - ii. Ek Ruka hua faisla (12 Angry Men)
  - iii. Joshi ki Kamble
  - iv. Babanchi shala
  - v. C/o Saira Banu
  - vi. If these walls could hear (1996)
  - vii. Teen Dewarein

**FYBA Philosophy Course Semester End Exam (I & II) Evaluation is as follows:**  
[60 marks]

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15 marks</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15 marks</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15 marks</b>
<b>Q.4. Unit 4– a or b</b>	<b>15 marks</b>

Faculty: Arts

Programme: B.A.

Programme Code: SIUAPHI

Subjects:

Applied Component

Comparative Study of Religions (COR)

Social Philosophy

&

Schools of Indian Philosophy

Academic Year: 2022-2023

Class: SYBA

Choice Based Credit System  
approved Syllabi by Board of Studies in  
Philosophy w.e.f. June 2022



**Class: SYBA**  
**Subject: Applied Component**  
**Course Name: Comparative Study of Religions**  
**Course Code: SIUACOR 31**

**Semester: III**

**No. of Lectures: 45**

**Marks: 40 + 60 = 100**  
**Credits: 2**

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**Objectives** - The Course aims to:

- acquaint learners with diversity in world religions.
  - engage in a dialogue between reason and faith.
  - inculcate an open-minded approach to study religions.
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**Course Outcomes** - On completion of this course learners will be able to:

1. Review the evolving nature of world faiths to gain clarity.
2. Compare fundamental religious ideas to know the value of harmony and peace.
3. Infer the similarities and differences between the classical and indigenous religions.
4. Evaluate the relevance of personal beliefs with regard to the study of religions.
5. Construct a meaningful interfaith dialogue.
6. Summarize the philosophical and religious insights applicable in various fields of work.

**Course contents:**

**Module I: Zoroastrianism**

**[12 lectures]**

- (a) Beginnings of the Prophetic and monotheistic tradition:  
origin and development; Holy Canon,  
major sects, calendar and festivals.
- (b) Fundamental belief system: God, Human, World/Creation,  
Evil, Eschatology. (similarities and differences with other World Faiths)
- (c) Practices: Prayer, Worship, Rituals, Rites of Passage, Ethics.

**Module II: Judaism**

**[11 lectures]**

- (a) The Abrahamic tradition: origin and development of Judaism; Foundation,  
rise and spread of Judaism; Holy Canon, major sects, calendar and festivals.
- (b) Fundamental belief system: God, Human, World/Creation,  
Evil, Eschatology. (commonalities and differences with other World Faiths)
- (c) Practices: Prayer, Worship, Rituals, Rites of Passage, Ethics

**Module III: Christianity**

**[11 lectures]**

- (a) Continuing with the Abrahamic tradition: origin and development of Christianity;  
The new covenant as reformation; foundation, rise and spread of Christianity;  
Holy Canon, major sects, calendar and festivals.
- (b) Fundamental belief system: God, Human, World/Creation,  
Evil, Eschatology. (commonalities and differences with other World Faiths)
- (c) Practices: Prayer, Worship, Rituals, Sacraments, Rites of Passage, Ethics

## Module IV: Islam

[11 lectures]

- (a) Continuing with the Abrahamic tradition: origin and development of Islam;  
The place of Abraham in Islam; foundation, rise and spread of Islam;  
Holy Canon, major sects, calendar and festivals.
- (b) Fundamental belief system: God, Human, World/Creation,  
Evil, Eschatology. (commonalities and differences with other World Faiths)
- (c) Practices: Prayer, Worship, Rituals, Sacraments, Rites of Passage, Ethics

### Suggested References:

- A Lion Handbook- *The World Religions*- Lion Publishing, 1992.
- Breuilly, Elizabeth, Joan O'Brien and Martin Palmer. *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals*. Checkmark Books. 2005
- Burke, T. Patrick. *The Major Religions*. Cambridge, MA: Blackwell Publishers. 1996
- Eastman Roger. *The Ways of Religion*. Oxford 1993
- Hinnells, John Red. *A New Dictionary of Religions*. Cambridge, MA: Blackwell Publishers. 1997
- Hinnells, John Red. *A New Handbook of Living Religions*. Cambridge, MA: Blackwell Publishers. 1997
- Hopfe, Lewis M. *Religions of the World*. (6th Ed). New York: Macmillan College Publishing. 1994
- Markham, Ian S (ed.). *A World Religions Reader*. Cambridge, MA: Blackwell Publishers. 1996
- Masih, Y. *A Comparative Study of Religions*. Delhi: Motilal Banarsidass. 2010
- Matthews, Warren. *World Religions*. St. Paul, MN: West Publishing Company. 1991
- Mugambi, J.N.K. (2nd ed.) *A Comparative Study of Religions*. University of Nairobi Press. 2010.
- Muhiyaddin, M. A. *A Comparative Study of the Religions of Today*. Vantage Press. 1984.
- Paden E., William. *Religious Worlds: The Comparative Study of Religion*. Beacon Press. 1994
- Radhakrishnan, S. *Eastern Religions and Western Thought*. Oxford: Oxford University Press. 1990
- Schade, Johannes P. (ch. ed). *Encyclopedia of World Religions*. Concord Publishing. 2006
- Smith, Huston. *Forgotten Truth: The Common Vision of the World's Religions*. Harper-One. 2009
- Smith, Huston. *The World's Religions* (ed. 2) HarperCollins. 2009
- Tiwari, K.N. *Comparative Religion*. Delhi: Motilal Banarsidass. 1983
- Zaehner, R.C. (ed.) *The Concise Encyclopedia of Living Faiths*. Boston, MA: Beacon Press. 1959

### E-resources

- Mugambi, J.N.K. (2nd ed.) *A Comparative Study of Religions*. University of Nairobi Press. 2010 - Link to the book: <https://muse.jhu.edu/book/39862>
- Encyclopedia Mythica- <https://pantheon.org>
- Tribal folklore and cultural expression of India - <https://egyankosh.ac.in/bitstream/123456789/38685/1/Unit-2.pdf>

**SEMESTER III**  
**RELIGIONS OF NON- INDIAN ORIGIN**

The following question paper pattern for SYBA titled Comparative Study of Religions to be brought into effect from the academic year (2022-2023)

Each semester a learner will be assessed as listed below for: [100 marks]

**Internal Assessment [40 marks – 20 marks class test + 20 marks individual/group work- 15 marks presentation + 5 marks for active participation in the class]**

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]  
Any **One** of the above first two units
2. INDIVIDUAL/GROUP - Project work/ Written Test / Panel Discussion /  
Power Point Presentation/ Field Visit/Interview/Report Writing/  
Paper Presentation/Debate [20 marks]

**Topics for INDIVIDUAL/GROUP Work: Semester III**

Critical readings of the texts (**Religions of Non- Indian Origin**) to respectively discern different aspects of that faith

- i. Primitive Indigenous Religions- African (Yoruba and Akan)
- ii. Native American (Navajo and Indians)
- iii. Australia(Aboriginal)
- iv. New Zealand(Maories)
- v. China(Taoism and Confucianism)
- vi. Japan(Kami-No-Michi)
- vii. Contemporary Religions

**Class: SYBA**  
**Course Name: Social Philosophy**  
**Course Code: SIUAPHI 31**

**Semester: III**

**No. of Lectures: 45**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Objectives:** The Course aims to:

- Acquaint with the emerging trends in the society
- Encourage a spirit of rationality in philosophizing
- Equip learners with argumentative and analytical skills involved in philosophizing through these issues

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**Course Outcomes** - On completion of this course learners will be able to:

1. Explain the basic philosophical questions and issues that are dealt in social philosophy.
2. Evaluate in an open-minded way the changing trends in the society.
3. Analyse with argumentative skills about various socio-philosophical concepts.
4. Assess the differing philosophical ideas and perspectives.
5. Interpret the social concerns with an empathetic sense of Social Justice.
6. Connect the questions in social-political-ethical context heading towards Social Equity.

**Course Contents:**

**Module 1: Family and Gender Issues**

**[12 Lectures]**

- (a) Perspectives on Family & Marriage: Russell's heteronormative view, Adams' axiological inquiry and Rinchin critiquing heteronormative view
- (b) Contemporary trends in Family and Marriage: Single Parent families, Live-in-relationships, Same-sex marriages
- (b) Feminists critique of Family & Marriage and Claims of Masculinity (Emmanuel Reynard)

**Module 2: Social Issues**

**[11 Lectures]**

- (a) Economic discrimination: Gandhi's Trusteeship
- (b) Class discrimination: Marx's Theory of Alienation-Proletariat, Class Conflict
- (c) Racial Discrimination: Frantz Fanon's Psycho-analysis of Racism

**Module 3: Equality**

**[10 Lectures]**

- (a) Types of equality: Numerical/Proportional/Formal/Moral
- (b) Dworkin on the primacy of equality
- (c) Gandhi – Sarvodaya (universal welfare), Vinoba Bhave–Antyodaya

**Module 4: Engaging Diversity**

**[12 Lectures]**

- (a) Philosophical Perspective of Multiculturalism: Bhikhu Parekh (Charles Taylor)
- (b) Critique of Multiculturalism: Brian Barry
- (c) Claims of Refugees and Immigrants: Michael Dummett

**Suggested References:**

- Ambedkar, B.R. *On the way to Koregaon* in *The Essential Writings of B.R. Ambedkar* (ed.) Valerian Rodrigues OUP, Oxford: 2002.
- Ambedkar, B.R. *Who were the Shudras?* Valerian Rodrigues OUP, Oxford: 2002.

- Barrie, Thorne. *Feminist Rethinking of the Family: An Overview Rethinking the Family: Some Feminist Questions* ed. Barrie Thorne and Marilyn Yalom Longman: New York and London, 1982.
- Barry, Brian. *The Muddles of Multiculturalism*, *New Left Review* 8, March-April 2001
- Beauvoir, Simone de “Introduction” *The Second Sex* (a new translation by Constance Borde and Sheila Malovany-Chevallier) Vintage: London, 2009.
- Dummett, Michael. *Immigration and Refugees*. Routledge London and New York, 2001. (chapters 1-5)
- Dworkin, Ronald. *What is Equality?* “Part 1: Equality of Welfare” *Philosophy & Public Affairs*, 10 (3) (Summer, 1981), pp. 185-246
- Dworkin, Ronald. *What is Equality?* “Part 2: Equality of Resources” *Philosophy & Public Affairs*, Vol. 10, No. 4 (Autumn, 1981), pp. 283-345
- Dworkin, Ronald. *Taking Rights Seriously*. Harvard University Press, Cambridge, Massachusetts. 1978.
- Fanon, Franz. “The Fact of Blackness” *Black Skin White Masks*-Grove Press. 1967.
- Gandhi, M.K. *Trusteeship* Navjeevan Publication. 1990.
- Goosepath, Stephan. “Equality” in *Stanford Encyclopedia of Philosophy*
- Guru, Gopal and Sarukkai, Sundar. *Experience, Caste and the Everyday Social*. Oxford University Press, New Delhi. 2019.
- Kripalani, K. *All men are brothers*, Chapter- Poverty in the midst of plenty- Navjeevan Publication. 1960.
- Marx, Karl and Engels, Friedrich. *A Manifesto of the Communist Party*. 1848. (<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>)
- Nozick, Robert. *Anarchy, State and Utopia*. Basic Books, Inc., Prentice-Hall, Inc. Engelwood Cliffs, New Jersey. 2013.
- Okin, Susan Moller. *Justice, Gender and The Family*. Basic Books, Inc. New York. 1989.
- Parekh, Bhiku. “Equality of Difference” in Colin Farrelly (ed.) *Contemporary Political Theory: A Reader*. Sage Publishers. 2004.
- Royce, Edward. *Classical Social Theory and Modern Society- Marx, Durkheim, Weber*. Rowman & Littlefield, New York. 2015.
- Russell, Bertrand. *Marriage and Morals*. Routledge Publications. 1985.
- Said, Edward. *Orientalism*. New York: Pantheon, 1978.
- Satz, Deborah. “Feminist Perspectives on Reproduction and the Family” *Stanford Encyclopedia of Philosophy*. 2013. (<https://plato.stanford.edu/entries/feminism-family/>)
- Sawyer, Jack. “On Male Liberation” in *Feminism and Masculinities* ed. Peter Murphy OUP, Oxford. 2004.
- Sen, Amartya. *Development as Freedom*. Borzoi Book Published by Alfred A. Knopf, INC. 1999.
- Srinivas, M. N. *Social Change in Modern India*. University of California Press, Berkeley & Los Angeles, 1969.
- Taylor, Charles. “The Politics of Recognition” in Colin Farrelly (ed.) *Contemporary Political Theory: A Reader*. Sage Publishers. 2004.

E- source for further reading: <https://plato.stanford.edu/>

**Class: SYBA**  
**Course Name: Schools of Indian Philosophy**  
**Course Code: SIUAPHI 32**

**Semester: III**

**No. of Lectures: 45**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Objectives:** The Course aims to:

- Acquaint learners with the basic philosophical questions that philosophers in India have addressed.
  - Encourage a spirit of rationality in philosophizing
  - Equip learners with argumentative and analytical skills involved in philosophizing through the fundamental concepts
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**Course Outcomes** - On completion of this course learners will be able to:

1. Illustrate the salient features of the Darsanas from the classical times.
2. Compare the classification of the schools on the foundation of materialism, idealism and realism.
3. Explain the connection between ethics, metaphysics and epistemology.
4. Differentiate between the philosophical traditions to understand their essential nature.
5. Debate between the fundamental philosophies of heterodox schools.
6. Summarize the philosophical ideas and perspectives.

**Course Contents:**

**Module 1: Early Beginnings** [12 lectures]  
a) Pre-Upanishadic philosophy: Vedic Cosmology  
b) Upanishadic philosophy: Brahman, atman and world  
c) Introduction to Six Darsanas: General features of the Darsanas, various Classifications of schools of Indian Philosophy

**Module 2: Carvaka Philosophy** [11 lectures]  
a) Indian Materialism: self, liberation and God  
b) Epistemology: perception as the only valid source of knowledge, Rejection of inference and testimony  
c) Ethics: Hedonism

**Module 3: Jaina philosophy** [11 lectures]  
a) Metaphysics: *Anekantavada*, classification of reality  
b) Epistemology: *Syadvada*,  
c) Ethics: *Triratnas*; *Anuvrata* and *Mahavrata*

**Module 4: Buddhist philosophy** [11 lectures]  
a) *Kshanikavada* (Momentariness), *Dukkha* (Suffering), non-substantialism and *Pratityasamutpada*  
b) Theory of No-Self: *Anatmavada*  
c) Ethics: *Panchashila*, *Brahmaviharas*

### Suggested References:

- Bishop, Donald (ed.) *Indian Thought: An Introduction* (New Delhi: Wiley Eastern Private Ltd., 1975)
- Chattopadhyay D.P., *Lokayata: A Study in Ancient Indian Materialism* (people's Publishing House; Third edition (2006)
- Datta & Chatterjee, *An Introduction to Indian Philosophy*, University of Calcutta (1984)
- Deussen, Paul. *Outlines of Indian Philosophy* (New Delhi: Crest Publishing House, 1996)
- Gethin, Rupert .*The Foundations of Buddhism* (Oxford University Press, 1998)
- Glasenapp, Helmuth Von. *Jainism: An Indian Religion of Salvation* (Delhi: Motilal Banarasidas Publishers, 1998)
- Gokhale, Pradeep P *Lokayata/Carvaka* OUP, New Delhi, 2015
- Nagin shah. *Jaina philosophy and religion*, Motilal Banarsidass, (2001)
- Hiriyanna, M. *Outlines of Indian Philosophy* (Delhi: Motilal Banarasidas, 1993)
- Humphreys, Christmas. *The Buddhist Way of Life* (New Delhi: Indus Publishers, 1993)
- Raju, T. *The Philosophical Traditions of India* (London: George Allen & Unwin Ltd., 1971)
- Sangharakshita .*The Essential Teachings of the Buddha* (New Delhi: New Age Books, 2000)
- Shah Nathubhai. *Jainism: The World of Conquerors* (Delhi: Motilal Banarasidas Publishers, 1999)
- Srinivasachari, P.N. *Ethical Philosophy of the Gita* (Madras: SriRamakrishna Matt, 2001)

**SEMESTER III  
SOCIAL PHILOSOPHY  
SCHOOLS OF INDIAN PHILOSOPHY**

The following question paper pattern for SYBA titled Social Philosophy and Schools of Indian Philosophy to be brought into effect from the academic year (2022-2023)

Each semester a learner will be assessed as listed below for: [100 marks]

**Internal Assessment [40 marks – 20 marks class test + 20 marks individual/group work- 15 marks presentation + 5 marks for active participation in the class]**

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]

MCQs based on **Any One** of the above first two modules as mentioned in the Course Contents.

2. INDIVIDUAL/GROUP – Book Review/ Project work/ Written Test/ Panel Discussion/  
Power Point Presentation/ Field Visit/ Report Writing/  
Paper Presentation- [20 marks]

**Topics for INDIVIDUAL/GROUP Work: Semester III**

**SOCIAL PHILOSOPHY**

**“Reviewing the interdisciplinary approach in the study of Social Philosophy through various writings and books”**

1. *Who were the shudras?:* Dr. Babasaheb Ambedkar
2. *Development as freedom:* Amartya Sen
3. *Hindu Society-An interpretation:* Iravati Karwe
4. *Anarchy, State and Utopia:* Robert Nozick
5. *Taking Rights Seriously:* Ronald Dworkin
6. *Justice, Gender and Ethics:* Susan Moller Okin
7. *Social Change in Modern India:* M.N. Srinivas

**SCHOOLS OF INDIAN PHILOSOPHY**

**“Tracing the relationship between metaphysics and ethics in Indian Philosophy”**

(Orthodox Systems)

1. Samkhya theory of evolution
2. *Purusha & Prakriti* in Samkhya-The knower & the known
3. *Ashtanga Marga* in Yoga
4. *Theism* in Yoga
5. Ethical implications in Yoga and Buddhist ethics- A comparative study
6. *Padarthas* in Nyaya
7. *Padarthas* in Vaishesika
8. *Theism* in Nyaya-Vaishesika
9. *Anuvada* in Vaishesika



**SYBA**

**Course Names**

**Applied Component**

**Comparative Study of Religions (COR)**

**Political Philosophy**

**and**

**Greek and Medieval Philosophy**

**SEMESTER IV**

**Class: SYBA**  
**Subject: Applied Component**  
**Course Name: Comparative Study of Religions**  
**Course Code: SIUACOR 41**

**Semester: IV**

**No. of Lectures: 45**

**Marks: 40 + 60 = 100**  
**Credits: 2**

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**Course Outcomes** - On completion of this course learners will be able to:

1. Illustrate the evolving nature of the Indian origin religions.
  2. Develop conceptual understanding of Indian religious beliefs with a scientific rationale.
  3. Explain the importance of ethico-religious experiences.
  4. Evaluate the relevance of personal beliefs with regard to the religions engaged in the course.
  5. Compare the similarities & differences between classical religions and tribal practices.
  6. Construct a meaningful inter-faith dialogue.
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**Course Contents:**

**Module 1: Hinduism**

**[12 lectures]**

- (a) Vedic religions: origin and antiquity of the Vedas;  
Vedic Texts (Shruti)- introduction to Mantras, Brahmanas, Aranyakas and Upanishads, (Smruti)-Epics, Gita and Puranas;  
Rise and spread of Hinduism, Major sects, Calendar and festivals.
- (b) Beginning of Hinduism: God-Brahman-atman,  
purusha, creation, world-karma and samsara; paapa & punya;  
Moksha and Moksha Margas.  
(commonalities and differences with other world faiths)
- (c) Practices-Prayer, Worship- Religious Expressions (Puja, Vrata),  
Rituals, Ethics- varna-asharmadharma and  
the four goals of life (purusharthas), samskaras

**Module 2: Jainism**

**[11 lectures]**

- (a) Introduction to Shramana tradition/ Nastik Darshana:  
Socio-historical roots, Foundation, rise and spread of Jainism;  
Texts or Scriptures, Major sects, Calendar and festivals.
- (b) Fundamental belief system: Jina & Thirthankara, jiva-karma and rebirth,  
World/*Utsarpiṇī* - *Avasarpiṇī*, paapa & punya.  
(commonalities and differences with other world faiths)
- (c) Practices: Prayer, Worship, Rituals, Pilgrimage  
Ethics- triratnas, mahavratas and anuvratas.  
Special place of Ahimsa, Fasting.

**Module 3: Buddhism**

**[11 lectures]**

- (a) Continuing with the Shramana tradition/ Nastik Darshana:  
Socio-historical roots, rise and spread of Buddhism,  
Texts or Scriptures, Major sects, Calendar and festivals.

- (b) Fundamental belief system: God, Man-philosophy of Non-self, Karma/*kamma*, World- Dependent Origination, Suffering; Concept of nirvana.  
(commonalities and differences with other world faiths)
- (c) Practices: Prayer, Worship, Rituals, Ethics- The Four Noble Truth (Arya Satyanis) and The Eight-Fold Path (Arya Astangikamârga).

## Module 4: Sikhism

[11 lectures]

- (a) Sikhism as a syncretic religion: Socio cultural roots, rise and spread of Sikhism, Texts or Scriptures, Major sects, Calendar and festivals.
- (b) Fundamental belief system: Nanak and the Guru tradition, Wahe Guru! Formation of Khalsa, 5 K's, Human, World/Creation, paapa & punya.  
(commonalities and differences with other world faiths)
- (c) Practices: Prayer- Simran and three core values, Worship, Rituals, Ethics- Sangat, Langar Dasvandh, Seva

## Suggested References:

- A Lion Handbook- *The World Religions*- Lion Publishing, 1992.
- Breuilly, Elizabeth, Joan O'Brien and Martin Palmer. *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals*. Checkmark Books. 2005
- Burke, T. Patrick. *The Major Religions*. Cambridge, MA: Blackwell Publishers. 1996
- Eastman Roger. *The Ways of Religion*. Oxford 1993
- Hinnells, John Red. *A New Dictionary of Religions*. Cambridge, MA: Blackwell Publishers. 1997
- Hinnells, John Red. *A New Handbook of Living Religions*. Cambridge, MA: Blackwell Publishers. 1997
- Hopfe, Lewis M. *Religions of the World*. (6th Ed). New York: Macmillan College Publishing. 1994
- Markham, Ian S (ed.). *A World Religions Reader*. Cambridge, MA: Blackwell Publishers. 1996
- Masih, Y. *A Comparative Study of Religions*. Delhi: Motilal Banarsidass. 2010
- Matthews, Warren. *World Religions*. St. Paul, MN: West Publishing Company. 1991
- Muhiyaddin, M. A. *A Comparative Study of the Religions of Today*. Vantage Press. 1984.
- Paden E., William. *Religious Worlds: The Comparative Study of Religion*. Beacon Press. 1994
- Radhakrishnan, S. *Eastern Religions and Western Thought*. Oxford: Oxford University Press. 1990
- Schade, Johannes P. (ch. ed). *Encyclopaedia of World Religions*. Concord Publishing. 2006
- Smith, Huston. *Forgotten Truth: The Common Vision of the World's Religions*. Harper-One. 2009
- Smith, Huston. *The World's Religions* (ed. 2) HarperCollins. 2009
- Tiwari, K.N. *Comparative Religion*. Delhi: Motilal Banarsidass. 1983

- Zaehner, R.C.(ed.) *The Concise Encyclopaedia of Living Faiths*. Boston, MA: Beacon Press. 1959
- Bapat, P.V. (ed.) *2500 Years of Buddhism*, Ministry of Information & Broadcasting, Delhi. 1959
- George Allen & Unwin. *Tales and Teachings of the Buddha: The Jataka Stories in Relation to the Pali Canon*, London. - Law, B.C. 1932.

**SYBA PAPER: APPLIED COMPONENT  
SEMESTER IV: RELIGIONS OF INDIAN ORIGIN**

The following question paper pattern for SYBA titled Comparative Study of Religions to be brought into effect from the academic year (2022-2023)

Each semester a learner will be assessed as listed below for: [100 marks]

**Internal Assessment [40 marks – 20 marks class test + 20 marks individual/group work- 15 marks presentation + 5 marks for active participation in the class]**

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]  
Any **One** of the above first two units
2. INDIVIDUAL/GROUP - Project work/ Written Test / Panel Discussion /  
Power Point Presentation/ Field Visit/Interview/Report Writing/  
Paper Presentation/Debate [20 marks]

**Topics for INDIVIDUAL/GROUP Work: Semester IV**

Tribal Folk Religions of India – Gond (MP)  
Bodo (Assam)  
Apatani (Arunachal Pradesh)  
Warli (Maharashtra)  
Sentinelese (Andaman and Nicobar Islands)  
Kinnauri (Himachal Pradesh)

**Class: SYBA**  
**Course Name: Political Philosophy**  
**Course Code: SIUAPHI 41**

**Semester: IV**

**No. of Lectures: 45**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Course Outcomes** - On completion of this course learners will be able to:

1. Explain the different political ideologies in socio-cultural context.
2. Illustrate the practical understanding of the concept of liberty in political context.
3. Analyse the theoretical foundation of war and pacifism.
4. Consider the notion of justice from classical to contemporary times.
5. Combine the concepts of Liberty, Equality and Justice to envision a just society.
6. Apply the philosophical relevance of political thought systems.

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**Course Contents:**

**Module 1: Political ideologies** [11 Lectures]

- (a) Liberalism, Socialism, Marxism
- (b) Anarchism, Totalitarianism
- (c) Cosmopolitanism Nationalism

**Module 2: Liberty** [11 Lectures]

- (a) Two Concepts of Liberty (Berlin)
- (b) Third Concept of Liberty: Phillip Pettit, Quentin Skinner
- (c) Plato's Absolute Obedience, Gandhi's Civil Disobedience and Martin Luther King's Civil Rights

**Module 3: War and Pacifism** [11 Lectures]

- (a) What is War? Theories of War
- (b) Principles of Just War, Justice of War (jus ad bellum); Justice in war (jus in bello); Justice after war (jus post bellum)
- (c) Pacifism

**Module 4: Justice** [12 Lectures]

- (a) Concept of Justice in Chanakya's Niti Shastra
- (b) Justice as distribution: Rawls and Justice as entitlement: Amartya Sen
- (c) Social Justice: Dr. B.R. Ambedkar

**Suggested References:**

- Ambedkar, B.R. "Annihilation of Caste" in *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 1. Bombay: Education Department, Government of Maharashtra, 1979, pp. 25-96. (also available online)
- Baradat, Leon. *Political Ideologies: their origins and impact* (Pearson-Prentice Hall, 2008)
- Bird, Colin. *An Introduction to Political Philosophy* (Cambridge University Press, 2006)
- Davis, Miles & Murthy, V. Badarayana. *Chanakya's Niti-Satra*. Create Space Independent Publishing Platform. 2012.
- Fotion, Nicholas *War and Ethics: a New Just War Theory* (Continuum, 2007)

- Gandhi, M.K. *Autobiography: Story of My Experiments with Truth* (relevant discussion on *Sarvodaya*) Navjivan Publishing House: Ahmedabad
  - *'Hind Swaraj' and Other Writings* (Cambridge Texts in Modern Politics) ed. Anthony Parel, CUP: Cambridge 2010 edition)
  - *Village Swaraj* compiled H.M. Vyas Navjivan Publishing House: Ahmedabad, 1962
- Goodman, Robert. "Philip Pettit and Thomas Pogge," *A Companion to Contemporary Political Philosophy* Blackwell: 2007 ( 2 volumes)
- Heywood, Andrew. *Political Theory: An Introduction* (Palgrave Macmillan, 2012/13)
- <https://plato.stanford.edu/entries/equality/> 2007
- Jordan, David. Kirkas, James D., Lonsdale, David J. , Speller, Ian. Tuck, Christopher and Walton, C. Dale. (2nd Ed.) *Understanding Modern Warfare*. Cambridge University Press. 2016.
- King, Martin Luther "Letter from Birmingham Jail" [https://web.cn.edu/kwheeler/documents/Letter Birmingham Jail.pdf](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf) 1963
- Knowles, Dudley. *Political Philosophy* (London: Routledge, 2001)
- Lamont, Julian. "Distributive Justice" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 1993/2013
- Lebar, Mark. "Justice as Virtue" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 2002/2016
- Miller, David (ed.) *The Liberty Reader* Routledge 2006: Readings from the above text as follows: (a)Two Concepts of Liberty by Isaiah Berlin (b) Negative and Positive Freedom by Gerald C. MacCallum, Jr. (c)The Republican Ideal of Freedom by Philip Pettit (d)A Third Concept of Liberty by Quentin Skinner
- Mukherjee, Arun P. "B.R. Ambedkar, John Dewey, and the Meaning of Democracy" *New Literary History* (2009) 40 (2): 345-370
- Nozick, Robert. *Anarchy, State and Utopia*, New York: Basic Books, 1974 (chapter 7)
- Plato, *Republic* New Haven: Yale University Press, 2006 (Book 1)
- Prasad, Ganesh. "Sarvodaya—A Critical Study" *The Indian Journal of Political Science* Vol. 21, No. 1 (January—March, 1960), pp. 38-61
- Rawls, John. *A Theory of Justice*, Cambridge, MA Harvard University Press, 1971(chapter 1 and chapter 2)
- Raymond, Plant. *Modern Political Thought* Wiley Blackwell 1991 (chapter on Dworkin)
- Rodrigues, Valerian. "Ambedkar on Preferential Treatment" *Seminar* (2005), 549, pp 55–61.
- Sen, Amartya. *Poverty and Famines: an essay on entitlement and deprivation*. Clarendon Press, Oxford (1981)

**E- source for further reading:** <https://plato.stanford.edu/> (on war and pacificism)

**Class: SYBA**  
**Course Name: Greek and Medieval Philosophy**  
**Course Code: SIUAPHI 42**

**Semester: IV**

**No. of Lectures: 45**  
**Marks: 40 + 60 = 100**  
**Credits: 3**

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**Course Outcomes** - On completion of this course learners will be able to:

1. Explain the basic philosophical questions raised by the Greek and Medieval thinkers.
2. Interpret the importance of rationality that prevailed in these two traditions.
3. Distinguish between their various philosophical ideas and perspectives.
4. Illustrate the analytical skills involved in philosophizing through its fundamental concepts.
5. Consider the philosophical ideas based on Reason and Faith.
6. Apply the importance of philosophical inquiry in today's context.

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**Course Contents:**

**Module 1: Pre-Socratics and Sophists** [11 lectures]

- (a) Natural philosophers: Thales, Anaximander and Anaximenes
- (b) The problem of change: Parmenides and Heraclites;  
Pluralists: Empedocles, Anaxagoras, Democritus
- (c) Sophists: Epistemology and ethics

**Module 2: Socrates and Plato** [11 lectures]

- (a) Socratic Method, Socratic definition
- (b) Plato's theory of knowledge, criticisms against sense perception
- (c) Plato's theory of Forms

**Module 3: Aristotle and Hellenistic Philosophy** [11 lectures]

- (a) Aristotle's theory of Causation: reference to the notion of teleology
- (b) Form and Matter; actuality and potentiality
- (c) Stoicism: Epictetus and Skepticism: Sextus Empiricus

**Module 4: Medieval Philosophy** [12 lectures]

- (a) Scholastic Philosophy of St. Augustine
- (b) Islamic Philosophy of Avicenna, Averroes
- (c) St. Aquinas' Philosophy: Philosophy and Theology, Five arguments for Existence of God

**Suggested References:**

- Annas, Julia. *Ancient Philosophy: A Very Short Introduction*. Oxford University Press. 2000.
- Barnes, Jonathan. *Early Greek Philosophy*, Penguin; Revised edition 2002.
- Elrouayheb K, Schmidtke S, Oxford handbook of Islamic Philosophy, Oxford University Press, 2017.
- G. S. Kirk and J. E. Raven. *The Pre-Socratic Philosophers*. Cambridge University Press. 1957.
- Grube, G. M. *Plato's Thought*. London: Methuen. 1935.

- Guthrie, W. K. C. 1962, 1965, 1969, *A History of Greek Philosophy*, Vols. I, II, and III, IV, V, VI. Cambridge University Press. 1962, 1965, 1969.
- Jones, W.T. *A History of Western Philosophy: The Medieval Mind*. Harcourt, Brace and World, Inc. 1969.
- Marmura, Michael and Gilson, Etienne. '*Al Ghazali, The incoherence of the Philosophers*', University of Chicago Press. 1998.
- Osborne, Catherine. 2004 *Pre-Socratic Philosophy: A Very Short Introduction*. Oxford University Press. 2004.
- Simon van den Bergh Tahafut al tahafat'. Gibb Memorial Trust; 2008.
- Stace, W.T. *A Critical History of Greek Philosophy*. Macmillan, 1985, 1992.
- Stumpf, S.E. & Fieser, J. *Philosophy: History and Problems*. McGraw-Hill. 1971.
- Walsh, Martin *A History of Philosophy*. London: Geoffrey Chapman. 1985.
- Copleston, Frederick. *A History of Philosophy* (volumes 1, 2, 3) Image. 1993.
- Skirbekk, Gunnar and Gilje, Nils. *History of Western Thought* Routledge. 2001.
- O'Connor, D.J. *Critical History of Western Philosophy* Free Press, 1985.

**E- source for further reading:** <https://plato.stanford.edu/>



**SEMESTER IV**  
**POLITICAL PHILOSOPHY**  
**GREEK AND MEDIEVAL PHILOSOPHY**

The following question paper pattern for SYBA titled Political Philosophy and Greek & Medieval Philosophy to be brought into effect from the academic year (2022-2023)

Each semester a learner will be assessed as listed below for: [100 marks]

**Internal Assessment [40 marks – 20 marks class test + 20 marks individual/group work- 15 marks presentation + 5 marks for active participation in the class]**

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]

MCQs based on **Any One** of the above first two modules as mentioned in the Course Contents.

2. INDIVIDUAL/GROUP – Book Review/ Project work/ Written Test/ Panel Discussion/  
Power Point Presentation/ Field Visit/ Report Writing/  
Paper Presentation- [20 marks]

**Topics for project work INDIVIDUAL/GROUP: Semester IV**

**POLITICAL PHILOSOPHY**

1. Dharmayudh, Crusades, Jihad, Terrorism, Industrial warfare, Nuclear warfare, Counter-insurgency, Asymmetric warfare (Fourth Generation Warfare)
2. Justice as entitlement: Nozick
3. Right to dissent with a sense of individual responsibility.

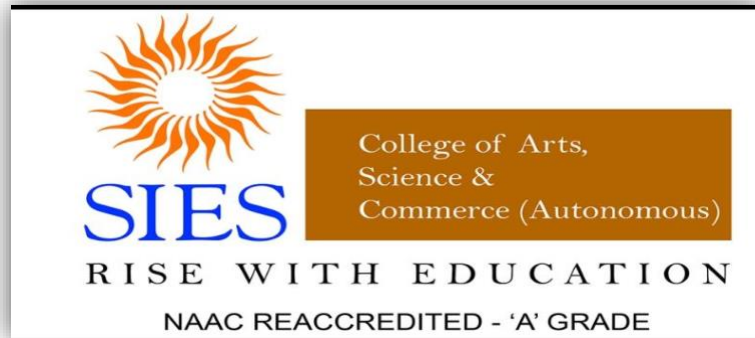
**GREEK AND MEDIEVAL PHILOSOPHY**

1. Moses Maimonides: Philosophy and Theology
2. Peter Abelard: Relationship between reason and faith
3. School of reason- Mu'tazilites of Ibn Rushd,  
School of faith-Asharites of Al Ghazali

**SYBA COR + Philosophy Courses Semester End Exam (III & IV) Evaluation**  
is as follows: [60 marks]

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15 marks</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15 marks</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15 marks</b>
<b>Q.4. Unit 4– a or b</b>	<b>15 marks</b>



Faculty: Arts

Programme: B.A.

Subject: Philosophy

Academic Year: 2018-2019

TYBA (6 Units)

Credit Based Semester and Grading System  
Syllabi approved by Board of Studies in  
Philosophy w.e.f. June 2018

# **TYBA PHILOSOPHY (6 UNITS)**

## **Paper Titles**

**Classical Indian Philosophy**

**Philosophy of Religion**


**Living Ethical Issues**

**Philosophy of Bhagavad Gita**

**Plato's Republic**

**Formal Logic**

**Philosophy of Yoga**

 **Textual  
Study  
(Elective)**

**Semester V**

**Class: TYBA**  
**Subject Code: SIUAPHI 51**  
**Paper Title: Classical Indian Philosophy**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. Acquaint learners with the basic philosophical questions and issues that are current in Indian philosophy
  2. Encourage a spirit of rationality in philosophizing
  3. Engage in an open-minded way towards the changing trends in the society
  4. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  5. Equip learners with argumentative and analytical skills involved in philosophizing through these issues
- 

**Unit I: Nyaya & Vaisesika** [15 Lectures]

- a) Concepts and Sources of Knowledge: *Prama*, *Aprama*, *Pramana*: perception, Inference, Comparison and Verbal Testimony
- b) Concept of God and Liberation in Nyaya; *Khyativada*
- c) Vaisesika: seven categories of reality, Theory of Evolution

**Unit II: Samkhya and Yoga** [15 Lectures]

- a) Prakriti & Purusa
- b) Satkaryavada and Prakritiparinamavada
- c) Eight-fold path of Yoga

**Unit III: Purva Mimamsa** [15 Lectures]

- a) Mimamsa: *Pramanas*
- b) Seven Principles of interpreting text
- c) Theory of error: Prabhakara – Akhyativada  
Kumarila Bhatta – Viparitkhyativada

**Unit IV: Uttara Mimamsa** [15 Lectures]

- a) Shankara (Advaita Vedanta)- three levels of reality (Satta traya),  
Mayavada & Vivartavada
- b) Ramanuja (Visistadvaita): Concept of Brahman, critique of maya
- c) Madhava – relation between God, Soul and the World

**Suggested References:**

- S Radhakrishnan, *Indian Philosophy, Vol - I and II* (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
- Jadunath Sinha, *A History of Indian Philosophy, Vol- I and II*, (Jatindranath Sen, Central Book Agency, Calcutta, 1952)
- Surendranath Dasgupta, *A History of Indian Philosophy, Vol –I and II* (Motilal Banarsidass Indological Publishers and Booksellers, Delhi,1975)
- M. Hiriyanna, *Outlines of Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi, 1993)
- Basant Kumar Lal, *Contemporary Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi,1973)

- T.M.P Mahadevan and G. V Saroja, *Contemporary Indian Philosophy*, (Sterling Publishers Pvt. Ltd, Delhi, 1981)
- Sri Aurobindo, *Practical Guide to Integral Yoga*, (Sri Aurobindo Ashram , Pondicherry, 1955)
- Sri Aurobindo, *The synthesis of Yoga*, (Sri Aurobindo Library, New York City 1950)
- J. Krishnamurti, *Freedom from the known* (Ed: Mary Lutyens) (B.I. Publication, Bombay 1969)
- J. Krishnamurti, *Truth and Actuality*, (London, Victor Gollencz, 1978)
- R. Tagore, *Religion of man* (London Macmilan, 1930)
- R. Tagore, *Man Rabindranath* (Rupa & Co, 1933)
- R. Tagore, *Sadhana* (Rupa & Co. 1933)

**Class: TYBA**  
**Subject Code: SIUAPHI 52**  
**Paper Title: Philosophy of Religion**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. Acquaint learners with the basic philosophical questions and issues that are current in Philosophy of Religion
  2. Encourage a spirit of rationality in philosophizing
  3. Engage in an open-minded way towards the changing trends in the society
  4. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  5. Equip learners with argumentative and analytical skills involved in philosophizing through these issues
- 

**Unit I: Introduction to Philosophy of Religion** [15lectures]

- a) What is Philosophy of Religion and how it is different from Religion and Theology
- b) Concept of creation: Deism, Pantheism and Theism (with Critique)
- c) Attributes of God: omnipotence, omniscience, omnipresence, benevolence and personal.

**Unit II: Theories of existence of God** [15lectures]

- a) Ontological Argument (Anselm's version, Descartes' version and Kant's critique)
- b) Causal/Cosmological Argument (Aquinas' argument, Leibniz's argument and Hume's critique)
- c) Teleological (Aquinas and William Paley's view; and Hume's critique)

**Unit III: Mysticism** [15lectures]

- a) Characteristics of Mysticism: Ranade
- b) Characteristics of Sufism
- c) William James' analysis of Mystical experiences

**Unit IV: Religious Language** [15 lectures]

- a) Analogical function of religious language (Thomas Aquinas' view)
- b) Symbolic function of religious language (Paul Tillich's view)
- c) Non Cognitive J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic;  
R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)

**Suggested References:**

- Behari, B., *Sufis, Mystics and Yogis of India*, Bhartiya Vidya Bhavan, Mumbai. 1962
- Brightman, E.S. *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2017
- Bronstein(Author), Schulweis, H., and Daniel, J., *Approaches to the Philosophy of Religion*, Prentice Hall Publishing, U.S.A. 1954.
- Charlesworth, M., *Philosophy and Religion – From Plato to Postmodernism*, One world Publications, Oxford, 2006.
- Davis, S., *God, Reason and Theistic Proofs*, Edinburgh University Press,U.K. 1997.
- Galloway, G., *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2012.
- Hick, J., *Philosophy of Religion*, 4<sup>th</sup> Edition, Pearson Publishers, India. 1989.
- Kanak, S.P., *The Philosophy of Religion*, Lotus Publishers, India. 1984.

- Katz, S., *Mysticism and Religious Tradition*, Oxford University Press, U.K. 1983.
- Masih, Y., *Introduction to Religious Philosophy*, 9<sup>th</sup> Ed., Motilal Banarsidass Publishers, India. 2017.
- Miall, D. *The Philosophy of Religion*, Progressive Publishers, India. 1963.
- Peterson and Vanarragon (ed.), *Contemporary debates in philosophy of Religion*, Blackwell publishing, New Jersey. 2003.
- Peterson, Hasker, Rychenbach, Basinger. *Philosophy of Religion*. 5th Ed., Oxford University Press, 2014.
- Rowe, W., and Wainwright. *Philosophy of Religion*, (selected readings), 3rd edition, Oxford University Press, U.S.A, 1998.
- Thiselton, A., *The Concise Encyclopaedia of the Philosophy of Religion*, One World Publications, London. 2006.
- Tilghman, B., *Introduction to Religious Philosophy*, Blackwell Publishing, New Jersey. 1994.
- Titus (Author), Smith and Nolan (Editors), *Living Issues in Philosophy*, 9<sup>th</sup> Ed., Oxford University Press, U.K. 1994.
- William J Wainwright. *The Philosophy of Religion*, Oxford University Press, U.S.A, 2004.

**Class: TYBA**  
**Subject Code: SIUAPHI 53**  
**Paper Title: Living Ethical Issues**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

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**Objectives:** The Course aims to:

1. Engage with ethical concern in relation to decision making
  2. Sensitize towards environmental deliberations
  3. Inquire about social living issues, developing biotechnologies with regard to laws
  4. Foster ethical behavior to participate in the institutional social responsibility
  5. Inculcate the value of being fair, honest and ethical
- 

**Unit I: Religious attitudes toward the Environment** [11 lectures]

- (a) Vedic Puranic View.
- (b) Judeo-Christian View.

**Unit II: Environmental Ethics** [12 lectures]

- (a) Introduction to anthropocentrism, non-anthropocentrism, bio-centrism
- (b) Shallow and Deep ecology; Ecofeminism

**Unit III: Some Living Ethical Debates** [11 lectures]

- (a) Obligations to future generations.
- (b) Ethics of nuclear war

**Unit IV: Freedom of Expression and Media** [11 lectures]  
**(Print and electronic news)**

- (a) Privacy and censorship in media; pornography and obscenity; arguments for and against pornography; is censorship of pornographic material justified?
- (b) Truth telling in Journalism (Truthfulness, Fairness and Objectivity in Journalism)

**Suggested References:**

- Berry, D. (ed) *Ethics and Media Culture: Practices and Representations* (Focal Press, Oxford, 2000)
- Frey, R.G. and Wellman, C.H. (ed.) *A Companion to Applied Ethics* (Blackwell, 2003)
- Gottlieb, R.S. (ed.) *The Oxford Handbook of Religion and Ecology* Part I (Oxford University Press, 2006)
- Jamieson, D. (ed.) *A Companion to Environmental Philosophy* (Blackwell Publishing, 2001)
- Warren, K. "The Power and Promise of Ecological Feminism" in Louis P. Pojman (ed.) *Environmental Ethics: Readings in Theory and Applications* 3<sup>rd</sup> edn. (Wadsworth, 2001)
- Zimmerman, M. (ed.) *Environmental Philosophy: From Animal Rights to Deep Ecology* (New Jersey: Prentice hall/Englewood Cliffs, 1993)
- Smith, R.F. *Ethics in Journalism* 6<sup>th</sup> edn (Blackwell, 2008)



**Class: TYBA**  
**Subject Code: SIUAPHI 54A**  
**Paper Title: Philosophy of Bhagavad Gita**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. To achieve an understanding of the overall structure, purpose and content of Bhagavad Gita
  2. To explore and interpret philosophical ideas of Gita through reading of the text
  3. To relate Gita's social, political and ethical ideas within a contemporary context.
- 

**Unit I: Text in context: Introduction to Gita** **[15 Lectures]**

- a. Gita as part of Prasthantrayi- Relation between Gita and Upanishads
- b. Vishaad Yoga (I- 28 to 47, II – 4 to 10) Arjuna's arguments & Krishna's reply (II – 1 to 3, 11 to 15, 27 to 38, 40, IX – 32 to 34, XVIII – 13 to 17, 51- 60)
- c. Samkhya Buddhi and Yoga Buddhi (II- 39,40,41,48,49 to 53, X-10)

**Unit II: Gita Theism** **[15 Lectures]**

- a. God as Saguna (Personal) (VI – 29, VII – 7 to 11, IX – 16 to 19, X – 41, 42, XV – 12 to 15, XVIII- 61)
- b. God as Nirguna (Impersonal) (VII – 12, 24 to 28, IX – 4 to 6, XV - 16 to 19, X- 19 to 40)
- c. Avataravada (IV – 4 to 9, IX- 11, 15)

**Unit III: Deontology in Gita** **[15 Lectures]**

- a. Karma Yoga-Karma, Akarma & Vikarma (IV – 16 to 23, XVIII – 23 to 25)
- b. Nishkamakarmayoga and Naishkarmya (II – 47 to 53, V- 1 to 13, III – 1 to 8, 19 to 30, VI – 1 to 4, XVIII – 1, 2, 6, 55, 56)
- c. Swadharma & Varna-Ashrama Dharma (II- 31, III- 35, IV-6 to 13, XVIII – 41 to 49)

**Unit IV: God & World** **[15 Lectures]**

- a. Cosmic Evolution (VII – 4 to 6, 14, 15, IX – 7 to 10, XIII – 26, XIV- 3 to 5, 14 to 20, XV- 3 to 13, 17)
- b. Ashwatha Vriksha- Cosmic tree metaphor (XV- 1 to 6, X-26)
- c. Kshetra-kshetrajna (Prakriti-Purusha) (XIII – 1 to 3, 12 to 17, 31 to 34, XIV- 19)

**Suggested References:**

- Agarwal, S. *The Social Role of Gita*, Motilal Banarsidass, Delhi. 1998
- Bhavé, V. *The Talks on Gita*, The Macmillan Company, U.S.A.1960
- Chinmayananda, *The Holy Gita*, Central Chinmaya Mission Trust, 10<sup>th</sup> ed. 1996
- Gandhi, M.K. *The Bhagvad Gita*, Jaico Publishers, India.2010
- Garg, R.S. *Gita for success in modern life*, New Age Books, India.2002
- Jnandeva, *Bhavartha Dipika-Jnaneshwari*, Samata Books, India. 2006
- Mudgal, S.G. *The Bhagvad Gita*, Vedic Books, London.2003
- Radhakrishnan, S. (ed.), *The Bhagavad Gita*, Harper Collins Publishers, India. 2014
- Ramanathan, V. *Bhagavad Gita for Executives*, Bhartiya Vidya Bhavan, India. 2001
- Ranade, R.D. *The BhagavadGita As A Philosophy Of God realization*, Aryabhushan Press, Poona.1959
- Tapasyananda, *Bhagvad Gita: The Scripture of Mankind*, Sri Ramkrishna Math, Chennai.2000
- Tilak, Martin, *Srimad Bhagvad Gita*, Vijay Goel Publisher, India. 2010

**Class: TYBA**  
**Subject Code: SIUAPHI 54B**  
**Paper Title: Plato's Republic**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. To achieve an understanding of the overall structure, purpose and content of The Republic.
  2. To explore and interpret philosophical ideas of Plato through reading of the text.
  3. To relate Plato's social, political and ethical ideas within a contemporary context.
- 

**Unit I: Text in Context: Introduction to the Republic [15 lectures]**

- a. Debating Justice: The Conventional View of justice: Cephalus and Polemarchus' account of justice;
- b. Socrates' critique of the conventional view Thrasymachus' View of 'justice' as 'might is right' and defence of 'injustice'; Socrates' refutation (in three steps) of Thrasymachus' account
- c. The case for injustice restated by Glaucon and Adeimantus; challenge posed to Socrates.

**Unit II: Social Philosophy [15 lectures]**

- a. Social organisation: primitive and luxurious society; three classes and their relations; provisions for unity of the society.
- b. Guardians: Qualities required; Way of life, Selection of Rulers; Guardian's duties
- c. The Status of Women: Equality of the Sexes; abolishment of the institution of marriage and family

**Unit III: Imperfect Societies and Imperfect Character [15 lectures]**

- a. Timarchy: Timarchic character and Oligarchy: Oligarchic character
- b. Democracy: Democratic character
- c. Tyranny: Tyrannical character

**Unit IV: Justice [15 lectures]**

- a. Tripartite analysis of the Soul
- b. Justice in the State
- c. Justice in the individual

**Suggested References:**

- Annas, J., *An Introduction to Plato's Republic*, Clarendon Press, Oxford, London.1981
- Crombie, I. *An Examination of Plato's Doctrines*, Volumes 1 and 2, Routledge and Kegan Paul Publishers, 2014
- Cross, R.C. and Woosley, A.D. *Plato's Republic: A Philosophical Commentary*, Macmillan Publishers, 1964
- Grube, G.M.A. *Plato's Thought*, Hackett Publishing Company, Inc., 2<sup>nd</sup> Ed, Indianapolis.1980)
- Nettleship, *Lectures on the Republic of Plato*, Kessinger Publishing, U.S.A. 2007
- Pappas, N., *The Routledge Guidebook to Plato's Republic*, Routledge Publishing, 1<sup>st</sup> Ed. London, 2013
- Purshouse, L. *Plato's Republic: A Reader's Guide*. Bloomsbury Academic Publishers, 1<sup>st</sup> Ed., London, 2006

**Class: TYBA**

**Credits: 4**

**Subject Code: SIUAPHI 55**

**Marks: 60**

**Paper Title: Formal Logic**

**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. Understand use of arguments, evaluation and logical analysis
  2. Determine logical errors in improving language proficiency
  3. Inculcate logical justifications that guide thinking
- 

**Unit 1: Introduction to Logic**

**[15 lectures]**

- a. Definitions of logic, logic as a formal science, propositions and sentences
- b. Arguments: premises and conclusions, recognizing arguments, types of arguments: inductive and deductive (theory and exercise)
- c. Functions of language: its three basic functions; Recognising language functions (exercise); Kinds of agreement and disagreement in belief and attitude (method and exercise)

**Unit II: Deductions**

**[15 lectures]**

- a. Traditional classification of propositions (quality, quantity and distribution)
- b. Square of opposition: contradictories, contraries, sub-contraries and subaltern (theory and exercises)
- c. Deductions (theory and exercises)

**Unit III: Syllogisms**

**[15 lectures]**

- a. Nature of syllogism: major, minor and middle terms; types of syllogism: categorical, disjunctive and conditional
- b. Mood and Figure: special rules of the four Figures and 15 valid Moods, Testing validity of syllogisms by rules of syllogistic reasoning
- c. Venn Diagram (theory and exercises)

**Unit IV: Fallacies**

**[15 lectures]**

- a. Difference between formal and non-formal fallacies
- b. Defining and identifying fallacies and non-fallacies in arguments
- c. Exercise on non-formal fallacies-
  1. Division 2. Composition 3. Accident 4. Converse fallacy of accident
  5. Petitio Principii 6. False cause 7. Complex question
  8. Ignoratio Elenchi (ad baculum, ad hominem, ad misericordiam, ad populum, ad verecundiam and ad ignoratiam) 9. Red Herring 10. Slippery slope
  11. Straw man fallacy

**Suggested References:**

- Basantani, K.T., *Elementary Logic in LL.B.* Sheth Publishers, Mumbai
- Copi, *Symbolic Logic*, 5th Edition, Pearson Publication, U.K.2008
- Copi, Cohen, McMahon, *Introduction to Logic*. 14<sup>th</sup> edition, Pearson Publication, U.S.A.2013
- Firma, R.D, *Logic of truth-functions- An Introduction to Symbolic Logic.*, K.L. Mukhopadhyay, Calcutta, 1964
- Hughes, G.E., Londey, D.G., Mansukhani, G.N. *The Elements of Formal Logic*. B.I Publications, Bombay, 1965

- Hunter, G. *Metalogic: An – Introduction to the Metathery of Standard First order Logic*, University of California Press, Rev. Ed.1996
- Jetli P & Prabhakar, M. *Logic* (Pearson: Delhi, Chennai and Chandigarh 2012)
- Kangle, R.P. Kautilya's Arthashastra. by Motilal Banarsidass Publishers Pvt. Ltd., New Delhi, India
- Pillai. Radhakrishnan, Inside Chanakya's Mind: Aanvikshiki and the Art of Thinking (2017) Penguin Random House India.
- Raghuramaraju, A. *Debates in Indian Philosophy: Classical, Colonial and Contemporary* (2006) Oxford University Press, New Delhi.
- Robert Lata and Alexander Macbeath, *The Elements of Logic*. (Macmillan & Co. Ltd.)

**Class: TYBA**  
**Subject Code: SIUAPHI 56**  
**Paper Title: Philosophy of Yoga**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

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**Objectives:** The Course aims to:

1. To achieve an understanding of the overall structure, purpose and content of The Patanjali Sutra.
  2. To explore and interpret philosophical ideas of Patanjali through reading of the text.
  3. To relate Patanjali's social, political and ethical ideas within a contemporary context.
- 

**Unit I: Introduction to Yoga** [11 lectures]

- a. Introduction to Patanjali Yoga and Misconceptions of Yoga
- b. Upanishadic concept of Yoga

**Unit II: Citta** [12 lectures]

- a. Yogashchittavruttnirodhah-chitta and Vrutis (mental modifications)
- b. Citta Bhumis and Five Kind of Kleshas (Afflictions)

**Unit III: Kinds of Yoga** [11 lectures]

- a. Raja Yoga and Hatha Yoga: a distinction
- b. Mantra yoga and Kundalini Yoga.

**Unit IV: Bahirangasadhana :( external discipline)** [11 lectures]

- a. Yamas-Niyamas and their ethico-spiritual significance
- b. Techniques of Asana and Pranayama- results and benefits: Pratyahara

**Suggested References:**

- Iyengar, B. K .S., *Light on Yogasutras of Patanjali*, Thorsons Publishers, U.K.2012
- Iyengar, B. K .S., *Light on Yoga*, Thorsons Publishers, U.K.2006
- Iyengar, B.K.S., *Yogadipika*, Orient Blackswan Pvt.Ltd., India.1997
- Rajarshi, Swami, *YOGA THE ULTIMATE ATTAINMENT*, Jaico Publishing House, India.1995.
- Satyaprakash Sarawati Swami, *Patanjala Raja Yoga*, S. Chand & Co., Delhi. 1984
- Suren(Aviyogi), *Cyclopedia of YogaVol.I&II*, Saru Publishing House, Meerut.1992
- Werner, K., *Yoga and Indian Philosophy*, Motilal Banarsidass, 2<sup>nd</sup> Ed., Delhi. 2017
- Yardi, M.R., *The Yoga of Patanjali*, Bhandarkar Oriental Research Institute, Pune,1979

## **TYBA PHILOSOPHY (6 UNITS)**

### **Paper Titles**

**Western Philosophy (Advanced)**

**Philosophy of Religion**


**Living Ethical Issues**

**Philosophy of Bhagavad Gita**

**Plato's Republic**

**Formal Logic**

**Philosophy of Yoga**

 **Textual  
Study  
(Elective)**

**Semester VI**

**Class: TYBA**  
**Subject Code: SIUAPHI 61**  
**Paper Title: Western Philosophy (Advanced)**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

1. Acquaint learners with the basic philosophical questions and issues that are current in Western philosophy
  2. Encourage a spirit of rationality in philosophizing
  3. Engage in an open-minded way towards the changing trends in the society
  4. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  5. Equip learners with argumentative and analytical skills involved in philosophizing through these issues
- 

**Unit 1: Rationalism** **[15 Lectures]**

- a. Rene Descartes: Cartesian Method, nature of 'self' and not-self in terms of substance (Substance Dualism), Interactionism
- b. Baruch Spinoza: Concept of substance and modes, Monism, Parallelism
- c. G.W. Leibniz: Basic constituent of reality, Pluralism (monadology), Pre-established Harmony

**Unit 2: Empiricism** **[15 Lectures]**

- a. John Locke: Rejection of innate ideas, classification and definition of knowledge (including degrees of knowledge), Representative Realism
- b. George Berkeley: Rejection of abstract ideas, Subjective Idealism, Esse Est Percipii
- c. David Hume: Theory of knowledge. Rejection of self as substance, Theory of causation, Hume's Skepticism

**Unit 3: Critical Philosophy: Immanuel Kant** **[15 Lectures]**

- a. Immanuel Kant: Reconciliation of rationalism and empiricism, Copernican revolution
- b. Analytic and synthetic propositions, concept of Apriori and Aposteriori, synthetic apriori, categories of judgement
- c. Transcendental Idealism

**Unit 4: Analytical and Continental Philosophy** **[15 Lectures]**

- a. Hegel: Phenomenology of spirit
- b. Early Wittgenstein: Picture theory, Later Wittgenstein: notion of language game, philosophy as a therapeutic activity
- c. Logical positivism: A.J.Ayer-verification principle

**Suggested References:**

- Ayer, A.J. *Language, Truth and Logic* (London: Victor Gollancz Ltd., 1960)
- Bennett, Jonathan. *Locke Berkeley Hume: Central Themes* (Oxford: Clarendon Press, 1971)
- Copleston, Frederick. *A History of Philosophy* Vol IV, V and VI (Doubleday: Image Books, 1985)
- Falckenberg, Richard. *History of Modern Philosophy* (Calcutta: Progressive Publishers)
- Gardiner, Patrick. *Kierkegaard* (OUP, 1988)
- Garforth, F.W. *The Scope of Philosophy* (London: Longman, 1971)

- Hampshire, Stuart. *Spinoza* (Penguin Books)
- Hartnack, Justus. *Kant's Theory of Knowledge* (Macmillan, 1968)
- Jones, W.T. *Kant to Wittgenstein and Sartre: A History of Western Philosophy* (Harcourt, Brace and World, Inc, 1969)
- O'Connor D.J. *John Locke* (New York: Dover Publications, 1967)
- Saw, R. L. *Leibniz* (Penguin Books, 1954)
- Thilly, F. *A History of Western Philosophy* (SBW Publishers, New Delhi, 1993)
- Warnock, G.J. *Berkeley* (Penguin Books, 1953)
- Wright, W.K. *A History of Modern Philosophy* (New York: The Macmillan Company, 1941)

**TYBA PAPER IV**  
**SEMESTER V: CLASSICAL INDIAN PHILOSOPHY**  
**SEMESTER VI: WESTERN PHILOSOPHY (ADVANCED)**

The following question paper pattern for TYBA titled Indian and Western Philosophy Advanced (Semester V & VI) is brought into effect from the academic year (2018-2019)

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

**Topics for project work INDIVIDUAL/GROUP:**

**Semester V: CLASSICAL INDIAN PHILOSOPHY**

1. J. Krishnamurthy: Concept of Freedom and concept of Truth
2. Rabindranath Tagore: Concept of Man and concept of Freedom
3. Mohammed Iqbal: Unity of God and Person, Concept of khudi

**Semester V: WESTERN PHILOSOPHY (ADVANCED)**

1. Carnap-elimination of metaphysics through linguistic analysis
2. General features of Postmodernism challenge to Philosophy
3. Postmodernists' challenge to Philosophy



**Class: TYBA**  
**Subject Code: SIUAPHI 62**  
**Paper Title: Philosophy of Religion**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

**Unit I: Existential approach to Religion** [15 lectures]

- a. Soren Kierkegaard (three stages of existence: aesthetics, ethical and religious)
- b. Frederick Nietzsche (critique of slave morality in favour of transvaluation of values)
- c. Karl Jaspers: The Dialogical Possibilities of Existenz with Existenz Communication

**Unit II: Soul and Immortality** [15 lectures]

- a. Plato (the arguments contained in the dialogue *Phaedo*)
- b. The concept of Resurrection and philosophical problems associated with it.
- c. Transmigration: Karma and Rebirth

**Unit III: Approaches to Evil** [15 lectures]

- a. Problem of evil
- b. St. Augustine's account of the problem and solution.
- c. Indian approaches to suffering

**Unit IV: Challenges to Religion** [15 lectures]

- a. The Marxist Challenge: Karl Marx
- b. The Freudian Challenge: Sigmund Freud
- c. The Sociological Challenge: Emile Durkheim

**Suggested References:**

- Behari, B., *Sufis, Mystics and Yogis of India*, Bhartiya Vidya Bhavan, Mumbai. 1962
- Brightman, E.S. *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2017
- Bronstein(Author), Schulweis, H., and Daniel, J., *Approaches to the Philosophy of Religion*, Prentice Hall Publishing, U.S.A. 1954.
- Charlesworth, M., *Philosophy and Religion – From Plato to Postmodernism*, One world Publications, Oxford, 2006.
- Davis, S., *God, Reason and Theistic Proofs*, Edinburgh University Press, U.K. 1997.
- Galloway, G., *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2012.
- Hick, J., *Philosophy of Religion*, 4<sup>th</sup> Edition, Pearson Publishers, India. 1989.
- Kanak, S.P., *The Philosophy of Religion*, Lotus Publishers, India. 1984.
- Katz, S., *Mysticism and Religious Tradition*, Oxford University Press, U.K. 1983.
- Masih, Y., *Introduction to Religious Philosophy*, 9<sup>th</sup> Ed., Motilal Banarsidass Publishers, India. 2017.
- Miall, D. *The Philosophy of Religion*, Progressive Publishers, India. 1963.
- Peterson and Vanarragon (ed.), *Contemporary debates in philosophy of Religion*, Blackwell publishing, New Jersey. 2003.
- Peterson, Hasker, Rychenbach, Basinger. *Philosophy of Religion*. 5th Ed., Oxford University Press, 2014.

- Rowe, W., and Wainwright. *Philosophy of Religion*, (selected readings), 3rd edition, Oxford University Press, U.S.A, 1998.
- Thiselton, A., *The Concise Encyclopaedia of the Philosophy of Religion*, One World Publications, London. 2006.
- Tilghman, B., *Introduction to Religious Philosophy*, Blackwell Publishing, New Jersey. 1994.
- Titus (Author), Smith and Nolan (Editors), *Living Issues in Philosophy*, 9<sup>th</sup> Ed., Oxford University Press, U.K. 1994.
- William J Wainwright. *The Philosophy of Religion*, Oxford University Press, U.S.A, 2004.

## **TYBA PAPER V**

### **SEMESTER V & VI: PHILOSOPHY OF RELIGION**

**The following question paper pattern for TYBA titled Philosophy of Religion (Semester V & VI) is brought into effect from the academic year (2018-2019)**

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

#### **Topics for project work: INDIVIDUAL/GROUP**

**Semester V**- Neo-religion, Blaise Pascal's Wager Problem

**Semester VI**- Art and Religion, Science and Religion, Myth and Religion

**Class: TYBA**  
**Subject Code: SIUAPHI 63**  
**Paper Title: Living Ethical Issues**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

**Unit I: Bio-medical-ethical Issues**

**[12 lectures]**

- a. Abortion: the abortion debate:  
pro-choice(abortionists) versus pro-life (anti-abortionists);  
the moral and legal justification of abortion: pros and cons
- b. Euthanasia: the moral issue:  
conflict between duty to prolong life versus duty to relieve  
pain; forms of euthanasia: voluntary/non-voluntary and  
active/passive; moral and legal justification of euthanasia:  
pros and cons

**Unit II: Ethical Issues in Reproductive Technologies**

**[11 lectures]**

- a. Surrogate motherhood:  
nature of surrogate arrangements (will include ways in which the  
Surrogate is inseminated, and altruistic and commercial surrogacy);  
redefining the notion of ‘mother’ – genetic, biological and social;  
advantages and critique of surrogate arrangements
- b. Ethics of Human Cloning: what is human cloning?  
Issues that make human cloning  
Attractive; ethical dangers involved in human cloning.

**Unit III: Ethical Issues in Experimentation**

**[11 lectures]**

- a. Ethical issues in human research:  
the principles of respect for autonomy of persons,  
beneficence and justice
- b. Ethical issues in animal research: arguments for and against animal  
rights; ethical issues in scientific research on animals.

**Unit IV: Sexual Ethics**

**[11 lectures]**

- a. Human Trafficking and Prostitution: ethical and legal issues
- b. Homosexuality: arguments for and against homosexuality;  
is State interference in individuals’ sexual preferences justified?

**Suggested References:**

- Andrea Dworkin, *Pornography: Men Possessing Women* (New York: Perigee Books, 1979)
- Beauchamp, T. and Childress, J. (ed) *Principles of Biomedical Ethics*
- Burton M. Leiser “Homosexuality and Unnaturalness” in Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*
- Catherine Mackinnon “Sexuality, Pornography, and Method: ‘Pleasure Under Patriarchy’”, *Ethics* 99: 314–346 (1989)
- Cohen, C. “Do Animals Have Rights” in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Cornell, Drucilla “*Pornography's Temptation.*” pp. 551—568 in *Feminism and Pornography*, edited by Drucilla Cornell. (Oxford: Oxford University Press, 2000)

- Cudd, A.E. & Jones, L.E. "Sexism" in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Foucault Michael, *History of Sexuality* Vol I
- Gruen, L. "Pornography and Censorship" in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Harris, J. *On Cloning* (Routledge, 2004)
- Julia Long. *Anti-Porn: The Resurgence of Anti-pornography Feminism* (Zed Books London and New York, 2012)
- Marquis, D. "An Argument that Abortion is Wrong" in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Michael Levin "Why Homosexuality is Abnormal" in Hugh LaFollette (ed.) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Moody-Adams, M. "Racism" in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones*. Part III. (W.W. Norton and Company: New York and London, 1998)
- Rachels, J. "Active and passive Euthanasia" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Reagan, T. "The case Against Animal Research" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Ronald Dworkin *Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom* (Knopf Doubleday Publishing Group, 1994)
- Thompson, J.J. "In Defense of Abortion" in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Walker, J. *Environmental Ethics* (Hodder & Stoughton, 2000)

## TYBA PAPER VI

### SEMESTER V & VI: LIVING ETHICAL ISSUES

**The following question paper pattern for TYBA titled Living Ethical Issues (Semester V & VI) is brought into effect from the academic year (2018-2019)**

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

#### **Topics for project work:**

**Semester V/VI-** Genocide, fake news, murder and suicide, Whistle blowers, Poaching animals, Fanaticism

**Class: TYBA**  
**Subject Code: SIUAPHI 64A**  
**Paper Title: Philosophy of Bhagavad Gita**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

**Unit I: Moksha Marga (Paths to Liberation) [15 Lectures]**

- a. Karma yoga (II- 47, III- 1 to 43, IV- 18, 20, 23, XI- 33, XVIII-57)
- b. Jnana yoga (IV- 1 to 21, 34 to 42, VII- 2,)
- c. Bhakti yoga (IV- 9 to 12, VII- 14 to 22, IX- 1 to 3, 26 to 34, XI- 55, XII- 1 to 8, XVIII – 59 to 66)

**Unit II: Values highlighted in Gita [15 Lectures]**

- a. Daivi-Asuri Sampada (XVI- 1 to 23) Gunatita (XII- 18, XIV- 19 to 27) and Sthitaprajna(II-38, 54 to 72, XII- 19)
- b. LokSamgraha and Lokhita (III- 20 to 24, V- 24 to 28)
- c. Peace (VI – 7, XVIII – 62) Harmony and Equality (V- 18 to 23, VI- 7 to 9, 29 to 32, IX- 29 to 34)

**Unit III: Modern Commentaries on Gita [15 Lectures]**

- a. Tilak's Gita Rahasya (Activism, KarmaYoga)
- b. Gandhi's Anasakti Yoga and Ahimsa
- c. Sri Aurobindo's commentary (Integral Yoga)

**Unit IV: Relevance of Gita [15 Lectures]**

- a. Reconciliation of paths, idea of harmony and peace
- b. Gita and Dhyana Yoga (Meditation and Mindfulness)
- c. Gita and everyday living (Norms in life: personal and social)

**Suggested References:**

- Agarwal, S. *The Social Role of Gita*, Motilal Banarsidass, Delhi. 1998
- Bhavé, V. *The Talks on Gita*, The Macmillan Company, U.S.A.1960
- Chinmayananda, *The Holy Gita*, Central Chinmaya Mission Trust, 10<sup>th</sup> ed. 1996
- Gandhi, M.K. *The Bhagvad Gita*, Jaico Publishers, India.2010
- Garg, R.S. *Gita for success in modern life*, New Age Books, India.2002
- Jnandeva, *Bhavartha Dipika-Jnaneshwari*, Samata Books, India. 2006
- Mudgal, S.G. *The Bhagvad Gita*, Vedic Books, London.2003
- Radhakrishnan, S. (ed.), *The Bhagavad Gita*, Harper Collins Publishers, India. 2014
- Ramanathan, V. *Bhagavad Gita for Executives*, Bhartiya Vidya Bhavan, India. 2001
- Ranade, R.D. *The BhagavadGita As A Philosophy Of God realization*, Aryabhushan Press, Poona.1959
- Tapasyananda, *Bhagvad Gita: The Scripture of Mankind*, Sri Ramkrishna Math, Chennai.2000
- Tilak, Martin, *Srimad Bhagvad Gita*, Vijay Goel Publisher, India. 2010

**TYBA PAPER VII**  
**SEMESTER V & VI: PHILOSOPHY OF BHAGAVAD GITA**

**The following proposed question paper pattern for TYBA titled Philosophy of Bhagavad Gita (Semester V & VI) is brought into effect from the academic year (2018-2019)**

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any One of the above first two units

1. ONLINE TEST (Multiple Choice) - 20 marks class test
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- 20 marks

**Topics for project work: INDIVIDUAL/GROUP**

**Semester V/VI:**

1. Gita and other religious texts
2. Gita and Jnaneshwari
3. Edwin Arnold's 'The Song Celestial'

**Class: TYBA**  
**Subject Code: SIUAPHI 64B**  
**Paper Title: Plato's Republic**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

**Unit I: Philosophy and Philosopher Ruler**

**[15 lectures]**

- a. Philosophy and prejudice against philosophy
- b. The Concept of Philosopher King;  
Characteristics required of the Philosopher King;  
why it's not an impossibility
- c. Theory of Forms/Ideas

**Unit II: Metaphysics and Epistemology**

**[15 lectures]**

- a. Allegory of the Cave
- b. Divided Line
- c. Simile of Sun

**Unit III: Education**

**[15 lectures]**

- a. Censorship of literature: Theological
- b. Censorship of literature: Moral
- c. Censorship of art/poetry: aesthetics

**Unit IV: Immortality and Happiness**

**[15 lectures]**

- a. Comparison of Just and Unjust lives
- b. Rewards of Justice : this life and after life - the Myth of Er
- c. Relevance of *Republic*: Ethics and Politics

**Suggested References:**

- Annas, J., *An Introduction to Plato's Republic*, Clarendon Press, Oxford, London.1981
- Crombie, I. *An Examination of Plato's Doctrines*, Volumes 1 and 2, Routledge and Kegan Paul Publishers, 2014
- Cross, R.C. and Woosley, A.D. *Plato's Republic: A Philosophical Commentary*, Macmillan Publishers, 1964
- Grube, G.M.A. *Plato's Thought*, Hackett Publishing Company, Inc., 2<sup>nd</sup> Ed, Indianapolis.1980)
- Nettleship, *Lectures on the Republic of Plato*, Kessinger Publishing, U.S.A. 2007
- Pappas, N., *The Routledge Guidebook to Plato's Republic*, Routledge Publishing, 1<sup>st</sup> Ed. London, 2013
- Purshouse, L. *Plato's Republic: A Reader's Guide*. Bloomsbury Academic Publishers, 1<sup>st</sup> Ed., London, 2006

**TYBA PAPER VII**  
**SEMESTER V & VI: PLATO'S REPUBLIC**

**The following question paper pattern for TYBA titled Plato's Republic (Semester V & VI) is brought into effect from the academic year (2018-2019)**

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any One of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test /  
Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/  
Paper Presentation- **20 marks**

**Topics for project work: INDIVIDUAL/GROUP**

**Semester V/VI:**

1. Plato and his other works
2. Plato and Chanakya
3. Contemporary commentaries on The Republic



**Class: TYBA**  
**Subject Code: SIUAPHI 65**  
**Paper Title: Formal Logic**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

**Unit I: Modern Logic** [15 lectures]

- a. Drawbacks of traditional logic and advantages of modern logic
- b. Modern classification of propositions: simple and compound; truth conditions of compound propositions
- c. Shorter Truth Table method

**Unit II: Methods of Deduction** [15 lectures]

- a. Formal proof of validity- justification and construction
- b. Conditional Proof (CP) and Indirect Proof (IP)
- c. Exercise on Formal proof & CP, IP

**Unit III: Quantification (Predicate Calculus)** [15 lectures]

- a. Concepts: individual constant, individual variable, Propositional function, existential quantifier, universal quantifier, instantiation, generalization, relation between universal and existential quantification.
- b. Symbolising propositions (singular and general) by Quantification
- c. Proving Validity by UG, EG, UI and EI.

**Unit IV: Definitions** [15 lectures]

- a. Need for definitions
- b. Types of Definitions (Lexical, Stipulative, Persuasive, Theoretical, Precising)
- c. Identifying definitions from statements

**Suggested References:**

- Basantani, K.T., *Elementary Logic in LL.B.* Sheth Publishers, Mumbai
- Copi, *Symbolic Logic*, 5th Edition, Pearson Publication, U.K.2008
- Copi, Cohen, McMahon, *Introduction to Logic*. 14<sup>th</sup> edition, Pearson Publication, U.S.A.2013
- Firma, R.D, *Logic of truth-functions- An Introduction to Symbolic Logic.*, K.L. Mukhopadhyay, Calcutta, 1964
- Hughes, G.E., Londey, D.G., Mansukhani, G.N. *The Elements of Formal Logic*. B.I Publications, Bombay,1965
- Hunter, G. *Metalogic: An – Introduction to the Metathery of Standard First order Logic*, University of California Press, Rev. Ed.1996
- Jetli P & Prabhakar, M. *Logic* (Pearson: Delhi, Chennai and Chandigarh 2012)
- Kangle, R.P. Kautilya's Arthashastra. by Motilal Banarsidass Publishers Pvt. Ltd., New Delhi, India
- Pillai. Radhakrishnan, *Inside Chanakya's Mind: Aanvikshiki and the Art of Thinking* (2017) Penguin Random House India.
- Raghuramaraju, A. *Debates in Indian Philosophy: Classical, Colonial and Contemporary* (2006) Oxford University Press, New Delhi.
- Robert Lata and Alexander Macbeath, *The Elements of Logic*. (Macmillan & Co. Ltd.)

**TYBA PAPER VIII  
SEMESTER V & VI: LOGIC**

The following question paper pattern for TYBA titled LOGIC (Semester V & VI) is brought into effect from the academic year (2018-2019)

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any One of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

**Topics for project work: INDIVIDUAL/GROUP**

**Semester V:**

Anvikshiki: Classical Indian Science of Reasoning,  
Nyaya Logic, Buddhist Logic, Jaina Logic, Navya Nyaya Logic,  
Chanakya's Anvikshiki-vidya

**Semester VI:** Inductive Logic:

Analogical Reasoning, Moral reasoning, Legal reasoning, Critical thinking,  
Statistical reasoning, Hypothetical/Scientific reasoning

**Class: TYBA**  
**Subject Code: SIUAPHI 66**  
**Paper Title: Philosophy of Yoga**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

**Unit I: Antarangasadhana (Inner discipline) [12 lectures]**

- (a) Dharana and Dhyana – Definitions, nature and importance
- (b) Samadhi – Definition, types and Significance.

**Unit II: Transcendental / Psycho-spiritual Yoga [11 lectures]**

- (a) Siddhis/Vibhutis as obstacles to Samadhi and the Ideal of Kaivalya.
- (b) God and Pranava-“tasyavacakahPranavah.”(The primordial sound Om)

**Unit III: Yoga and other systems [11 lectures]**

- (a) Yoga and Buddhism
- (b) Yoga and Vedanta

**Unit IV: Applications of Yoga [11 lectures]**

- (a) Yoga for health and integrated development
- (b) Corporate yoga, Yogic counselling

**Suggested References:**

- Iyengar, B. K .S., *Light on Yogasutras of Patanjali*, Thorsons Publishers, U.K.2012
- Iyengar, B. K .S., *Light on Yoga*, Thorsons Publishers, U.K.2006
- Iyengar, B.K.S., *Yogadipika*, Orient Blackswan Pvt.Ltd., India.1997
- Rajarshi, Swami, *YOGA THE ULTIMATE ATTAINMENT*, Jaico Publishing House, India.1995.
- Satyaprakash Sarawati Swami, *Patanjala Raja Yoga*, S. Chand & Co., Delhi. 1984
- Suren(Aviyogi), *Cyclopedia of YogaVol.I&II*, Saru Publishing House, Meerut.1992
- Werner, K., *Yoga and Indian Philosophy*, Motilal Banarsidass, 2<sup>nd</sup> Ed., Delhi. 2017
- Yardi, M.R., *The Yoga of Patanjali*, Bhandarkar Oriental Research Institute, Pune,1979

**TYBA PAPER IX  
SEMESTER V & VI: PHILOSOPHY OF YOGA**

**The following question paper pattern for TYBA titled Philosophy of Yoga (Semester V & VI) is brought into effect from the academic year (2018-2019)**

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any One of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

**Topics for project work: INDIVIDUAL/GROUP**

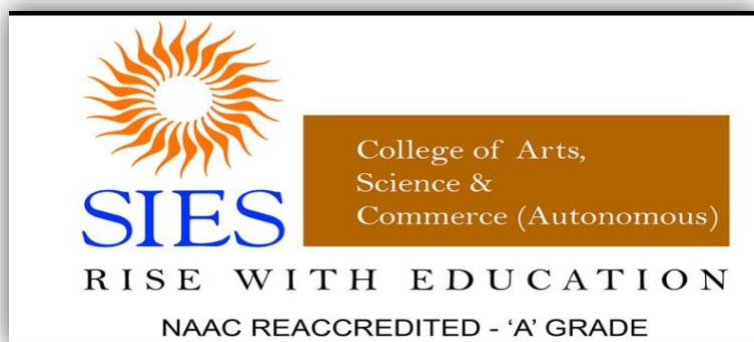
**Semester V/VI:**

1. Meditation and Yoga
2. Yoga and Neuroscience
3. Yoga and Ayurveda

**TYBA Philosophy (6 Units) Papers Semester End Exam (V & VI) Evaluation is the same as follows:** **[60 marks]**

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15 marks</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15 marks</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15 marks</b>
<b>Q.4. Unit 4– a or b</b>	<b>15 marks</b>



Faculty: Arts

Programme: B.A.

Subjects: History (3 Units) and  
Philosophy (3 Units)

Academic Year: 2018-2019

TYBA

Credit Based Semester and Grading System  
Syllabi approved by Board of Studies in  
Philosophy with effect from June 2018

## **TYBA PAPER: HISTORY (3 Units)**

### **Paper Titles:**

**Foundation and Expansion of Delhi Sultanate (1000 C.E-1526 C.E)**

**History of Modern Maharashtra (1818 C.E-1960 C.E)**

**Archaeology and Heritage Tourism**

## **SEMESTER V**

**Class: TYBA**

**Name of Paper: History-Paper-I**

**Subject Code: SIUAHIS 51**

**Paper Title: Foundation and Expansion of Delhi Sultanate (1000 C.E-1526 C.E)**

**Credits: 4**

**Marks: 60**

**No. of Lectures: 60**

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**Objectives:**

- To acquaint the students with the History of medieval Turkish rule that began in India from 13th century A.D.
  - To highlight on the development of socio-economic, administrative and cultural trends during the period of the Delhi Sultanate rule and under Vijaynagar Empire
  - Study of Medieval History of India is important from the student's point of view for competitive examinations for better understanding of the background of medieval polity.
  - To prepare students with the background in the medieval History of India as a background for competitive examinations.
- 

Module I: Beginning, Expansion and Decline of the Sultanate Rule 15 Lectures

- a) Socio-economic conditions on the eve of the Turkish invasion
- b) Foundation, consolidation, expansion and decline-slave Dynasty,
- c) Khiljis, Tughlaq

Module II: Administration of Delhi Sultanate 15 Lectures

- a) Central and Provincial
- b) Revenue and Judicial
- c) Iqta system

Module III: Foundation of Vijaynagar 15 Lectures

- a) Rise, Growth and Decline of Vijaynagar
- b) Administration and Economic life
- c) Socio-cultural Life

Module IV Life of the people in Early Medieval India 15 Lectures

- a) Socio-economic and religious life
- b) Education and Literature
- c) Culture – Art, Architecture

**Suggested Readings:**

1. Banerjee A. C. New History of Medieval India, S. Chand & Company, New Delhi, 1990.
2. Bhattacharya N. N., Medieval Bhakti Movement in India, South Asia Books, Columbai, 1990.
3. Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press, New Delhi, 1993.
4. Burton, Stein: Peasant State and Society in Medieval South India; Oxford Paperback, New Delhi 1980.

5. Chitanis K. N., Socio-Economic History of Medieval India, Atlantic Publishers & Distributors, New Delhi 1990.
6. Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
9. Iswari Prasad, History of Medieval India, The Indian Press Ltd, Allahabad, 1952.
10. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
11. Lane Pool, Stanley, Life and Culture in Medieval India, Kamal Prakashan, Indore, 1978.
12. Mahajan V.D., History of Medieval India, S. Chand & Company, New Delhi, 1992.
13. Mahalingam T. V., Administration and Social Life under Vijaynagar; University of Madras, 1975.
14. Pande A. B., Society and Government in Medieval India, Central Book Depot, Allahabad, 1965.
15. Pande, Susmita, Birth of Bhakti in Indian Religion and Art, Books & Books, New Delhi, 1982.
16. Qureshi I. H., The Administration of Sultanate of Delhi, (IInd ed.), The Hague, Karachi, 1958.
17. Ranade A. K., Socio-Economic Life of Maharashtra between 1100-1600 A.D., Serials Publication, New Delhi, 2009.
18. Rizvi S.A.A., A History of Sufism in India, Vol. I., Munshiram Manoharlal, New Delhi, 1978.
19. Shrivastava A.L., The Sultanate of Delhi (711 A.D – 1526), 5th ed, Shiv Lal Agrawala, Agra, 1966.
20. Shrivastava M.P, Society and Culture in Medieval India (1206 A.D. 17007 A. D., Chugh Publishers, Allahabad, 1975.
21. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century, Pearson Longman, New Delhi, 2009.



**Class: TYBA**

**Name of Paper: History-Paper-II**

**Subject Code: SIUAHIS 52**

**Paper Title: History of Modern Maharashtra (1818 C.E-1960 C.E)**

**Credits: 4**

**Marks: 60**

**No. of Lectures: 60**

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**Objectives:**

- To acquaint students with regional history.
  - To understand political and socio-economic and cultural developments during the 19th and 20th centuries.
  - To create understanding of the movement that led to the formation of Maharashtra.
  - To prepare students, understanding the background of regional history for the competitive examinations.
- 

Module I: Formation of Maharashtra

15 Lectures

- a. Socio-Economic and Political Conditions
- b. Contribution of Mahatma Jotirao Phule - Satya Shodhak Samaj and Prarthana Samaj
- c. Contribution of thinkers of Maharashtra to Economic Nationalism

Module II: Political Developments in Maharashtra 1885-1960

15 Lectures

- a. Moderates, Extremists and Revolutionaries
- b. Response to the Gandhian Movement s in Maharashtra
- c. Samyukta Maharashtra Movement

Module III: Emergence of New Forces

15 Lectures

- a. Contribution of Reformers towards Upliftment of Depressed Classes:  
V. R. Shinde, Rajarshi Shahu Maharaj and Dr. B.R. Ambedkar
- b. Tribals
- c. Peasants

Module IV: Development of Education Maharashtra Culture

15 Lectures

- a. Progress in Education
- b. Development in Cinema
- c. Development in Theatre

**Suggested Readings**

1. Ambedkar B.R., State and Minorities, Thakkar & Thakkar, Mumbai 1942.
2. Ambedkar B.R., The Untouchables: Who Were they and Why they Became Untouch, Balrampur, U.P, 1969,
3. Ballhatchet Kenneth, Social Policy and Social Change in Western India: 1817 – 1830, Oxford University Press, London, 1961.
4. Banhatti Rajendra and Jogalekar G.N. (ed.) A History of Modern Marathi Literature, Vol. I and II, Maharashtra Sahitya Parishad, Pune 1998 (Vol.I) and 2004 (Vol.II).
5. Chaudhari K.K., Maharashtra State Gazetteers, History of Mumbai, Modern Period,

- Gazetteers Department, Government of Maharashtra, Mumbai, 1987.
6. Chaudhari, K.K, Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra, Bombay, 1985.
  7. Choksy, R.D., Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
  8. David M.D., Bombay the City of Dreams (A History of the First city in India) Himalaya Publishing House, Bombay, 1995.
  9. Desai, A. R. Social Background Of Indian Nationalism, Popular Prakashan, Bombay, 1959.
  10. Deshpande A. M., John Briggs In Maharashtra : 1817-1835, District Administration under Early British Rule, Rawat Publishers, New Delhi, 1987.
  11. Dobbin Christin, Urban Leadership in Western India, Politics and Communities in Bombay, 1840- 1885, Oxford University Press, London, 1972.
  12. Dossal Marriam, Imperial Designs and Indian Realities: The Planning of Bombay City – 1845-1875, Oxford University Press. Bombay 1991.
  13. Edwardes S.M., Gazetteer of Mumbai City and Island-Vols. III, The Times Press, Mumbai, 1990-1910.
  14. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
  15. Grover Verinder (ed.), Bhimrao Raoji Ambedkar, Deep and Deep Publications, New Delhi, 1998.
  16. Heimsath, Charles Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
  17. Johnson Gordon, Provincial Politics and Indian Nationalism, C.U.P. Cambridge, 1973.
  18. Jones K. W., Socio Religious Reform Movements in British India, Orient Longman, New Delhi, 1989.
  19. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
  20. Khade V. K., British Rule and Dr. B.R. Ambedkar: The Movement for the Upliftment of the Downtrodden, Kaushalya Prakashan Aurangabad, 2011.
  21. Kumar Ravindar, Western India in the Nineteenth Century, Routledge and Kegan Paul, London, 1968.
  22. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
  23. Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations in Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
  26. Morris M. D., The Emergence of Indian Labour in India: A Study of Bombay Cotton Mills, 1854-1947, Oxford University Press. Bombay 1965.
  24. Nanda B.R (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
  25. Narullah Sajed and Naik J.P. A History of Education in India ( During ) the British Period), Macmillan and Co. Ltd. Bombay, 1951.
  26. Omvedt, Gail, 'Dalits and Democratic Revolution" - Dr. Ambedkar & the Dalit Movement in colonial India, Sage Publication, New Delhi, 1994.

27. Patel S. and Thorner A., Bombay Mosaic of Modern Culture, OUP. Bombay 1995.
28. Patel S. and Thorner A., Bombay, Metaphor for Modern India, OUP. Bombay 1996.
29. Phadke Y. D., Social Reformers of Maharashtra, Maharashtra Information Centre, New Delhi, 1975.
30. Sunthankar B. R., History of Maharashtra – Vol. I and II, Popular Prakashan, Mumbai, 1993.
31. Sunthankar B.R., Maharashtra: 1858-1920, Popular Book Depot, Mumbai, 1993.
32. Sunthankar B.R., Nineteenth Century History of Maharashtra-1818-1857, Popular Book Depot, Mumbai, 1988.
33. Tucker Richard, Ranade and the Roots of Indian Nationalism, Popular Prakashan, Mumbai, 1977.
34. Wolpert S.A., Tilak and Gokhale,,: Revolution and Reform in Making of Modern India, University of Callifornia Press,1966

**Class: TYBA**  
**Name of Paper: History-Paper-III**  
**Subject Code: SIUAHIS 53**  
**Paper Title: Archaeology and Heritage Tourism**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

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**Objectives:**

- Understand the basics of Archaeology as a branch of Historical understanding
  - Understand the meaning and Significance of epigraphy in historical studies.
  - Make students know the evolution of coinage and its significance as the Sources of History
  - Make students aware about the basics of heritage tourism.
- 

**Module I ARCHAEOLOGY** 12 Lectures

- a. Definition and Aims of Archaeology.
- b. Archaeology and History, Archaeology and other Sciences.
- c. Field Archaeology: Exploration, Excavation and Dating Antiquities.

**Module II EPIGRAPHY** 10 Lectures

- a. Definition and History of Indian Epigraphy
- b. Types of inscriptions and their significance.
- c. Ancient Indian Scripts: Brahmi, Kharoshti, Sharada and Nagari.

**Module III NUMISMATICS** 10 Lectures

- a. Definition and History of Indian Numismatics.
- b. Ancient Indian Coinage: Punch Marked Coins and Gupta Coins.
- c. Contribution of Numismatics to Indian History.

**Module IV HERITAGE TOURISM** 13 Lectures

- a. Meaning, importance and Types of tourism.
- b. Important sites for Heritage Tourism in Maharashtra :  
{Caves: Ajanta and Ellora, Kanheri and Gharapuri  
Temples: Ambarnath, Khidrapur, Amruteshwar, Bhuleshwar  
Forts: Daulatabad, Raigad, Simhagad, Vasai}
- c. Product Development, Conservation, promotion of heritage Art Decor  
Buildings ( C.S.T)

**Suggested Readings:**

1. Agarwal, Surinder. 'Travel Agency Management', Communication, India, 1983
2. Annual reports of Indian Epigraphy, Manager of Publications, Archaeological Survey of India, New Delhi, 1887 to 1994.
3. Acharya, Ram. 1986. 'Tourism and Cultural Heritage of India', Rosa Publication, Jaipur.
4. Archaeological Survey of Western India, Vol.I,IV and V. (1874, 1964 and 1970).
5. Bhatia, A. K. Tourism Development: Principles and practices.

6. Burnette Andrew, Coins, British Museum Press, 1991.
7. Chakraborty, S. K., A Study of Ancient Indian Numismatics, Mymensingh, 1931.
8. Cumming John (Ed.), Revealing India's Past, The India Society, London, 1939.
9. Dani, A.H., Indian Paleography, Munshiram Manoharlal, New Delhi, 1986.
10. Early Indian Indigenous Coins (Ed.), Univ. of Calcutta, 1970.
11. Epigraphia Indica, Director-General of Archaeological Survey of India, New Delhi. Vol.I to XXXVI.
12. Ghosh A. (Ed.), Archaeological Remains, Monuments and Museums, Govt. of India, New Delhi, 1964.
13. Gokhale Shobhana, Purabhilekhavidya (Marathi), Continental Prakashan, Pune, 1975.
14. Goyal, S.R., Indigenous coins of Early India, Kusumanjali Prakashan, Jodhpur, 1994.
15. Gupta, P.L., Coins, India Book House, Bombay, 1969.
16. Gupta, S. P. & Ramchandran, K. S., The origin of Brahmi Script, D.K. Publications, Delhi, 1979.
17. Katti, M. N., (Ed.), Studies in Indian Epigraphy, Vol. III to Vol. XX (from year 1979 to 1994).
18. Leela Shelly, Tourism Development in India.
19. Paddayya, K., The New Archaeology and Aftermath, Ravish Publishers Pune, 1999.
20. Patel S. and Thorner A., Bombay Mosaic of Modern Culture, OUP. Bombay 1995.
21. Patel S. and Thorner A., Bombay, Metaphor for Modern India, OUP. Bombay 1996.
22. Piggot Stuart, Approach to Archaeology, Adams and Charles Black, London, 1959.
23. Ramesh K.V., Indian Epigraphy, Vol. I, Sundeep Prakashan, New Delhi, 1984.
24. Salvatore, R.N., Early Indian economic History, Popular Prakashan, 1993.
25. Sankalia H.D., Puratatva Parichaya, (Hindi) Deccan college Post Graduate and research Institute, Pune, 1966.
26. Seth, P.N., Successful Tourism Planning and Management.
27. Sircar D.C., Indian Epigraphy, Motilal Banarasidas, Delhi, 1965.
28. Sircar, D.C., Studies in Indian Coins, Motilal Banarasidas, Delhi, 1968.
29. Thosar H.S., Historical Geography of Maharashtra and Goa, Epigraphical Society of India, Mysore, 2004.

**TYBA PAPER: PHILOSOPHY (3 Units)**

**Paper Titles:**

**Classical Indian Philosophy**

**Philosophy of Religion**

**Living Ethical Issues**

**SEMESTER V**

**Class: TYBA**  
**Subject Code: SIUAPHI 51**  
**Paper Title: Classical Indian Philosophy**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

- a. Acquaint learners with the basic philosophical questions and issues that are current in Indian philosophy
  - b. Encourage a spirit of rationality in philosophizing
  - c. Engage in an open-minded way towards the changing trends in the society
  - d. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  - e. Equip learners with argumentative and analytical skills involved in philosophizing through these issues
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**Unit I: Nyaya & Vaisesika** [15 Lectures]

- a) Concepts and Sources of Knowledge: *Prama*, *Aprama*, *Pramana*: perception, Inference, Comparison and Verbal Testimony
- b) Concept of God and Liberation in Nyaya; *Khyativada*
- c) Vaisesika: seven categories of reality, Theory of Evolution

**Unit II: Samkhya and Yoga** [15 Lectures]

- a) Prakriti & Purusa
- b) Satkaryavada and Prakritiparinamavada
- c) Eight-fold path of Yoga

**Unit III: Purva Mimamsa** [15 Lectures]

- a) Mimamsa: Pramanas
- b) Seven Principles of interpreting text
- c) Theory of error: Prabhakara – Akhyativada  
Kumarila Bhatta – Viparitkhyativada

**Unit IV: Uttara Mimamsa** [15 Lectures]

- a) Shankara (Advaita Vedanta)- three levels of reality (Satta traya), Mayavada & Vivartavada
- b) Ramanuja (Visistadvaita): Concept of Brahman, critique of maya
- c) Madhava – relation between God, Soul and the World

### Suggested References:

- S Radhakrishnan, *Indian Philosophy* , Vol - I and II (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
- Jadunath Sinha, *A History of Indian Philosophy* , Vol- I and II, (Jatindranath Sen, Central Book Agency, Calcutta, 1952)
- Surendranath Dasgupta, *A History of Indian Philosophy*, Vol –I and II (Motilal Banarsidass Indological Publishers and Booksellers, Delhi,1975)
- M. Hiriyanna, *Outlines of Indian Philosophy*, (Motilal Banarsidass Publishers , Delhi, 1993)
- Basant Kumar Lal, *Contemporary Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi,1973)
- T.M.P Mahadevan and G. V Saroja, *Contemporary Indian Philosophy*, (Sterling Publishers Pvt. Ltd, Delhi, 1981)
- Sri Aurobindo, *Practical Guide to Integral Yoga*, (Sri Aurobindo Ashram , Pondicherry, 1955)
- Sri Aurobindo, *The synthesis of Yoga*, (Sri Aurobindo Library, New York City 1950)
- J. Krishnamurti, *Freedom from the known* (Ed: Mary Lutyens) (B.I. Publication, Bombay 1969)
- J. Krishnamurti, *Truth and Actuality*, (London, Victor Gollencz, 1978)
- R. Tagore, *Religion of man* (London Macmilan, 1930)
- R. Tagore, *Man* Rabindranath (Rupa & Co, 1933)
- R. Tagore, *Sadhana* (Rupa & Co. 1933)



**Class: TYBA**  
**Subject Code: SIUAPHI 52**  
**Paper Title: Philosophy of Religion**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

- a. Acquaint learners with the basic philosophical questions and issues that are current in Philosophy of Religion
  - b. Encourage a spirit of rationality in philosophizing
  - c. Engage in an open-minded way towards the changing trends in the society
  - d. Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  - e. Equip learners with argumentative and analytical skills involved in philosophizing through these issues
- 

**Unit I: Introduction to Philosophy of Religion** [15lectures]

- a) What is Philosophy of Religion and how it is different from Religion and Theology
- b) Concept of creation: Deism, Pantheism and Theism (with Critique)
- c) Attributes of God: omnipotence, omniscience, omnipresence, benevolence and personal.

**Unit II: Theories of existence of God** [15lectures]

- a) Ontological Argument (Anselm's version, Descartes' version and Kant's critique)
- b) Causal/Cosmological Argument (Aquinas' argument, Leibniz's argument and Hume's critique)
- c) Teleological (Aquinas and William Paley's view; and Hume's critique)

**Unit III: Mysticism** [15lectures]

- a) Characteristics of Mysticism: Ranade
- b) Characteristics of Sufism
- c) William James' analysis of Mystical experiences

**Unit IV: Religious Language** [15 lectures]

- a) Analogical function of religious language (Thomas Aquinas' view)
- b) Symbolic function of religious language (Paul Tillich's view)
- c) Non Cognitive J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic;  
R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)

**Class: TYBA**  
**Subject Code: SIUAPHI 53**  
**Paper Title: Living Ethical Issues**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

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**Objectives:** The Course aims to:

- a. Engage with ethical concern in relation to decision making
  - b. Sensitize towards environmental deliberations
  - c. Inquire about social living issues, developing biotechnologies with regard to laws
  - d. Foster ethical behaviour to participate in the institutional social responsibility
  - e. Inculcate the value of being fair, honest and ethical
- 

**Unit I: Religious attitudes toward the Environment** [11 lectures]

- (a) Vedic Puranic View.
- (b) Judeo-Christian View.

**Unit II: Environmental Ethics** [12 lectures]

- (a) Introduction to anthropocentrism, non-anthropocentrism, bio-centrism
- (b) Shallow and Deep ecology; Ecofeminism

**Unit III: Some Living Ethical Debates** [11 lectures]

- (a) Obligations to future generations.
- (b) Ethics of nuclear war

**Unit IV: Freedom of Expression and Media** [11 lectures]  
**(Print and electronic news)**

- (a) Privacy and censorship in media; pornography and obscenity; arguments for and against pornography; is censorship of pornographic material justified?
- (b) Truth telling in Journalism (Truthfulness, Fairness and Objectivity in Journalism)

**Suggested References:**

- Berry, D. (ed) *Ethics and Media Culture: Practices and Representations* (Focal Press, Oxford, 2000)
- Frey, R.G. and Wellman, C.H. (ed.) *A Companion to Applied Ethics* (Blackwell, 2003)
- Gottlieb, R.S. (ed.) *The Oxford Handbook of Religion and Ecology* Part I (Oxford University Press, 2006)
- Jamieson, D. (ed.) *A Companion to Environmental Philosophy* (Blackwell Publishing, 2001)
- Warren, K. "The Power and Promise of Ecological Feminism" in Louis P. Pojman (ed.) *Environmental Ethics: Readings in Theory and Applications* 3<sup>rd</sup> edn. (Wadsworth, 2001)

- Zimmerman, M. (ed.) *Environmental Philosophy: From Animal Rights to Deep Ecology* (New Jersey: Prentice hall/Englewood Cliffs, 1993)
- Smith, R.F. *Ethics in Journalism* 6<sup>th</sup> edn (Blackwell, 2008)

## **TYBA PAPER: HISTORY (3 Units)**

### **Paper Titles:**

**History Mughal Rule (1526 C.E -1707 C.E)**

**History of Contemporary India (1947 C.E- 1984 C.E)**

**Introduction to Museology and Archival Science**

**Semester VI**

**Class: TYBA**

**Name of Paper: History-Paper-I**

**Subject Code: SIUAHIS 61**

**Paper Title: History Mughal Rule (1526 C.E -1707 C.E)**

**Credits: 4**

**Marks: 60**

**No. of Lectures: 60**

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**Objectives:**

- The course is to make students aware of the History of Mughal rule, under its various rulers.
  - To trace the socio-economic, administrative and cultural trends during the Mughal period.
  - The students also study the Maratha period of Chatrapati Shivaji, his Administration and significance of his coronation for the understanding of the Regional History/ Local History.
  - The study of Medieval History of India is important from the competitive exam point of view.
- 

Module I: Beginning, expansion and decline of the Mughal rule 15 Lectures

- a. Political Condition and foundation of Mughal Rule under Babur
- b. Humayun and Shershah Sur
- c. Expansion and Consolidation; Akbar, Aurangajeb

Module II: Administration of Mughals 15 Lectures

- a. Central and provincial Government
- b. Manasabdari, Military System
- c. Revenue and Judicial system

Module III: Rise of the Maratha Power 15 Lectures

- a. Foundation of Swarajya: Relations of Marathas with Bijapur
- b. Relations with Mughals and Coronation of Chhatrapati Shivaji; Causes and Significance.
- c. Administration of Chatrapati Shivaji: Civil, Military and Revenue

Module IV: Socio –economic, cultural life during Mughal Period 15 Lectures

- a. Socio –economic life
- b. Education and Literature.
- c. Art and Architecture

**Suggested Readings:**

1. Banerjee A. C. New History of Medieval India, S. Chand & Company, New Delhi, 1990.
2. Bhattacharya N. N., Medieval Bhakti Movement in India, South Asia Books, Columbai, 1990.
3. Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press, New Delhi, 1993.
4. Burton, Stein: Peasant State and Society in Medieval South India; Oxford

Paperback, New Delhi 1980.

5. Chitanis K. N., Socio-Economic History of Medieval India, Atlantic Publishers & Distributors, New Delhi 1990.
6. Chitnis, K. N., Glimpses of Medieval Indian Ideas & Institutions, 2nd edition, Mrs. R K Chitnis, Pune, 1981.
7. Deshmukh, R.G., History of Marathas, Nimesh Agencies, Bombay, 1993.
8. Duff, James Grant, History of Mahrattas, Vol. I and Vol. II, R. Cambray & Co., Calcutta, 1912.
9. Iswari Prasad, History of Medieval India, The Indian Press Ltd, Allahabad, 1952.
10. Kulkarni, A. R., Maharashtra in the Age of Shivaji, Deshmukh & Co., Poona, 1969.
11. Lane Pool, Stanley, Life and Culture in Medieval India, Kamal Prakashan, Indore, 1978.
12. Mahajan V.D., History of Medieval India, S. Chand & Company, New Delhi, 1992.
13. Mahalingam T. V., Administration and Social Life under Vijaynagar; University of Madras, 1975.
14. Pande A. B., Society and Government in Medieval India, Central Book Depot, Allahabad, 1965.
15. Pande, Susmita, Birth of Bhakti in Indian Religion and Art, Books & Books, New Delhi, 1982.
16. Qureshi I. H., The Administration of Sultanate of Delhi, (IInd ed.), The Hague, Karachi, 1958.
17. Ranade A. K., Socio-Economic Life of Maharashtra between 1100-1600 A.D., Serials Publication, New Delhi, 2009.
18. Rizvi S.A.A., A History of Sufism in India, Vol. I., Munshiram Manoharlal, New Delhi, 1978.
19. Shrivastava A.L., The Sultanate of Delhi (711 A.D – 1526), 5th ed, Shiv Lal Agrawala, Agra, 1966.
20. Shrivastava M.P, Society and Culture in Medieval India (1206 A.D. 17007 A. D., Chugh Publishers, Allahabad, 1975.
21. Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century, Pearson Longman, New Delhi, 2009.

**Class: TYBA**

**Name of Paper: History-Paper-II**

**Subject Code: SIUAHIS 62**

**Paper Title: History of Contemporary India (1947 C.E- 1984 C.E)**

**Credits: 4**

**Marks: 60**

**No. of Lectures: 60**

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**Objectives:**

- To understand the process of making the Constitution and the Integration and Reorganization of Indian States.
  - To acquaint the students with the political developments in India after Independence.
  - To comprehend the socio-economic changes and progress in science and technology in India.
- 

**Module I: Nehruvian Period I**

**15 Lectures**

- a. Making of Indian Constitution and Its Features
- b. Integration of Indian Princely States.
- c. Socio- Economic Reforms

**Module II: Neheruvian Period II**

**15 Lectures**

- a. State Reorganization Commission and Linguistic Reorganization of States
- b. Foreign Policy of Jawaharlal Nehru
- c. Development in Science, Technology and Education

**Module III: Political development in India during 1964-1975**

**15 Lectures**

- a. Lal Bahadur Shastri Years 1964-1966
- b. Rise of Mrs. Indira Gandhi
- c. Domestic Developments and Foreign Policy of Indira Gandhi's Rule

**Module IV: Emergency and Post Emergency Developments 1975-1984**

**15 Lectures**

- a. The Emergency
- b. Rise and fall of Janata Government.
- c. Return of Congress to power and political developments (1980-1984)

**Suggested Readings:**

1. Austin, Granville, The Indian Constitution: Cornerstone of a Nation, OUP, 1999.
2. Bandyopadhyay Sekhar, From Plassey to Partition, A History of Modern India, Orient Longman, New Delhi, 2004.
3. Basu, D D, Introduction to the Constitution of Indian, Brass, Paul, R. (ed.), The New Cambridge History of India: The Politics of India since Independence, Cambridge University Press, Cambridge. 1990.
4. Chakrabarty, Bidyut & Pandey, Rajendra Kumar, Modern Indian Political Thought, Text and Context, Sage Publications, 2009. Chakravarti, Aroop, The History of India (1857 – 2000), Pearson, New Delhi 2012.
5. Chandra, Bipan et al., India's Struggle for Independence, Penguin India Ltd, Paperback, 2016.

6. Chandra, Bipin, History of Modern India, Orient Blackswan, 2009
7. Chaudhuri, K. C., History of Modern India, New Central Agency Book Ltd, 2011.
8. Chaurasia, Radhey Shyam, History of Modern India, 1707 A. D. to 2000 A. D, Atlantic Publisher & Distributors, 2002.
9. Chopra, P.N., Puri B.N, Das M.N, Pradhan A.C, A Comprehensive History of Modern India, Sterling Publishers 2003.
10. Desai, A.R., Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1976.
11. Dutt, V.P, India"s Foreign Policy, Vikas Publishing House, New Delhi, 1984.
12. Grover, B.L. & Grover S., A New Look at Modern Indian History (1707 – present day), S. Chand and Company, New Delhi, 2001.
13. Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy, Pan Macmillan India, 2017.
14. Guha, Ramchandra, Makers of Modern India, Penguin Books, New Delhi, 2012.
15. Kumar Dharma (ed.), The Cambridge Economic History of India, Vol. II, c. 1757-2003, Orient Longman in association with Cambridge University press, New Delhi, 2005.
16. Kulke, Hermann and Rothermund, Dietmar, A History of India, Routledge, 3<sup>rd</sup> Edition, 1998.
17. Majumdar, R.C., Comprehensive History of India, Vol.3 (Part III), People's Publishing House.?
18. Majumdar, Raychauduri and Datta, An Advanced History of India, Modern India, Part III, Macmillan and Co. Ltd, London, 1963.
19. Nanda, S.P., History of Modern India (1707 – Present Time), Dominant Pub, New Delhi 2012.
20. Pylee M. R., Constitutional History of India, S. Chand & Co. Ltd, New Delhi, Fifth Edition – 2011
21. Sen, Sukomal, Working Class of India: History of Emergence and Movement, 1830-1970. K.P.Bagchi and Company, Calcutta, 1977.
22. Shah Ganshyam (ed.), Caste and Democratic Politics in India, Permanent Black, Delhi. 2002.



**Class: TYBA**

**Name of Paper: History-Paper-III**

**Subject Code: SIUAHIS 63**

**Paper Title: Introduction to Museology and Archival Science**

**Credits: 3.5**

**Marks: 60**

**No. of Lectures: 45**

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**Objectives:**

- To inform the students about the role of Museums in the preservation of Heritage.
  - To understand the importance of Archival Science in the study of History.
  - To encourage students to pursue careers in various Museums and Archives in India and abroad.
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Module I: Museology 12 Lectures

- a. Introduction to Museology, definition, Types of Museums
- b. Museum Movement
- c. Changing Role of Museum; Inhouse and Outreach activities

Module II: Museums 11 Lectures

- a. Role of Curator
- b. Methods of Collection and Conservation of Objects in Museums.
- c. Preservation Techniques and Types of Exhibitions

Module III: Archival Science 12 Lectures

- d. Meaning, Scope, Objectives and Classes of Archives
- e. Importance of Archives: Value of Records as Sources of History
- f. Classification of Records

Module IV: Management of Archives 10 Lectures

- a. Appraisal and Retention of Records .
- b. Conservation and Preservation of Records .
- c. Digital Archives

**Suggested Readings:**

1. Banarjee, N.R., Museum and Cultural Heritage of India, Agam Kala Prakashan, New Delhi, 1990.
2. Basu, Purnendu, Archives and Records, What are They, The National Archives of India, New Delhi, 1969.
3. Dwivedi, V.P., Museums & Museology: New Horizons, Agam Kala Prakashan, New Delhi, 1980.
4. Ghose Salien, Archives in India, History and Assets, Firma K.L. Mukhopadhyaya, 1963.
5. H. J. The Conservation of Antiquities and works of Art, Oxford Univ. Press, New York, Toronto, 1956.
6. Hari Narayan, N., The Science of Archives Keeping, the State Archives, Hyderabad, 1956.
7. Jenkinson, Hilary, A Manual of Archive Administration, Oxford, at Clarendon

Press, London, 1922.

8. Johnson, Charles, The Care of Documents and Management of Archives, Society for Promoting Christian Knowledge, London, 1919.

9. Journal of Indian Museums, A Study of Indian Museology, Vol. IX, 1953.

10. Journal of Indian Museums, Preservation of Wooden Antiquities, Vol. VII, Public Museums Association, India.

11. Markham, S.F., The Museums of India, The Museum Association, London, 1936.

12. Posner, Earnest, Archives In the Ancient World, Harward Univercity Press, 1972.

13. Sarkar, H., Museums and Protection of Monuments and Antiquities in India, 1972

14. Schellenberg.T.R, The Appraisal of Modern Public Records, the National Archives Publication, No. 57-5, 1956.

15. Stielow Frederick J. Building Digital Archives, Descriptions, and Displays, Neal-Schuman Publishers, New York, 2003.

16. Thomson, John M.A. & Others, Manual of Curatorship: A Guide to Museum Practice, 1984.

17. Wittin Amla, Museums, Its History and Its Tasks in Education, 1949.

18. Wittlin Alma, Museums : Its History and Its Tasks in Education, Routledge and K. Paul, London, 1949.

#### Examination Assessment Pattern for Semester V and VI:

● The Assessment will follow a 60:40 pattern;

60 marks- Semester-End Exam

40 marks- Internal Assessment

● 40 marks of the Internal Assessment

❖ 20 marks- Class Test

❖ 20 marks – Project based on field visit/ film reviews and analyses/ PowerPoint Presentations/ Research papers/ Book Reviews/Article Reviews/ Content Analysis of Newspapers/ Interactions with stakeholders in policy-making/ Short-surveys and analyses etc.

❖ Students must submit the Project/ assignment before appearing for the Semester-End Examination

Paper pattern for the Semester-End Exam: There shall be four compulsory questions of 15 marks each (with Internal Option).

NOTE: Each question will be based on the corresponding module.

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**TYBA PAPER: PHILOSOPHY (3 Units)**

**Paper Titles:**

**Western Philosophy (Advanced)**

**Philosophy of Religion**

**Living Ethical Issues**

**SEMESTER VI**

**Class: TYBA**  
**Subject Code: SIUAPHI 61**  
**Paper Title: Western Philosophy (Advanced)**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

- a) Acquaint learners with the basic philosophical questions and issues that are current in Western philosophy
  - b) Encourage a spirit of rationality in philosophizing
  - c) Engage in an open-minded way towards the changing trends in the society
  - d) Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  - e) Equip learners with argumentative and analytical skills involved in philosophizing through these issues
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**Unit 1: Rationalism**

**[15 Lectures]**

- a. Rene Descartes: Cartesian Method, nature of 'self' and not-self in terms of substance (Substance Dualism), Interactionism
- b. Baruch Spinoza: Concept of substance and modes, Monism, Parallelism
- c. G.W. Leibniz: Basic constituent of reality, Pluralism (monadology), Pre-established Harmony

**Unit 2: Empiricism**

**[15 Lectures]**

- a. John Locke: Rejection of innate ideas, classification and definition of knowledge (including degrees of knowledge), Representative Realism
- b. George Berkeley: Rejection of abstract ideas, Subjective Idealism, Esse Est Percipii
- c. David Hume: Theory of knowledge. Rejection of self as substance, Theory of causation, Hume's Skepticism

**Unit 3: Critical Philosophy: Immanuel Kant**

**[15 Lectures]**

- a. Immanuel Kant: Reconciliation of rationalism and empiricism, Copernican revolution
- b. Analytic and synthetic propositions, concept of Apriori and Aposteriori, synthetic apriori, categories of judgement
- c. Transcendental Idealism

**Unit 4: Analytical and Continental Philosophy**

**[15 Lectures]**

- a. Hegel: Phenomenology of spirit
- b. Early Wittgenstein: Picture theory, Later Wittgenstein: notion of language game, philosophy as a therapeutic activity
- c. Logical positivism: A.J.Ayer-verification principle

**Suggested References:**

- Ayer, A.J. *Language, Truth and Logic* (London: Victor Gollancz Ltd., 1960)
- Bennett, Jonathan. *Locke Berkeley Hume: Central Themes* (Oxford: Clarendon Press, 1971)
- Copleston, Frederick. *A History of Philosophy* Vol IV, V and VI (Doubleday: Image Books, 1985)
- Falckenberg, Richard. *History of Modern Philosophy* (Calcutta: Progressive Publishers)
- Gardiner, Patrick. *Kierkegaard* (OUP, 1988)
- Garforth, F.W. *The Scope of Philosophy* (London: Longman, 1971)
- Hampshire, Stuart. *Spinoza* (Penguin Books)
- Hartnack, Justus. *Kant's Theory of Knowledge* (Macmillan, 1968)
- Jones, W.T. *Kant to Wittgenstein and Sartre: A History of Western Philosophy* (Harcourt, Brace and World, Inc, 1969)
- O'Connor D.J. *John Locke* (New York: Dover Publications, 1967)
- Saw, R. L. *Leibniz* (Penguin Books, 1954)
- Thilly, F. *A History of Western Philosophy* (SBW Publishers, New Delhi, 1993)
- Warnock, G.J. *Berkeley* (Penguin Books, 1953)
- Wright, W.K. *A History of Modern Philosophy* (New York: The Macmillan Company, 1941)

**SEMESTER V: CLASSICAL INDIAN PHILOSOPHY**  
**SEMESTER VI: WESTERN PHILOSOPHY (ADVANCED)**

The following proposed question paper pattern for TYBA titled Indian and Western Philosophy Advanced (Semester V & VI) to be brought into effect from the academic year (2018-2019)

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

**Topics for project work INDIVIDUAL/GROUP:**

**Semester III:**

1. J. Krishnamurthy: Concept of Freedom and concept of Truth
2. Rabindranath Tagore: Concept of Man and concept of Freedom
3. Mohammed Iqbal: Unity of God and Person, Concept of khudi

**Semester IV:**

1. Carnap-elimination of metaphysics through linguistic analysis
2. General features of Postmodernism challenge to Philosophy
3. Postmodernists' challenge to Philosophy

**Semester End Exam Evaluation [60marks]**

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15</b>
<b>Q.4. Unit 4– a or b</b>	<b>15</b>

**Class: TYBA**  
**Subject Code: SIUAPHI 62**  
**Paper Title: Philosophy of Religion**

**Credits: 4**  
**Marks: 60**  
**No. of Lectures: 60**

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**Objectives:** The Course aims to:

- a) Acquaint learners with the basic philosophical questions and issues that are current in Philosophy of Religion
  - b) Encourage a spirit of rationality in philosophizing
  - c) Engage in an open-minded way towards the changing trends in the society
  - d) Inculcate a sense of appreciation towards differing philosophical ideas and perspectives
  - e) Equip learners with argumentative and analytical skills involved in philosophizing through these issues
- 

**Unit I: Existential approach to Religion** [15lectures]

- a. Soren Kierkegaard (three stages of existence: aesthetics, ethical and religious)
- b. Frederich Nietzsche (critique of slave morality in favour of transvaluation of values)
- c. Karl Jaspers: The Dialogical Possibilities of Existenz with Existenz Communication

**Unit II: Soul and Immortality** [15lectures]

- a. Plato (the arguments contained in the dialogue *Phaedo*)
- b. The concept of Resurrection and philosophical problems associated with it.
- c. Transmigration: Karma and Rebirth

**Unit III: Approaches to Evil** [15lectures]

- a. Problem of evil
- b. St. Augustine's account of the problem and solution.
- c. Indian approaches to suffering

**Unit IV: Challenges to Religion** [15lectures]

- a. The Marxist Challenge: Karl Marx
- b. The Freudian Challenge: Sigmund Freud
- c. The Sociological Challenge: Emile Durkheim

### Suggested References:

- Behari, B., *Sufis, Mystics and Yogis of India*, Bhartiya Vidya Bhavan, Mumbai. 1962
- Brightman, E.S. *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2017
- Bronstein(Author), Schulweis, H., and Daniel, J., *Approaches to the Philosophy of Religion*, Prentice Hall Publishing, U.S.A. 1954.
- Charlesworth, M., *Philosophy and Religion – From Plato to Postmodernism*, One world Publications, Oxford, 2006.
- Davis, S., *God, Reason and Theistic Proofs*, Edinburgh University Press,U.K. 1997.
- Galloway, G., *Philosophy of Religion*, Forgotten Books Publishing, U.S.A. 2012.
- Hick, J., *Philosophy of Religion*, 4<sup>th</sup> Edition, Pearson Publishers, India. 1989.
- Kanak, S.P., *The Philosophy of Religion*, Lotus Publishers, India. 1984.
- Katz, S., *Mysticism and Religious Tradition*, Oxford University Press, U.K. 1983.
- Masih, Y., *Introduction to Religious Philosophy*, 9<sup>th</sup> Ed., Motilal Banarsidass Publishers, India. 2017.
- Miall, D. *The Philosophy of Religion*, Progressive Publishers, India. 1963.
- Peterson and Vanarragon (ed.), *Contemporary debates in philosophy of Religion*, Blackwell publishing, New Jersey. 2003.
- Peterson, Hasker, Rychenbach, Basinger. *Philosophy of Religion*. 5th Ed., Oxford University Press, 2014.
- Rowe, W., and Wainwright. *Philosophy of Religion*, (selected readings), 3rd edition, Oxford University Press, U.S.A, 1998.
- Thiselton, A., *The Concise Encyclopaedia of the Philosophy of Religion*, One World Publications, London. 2006.
- Tilghman, B., *Introduction to Religious Philosophy*, Blackwell Publishing, New Jersey. 1994.
- Titus (Author), Smith and Nolan (Editors), *Living Issues in Philosophy*, 9<sup>th</sup> Ed., Oxford University Press, U.K. 1994.
- William J Wainwright. *The Philosophy of Religion*, Oxford University Press, U.S.A, 2004.



## SEMESTER V & VI: PHILOSOPHY OF RELIGION

The following question paper pattern for TYBA titled Philosophy of Religion (Semester V & VI) to be brought into effect from the academic year (2018-2019)

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

**Topics for project work: INDIVIDUAL/GROUP**

**Semester V**- Neo-religion, Blaise Pascal's Wager Problem

**Semester VI**- Art and Religion, Science and Religion, Myth and Religion

**Semester End Exam Evaluation [60marks]**

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15</b>
<b>Q.4. Unit 4– a or b</b>	<b>15</b>

**Class: TYBA**  
**Subject Code: SIUAPHI 63**  
**Paper Title: Living Ethical Issues**

**Credits: 3.5**  
**Marks: 60**  
**No. of Lectures: 45**

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**Objectives:** The Course aims to:

- a) Engage with ethical concern in relation to decision making
  - b) Sensitize towards environmental deliberations
  - c) Inquire about social living issues, developing biotechnologies with regard to laws
  - d) Foster ethical behaviour to participate in the institutional social responsibility
  - e) Inculcate the value of being fair, honest and ethical
- 

**Unit I: Bio-medical-ethical Issues**

**[12 lectures]**

- a. Abortion: the abortion debate:  
pro-choice(abortionists) versus pro-life (anti-abortionists);  
the moral and legal justification of abortion: pros and cons
- b. Euthanasia: the moral issue:  
conflict between duty to prolong life versus duty to relieve  
pain; forms of euthanasia: voluntary/non-voluntary and  
active/passive; moral and legal justification of euthanasia:  
pros and cons

**Unit II: Ethical Issues in Reproductive Technologies**

**[11 lectures]**

- a. Surrogate motherhood:  
nature of surrogate arrangements (will include ways in which the  
Surrogate is inseminated, and altruistic and commercial surrogacy);  
redefining the notion of 'mother' – genetic, biological and social;  
advantages and critique of surrogate arrangements
- b. Ethics of Human Cloning: what is human cloning?  
Issues that make human cloning  
Attractive; ethical dangers involved in human cloning.

**Unit III: Ethical Issues in Experimentation**

**[11 lectures]**

- a. Ethical issues in human research:  
the principles of respect for autonomy of persons,  
beneficence and justice
- b. Ethical issues in animal research: arguments for and against animal  
rights; ethical issues in scientific research on animals.

**Unit IV: Sexual Ethics**

**[11 lectures]**

- a. Human Trafficking and Prostitution: ethical and legal issues
- b. Homosexuality: arguments for and against homosexuality;  
is State interference in individuals' sexual preferences justified?

### Suggested References:

- Andrea Dworkin, *Pornography: Men Possessing Women* (New York: Perigee Books, 1979)
- Beauchamp, T. and Childress, J. (ed) *Principles of Biomedical Ethics*
- Burton M. Leiser “Homosexuality and Unnaturalness” in Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*
- Catherine Mackinnon “Sexuality, Pornography, and Method: ‘Pleasure Under Patriarchy’”, *Ethics* 99: 314–346 (1989)
- Cohen, C. “Do Animals Have Rights” in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Cornell, Drucilla “*Pornography's Temptation.*” pp. 551—568 in *Feminism and Pornography*, edited by Drucilla Cornell. (Oxford: Oxford University Press, 2000)
- Cudd, A.E. & Jones, L.E. “Sexism” in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Foucault Michael, *History of Sexuality* Vol I
- Gruen, L. “Pornography and Censorship” in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Harris, J. *On Cloning* (Routledge, 2004)
- Julia Long. *Anti-Porn: The Resurgence of Anti-pornography Feminism* (Zed Books London and New York, 2012)
- Marquis, D. “An Argument that Abortion is Wrong” in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Michael Levin “Why Homosexuality is Abnormal” in Hugh LaFollette (ed.) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Moody-Adams, M. “Racism” in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
- Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones*. Part III. (W.W. Norton and Company: New York and London, 1998)
- Rachels, J. “Active and passive Euthanasia” in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Reagan, T. “The case Against Animal Research” in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
- Ronald Dworkin *Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom* (Knopf Doubleday Publishing Group, 1994)
- Thompson, J.J. “In Defense of Abortion” in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
- Walker, J. *Environmental Ethics* (Hodder & Stoughton, 2000)

## SEMESTER V & VI: LIVING ETHICAL ISSUES

The following question paper pattern for TYBA titled Living Ethical Issues (Semester V & VI) to be brought into effect from the academic year (2018-2019)

**Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]**

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **20 marks class test**
2. INDIVIDUAL/GROUP - Project work/ Book review/ Symposium/ Written Test / Panel Discussion / Power Point Presentation/ Field Visit/ Report Writing/ Paper Presentation- **20 marks**

### **Topics for project work:**

**Semester V/VI-** Genocide, fake news, murder and suicide, Whistle blowers, Poaching animals, Fanaticism

### **Semester End Exam Evaluation [60marks]**

1. There shall be four compulsory questions
2. Four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

<b>Q.1. Unit 1 – a or b</b>	<b>15</b>
<b>Q.2. Unit 2 – a or b</b>	<b>15</b>
<b>Q.3. Unit 3 – a or b</b>	<b>15</b>
<b>Q.4. Unit 4– a or b</b>	<b>15</b>