

UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Philosophy

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

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

Semester-wise Distribution of Courses.

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

Sem.	Core Course CC 1- 14	Ability enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC) SEC (1)-(2)	Discipline Specific Elective (DSE) DSE (1)-(10)	General Elective (GE) GE (1)-(6)
I	Indian Philosophy (C 1)				Ethics in the Public Domain (GE I)
	Logic (C 2)				
II	Greek Philosophy (C 3)				Formal Logic (GE II)
	Ethics (C 4)				
III	Western Philosophy: Descartes to Kant (C 5)		Critical thinking & Decision Making (SEC 1)		Feminism (GE III)
	Social and Political Philosophy (C 6)				Critical thinking (GE IV)
	Applied Ethics (C 7)				
IV	Text of Indian Philosophy (C 8)		Art & Film Appreciation (SEC 2)		Bioethics (GE V)
	Text of Western Philosophy (C 9)				Symbolic Logic (GE VI)
	Truth Functional Logic (C 10)				
V	Analytic Philosophy (C 11)			Philosophy of Mind (DSE I)	
	Continental Philosophy (C 12)			Philosophy of Science (DSE II)	
				Philosophy of Law (DSE III)	
				Indian Materialism (DSE IV)	

				Bioethics (DSE V)	
VI	Philosophy of Religion (Indian & Western) (C 13)			Feminism (DSE VI)	
				Indian Theories of Consciousness (DSE VII)	
	Aesthetics (DSE VIII)				
	Knowledge and Skepticism (DSE IX)				
	Philosophy of Logic (DSE X)				
Philosophy of Language (Indian & Western) (C 14)					

Courses for Programme B.A. (Hons) Philosophy.

SEMESTER 1

**Indian Philosophy
(CC (1))
Core Course - (CC) Credit:6**

Course Learning Outcomes

- Students of the B.A. (Honors) Indian Philosophy will understand the richness of Indian Intellectual Traditions through basic concepts such as Shruti (agama) and Smriti(Nigama), Karma, Jnana and Bhakti, Indian Idealism vs. Indian Materialism, Preyas, Shreyas and Nihshreyas etc

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

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

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

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

Logic
(CC (2))
Core Course - (CC) Credit:6

Course Learning Outcomes

This course

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

Ethics in the Public Domain
(GE (1))
Generic Elective - (GE) Credit:6

Course Learning Outcomes

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

Semester II

Greek philosophy
(CC (3))
Core Course - (CC) Credit:6

Course Learning Outcomes

This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present day times. Students of Delhi University read Indian Philosophy, this course in Greek Philosophy complements it fairly well for understanding of the classics.

Ethics
(CC (4))
Core Course - (CC) Credit:6

Course Learning Outcomes

The students after having run through basic ethical theories gain a better orientation from the ethical perspective.

This course helps to understand and interpret events with a more rational basis.

Semester III

Western Philosophy: Descartes to Kant
(CC (5))
Core Course - (CC) Credit:6

Course Learning Outcomes

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

Social and Political Philosophy: Indian & Western
(CC (6))
Core Course - (CC) Credit:6

Course Learning Outcomes

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

Applied Ethics
(CC (7))
Core Course - (CC) Credit:6

Course Learning Outcomes

This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum.

Critical Thinking and Decision Making
(SEC (1))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.

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

Feminism
(GE (3))
Generic Elective - (GE) Credit:6

Course Learning Outcomes:

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

Critical Thinking
(GE (4))
Generic Elective - (GE) Credit:6

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

Semester IV

Text of Indian Philosophy
(CC (8))
Core Course - (CC) Credit:6

Course Learning Outcomes

After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.

Text of Western Philosophy
(CC (9))
Core Course - (CC) Credit:6

Course Learning Outcomes

1. The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.
2. Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical teachings. Thus, by focussing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview.
3. Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.

Truth Functional Logic
(CC (10))
Core Course - (CC) Credit:6

Course Learning Outcomes

Learning Outcomes

It enhances the logical reasoning and problem-solving skills.

Suggestions

1. An introduction showing the basic difference between propositional and predicate logic need to be given at the beginning.
2. Under Unit-1, stroke function should be mentioned explicitly.
3. Under Unit-2, sub-unit 4 (CNF and DNF) may be deducted to maintain uniform teaching, since the contents are too time consuming.
4. Rest of the portions may be continued to have a balanced logical reasoning.
5. Question banks should be prepared unit wise and circulated.
6. To have uniform teaching, a workshop for all college teachers may be conducted.

Art & Film Appreciation
(SEC (2))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Learning Outcomes

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

Bio-Ethics
(GE (5))
Generic Elective - (GE) Credit:6

Learning Outcome:

It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes. It sensitizes the minds towards the ongoing ethical dilemmas.

Course Learning Outcomes

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

Symbolic Logic
(GE (6))
Generic Elective - (GE) Credit:6

Course Learning Outcomes

This course helps in learning the various principles and methods of basic as well as higher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction. It helps in examining more complex arguments for deriving clear rational conclusions. This paper helps in good score that provides better rank in form of results. This is an appropriate paper for applying the logical/mathematical skill and to make use of artificial intelligence effectively.

Semester V

Analytic Philosophy
(CC (11))
Core Course - (CC) Credit:6

Course Learning Outcomes

The course in Analytic Philosophy for Hons., (C11), is designed keeping in view the following learning outcomes:

- a) Introducing students to the primary thinkers of one of the most important and influential school of thought in Western Philosophy.
- b) Acquainting students with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.
- c) Inculcating young minds with the basic training associated with the tradition, such that it is prepared to engage in critical and reflective thinking.
- d) Enabling students to reduce complex issues into simpler components that will facilitate clearer understanding

Continental Philosophy
(CC (12))
Core Course - (CC) Credit:6

Course Learning Outcomes

- Make students gain familiarity with, and clear understanding of, the major thinkers of Continental tradition and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Students will learn to develop scientific, logical and rational inquiry for understanding the thinkers and their philosophy. Students will be able to do a comparative analysis of all thinkers which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- This will help the students to develop openness to new ideas.
- Create awareness among the students of the complexity of issues and willingness to examine issues from many different perspectives.
- Students will reflect on and critically evaluate new and unfamiliar concepts.
- Exposure to various texts of Continental Philosophy
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

- Finally it will give a holistic development of their personality

Philosophy of Mind
(DSE (1))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

After completing the course, the students will have

1. An overview of the most important directions within the philosophy of mind in the 20th century.
2. An insight into issues that connect philosophy of mind to modern cognitive science
3. An understanding to appreciate that how human thinking involves context constituted by the body.
4. An understanding that thinking extends beyond the brain and is embedded in the body's habitual encounters with the world.
5. A cognizance how concepts involve the role of sensory, motor, affective experiences and are thus embodied.

Philosophy of Science
(DSE (2))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

Students are equipped with an articulated basis for the philosophical analysis of scientific methodology. They no more remain under the impact of scientific dogmas. Their ability to express their arguments with clarity and precision is enhanced with the study of Popper, Kuhn, Lakatos, Feyerabend, sequence of theories regarding scientific methodology and rationality of science, students have understanding of latest changing trends in philosophy of science.

Philosophy of Law
(DSE (3))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

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

Indian Materialism
(DSE(4))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of materialism as a philosophical theory and its significance in reading the Indian intellectual traditions today.

Bio Ethics
(DSE (5))
Discipline Specific Elective - (DSE) Credit:6

Learning Outcome:

It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes. It sensitizes the minds towards the ongoing ethical dilemmas.

Course Learning Outcomes

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

Semester VI

**Philosophy of Religion: Indian and Western
(CC (13))
Core Course - (CC) Credit:6**

Course Learning Outcomes

The students will acquire a general understanding of religious issues .

They will learn to think critically about religious issues.

**Philosophy of Language: Indian and Western
(CC (14))
Core Course - (CC) Credit:6**

Course Learning Outcomes

Students are equipped with an enhanced ability to explain key distinctions in theories of Frege, Russell and Strawson. Grasping the philosophical position of Nyaya school of philosophy and understanding the theory of meaning of words and sentences in Nyaya Siddhanta Muktavali. Students are able to know, towards the end of the course, what they learnt and communicate to others their understanding of the fundamental issues in philosophy of language.

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

Course Learning Outcomes

Course Learning Outcomes:

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

Indian Theories of Consciousness (DSE (7)) Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

COURSE LEARNING OUTCOME

- Students will have knowledge of the Indian Theories of Consciousness given in Mandukyopanishad, Bhagavadgita, Buddhism, Jainism, Samkhya , Charvaka, Nyaya and Advaita Vedanta.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- Students will develop strong oratory and writing skills through the effective presentation of projects, debates, as well as through Seminars, conference, workshops.

Aesthetics (DSE (8)) Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

Course Learning Outcomes

The course prepares the students to pursue and qualify for a career in art, culture and media studies.

Knowledge and Skepticism
(DSE (9))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

The learning outcomes aimed at are the following:

1. To learn about general issues in epistemology
2. To learn about the problems regarding the definition of knowledge
- 3.. To learn about the justification of knowledge
4. To consider the challenge from radical scepticism and the responses

Philosophy of Logic
(DSE (10))
Discipline Specific Elective - (DSE) Credit:6

Course Learning Outcomes

1. To learn about philosophy of logic, philosophical logic and philosophy and logic
2. To understand basic theories and problems regarding the notion of a proposition
3. To have a better understanding of terms like "analytic", "a priori", de dicto, de re, possible worlds, essentialism
4. To grasp the fundamental problems regarding existence, reference and presupposition.