



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of
India,*

Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

**Program: Bachelor of Arts
Course: FYBA PHILOSOPHY**

**Semester- I AND II
Choice Based Credit System (CBCS) from the
Academic year 2021-22**

for Sachin Danand

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Preamble:

Our contemporary thought has been influenced by such philosophers as Plato, Aristotle, Sankara, Buddha and others. The discipline of philosophy contributes in an indispensable way to the realization of certain goals of instilling habits of critical thinking in students; transmitting cultural heritages to them; stimulating them to engage in fundamental questions about reality, knowledge, and value. A central component of philosophy is learning how to challenge texts and their authors, not to see them as unquestionable authorities. Philosophy also emphasises on formulating, articulating and defending one's own viewpoint. Philosophy relies heavily on discussion based pedagogy to create opinions based on logic followed by pertinent questioning and use of relevant analogies. Philosophy studies ethical values, political systems and ideals, human rights, the human good, the nature of knowledge and science, religion, spirituality and the fundamental structure of reality. The students of philosophy find themselves engaging in metaphysical thought when they deal with subject matter like existence, reason of the world, Freedom of will, afterlife etc. They raise questions in epistemology when they inquire about the scope and limits of human knowledge.

The present paper being offered at the FYBA level deals with Moral dilemmas and Values which are among the most important and most tough questions that students face. The paper introduces students to methods for reasoning about ethical issues and to contemporary moral problems. It aims at giving students the conceptual tools necessary for thinking in greater depth about moral problems, an appreciation for competing moral positions, and an opportunity to develop and present their own moral views. Some of the central questions that Moral Philosophy addresses are : What are the relations among morality, self-interest, religion, and law? What are the basic moral rights of persons? What moral obligations do we have to other persons, animals, the environment, and future generations? What is the importance and scope of Ethics? The paper also deals with applied ethics and business ethics.

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the FYBA PAPER I (SEM I AND II), the learners should be enriched with knowledge and be able to-

- **PSO1:** To introduce the basic theoretical concepts in moral philosophy
- **PSO2:** To orient learners about the debates related to various moral theories
- **PSO3:** To acquaint them with aspects of global and local moral dilemmas
- **PSO4:** To acquaint them with traditional and indigenous moral issues
- **PSO5:** To provide open-ended solutions to moral dilemmas confronting the young generation

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Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (Compulsory question) Short notes (Attempt any 3 out of 4)	Will be from all four Units	(15 marks in total, 5 mark each)	(15 marks)
Total Marks			75

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Approved by Vice –Principal

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Approved by Principal

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Program: B.A (2020-21)				Semester: I	
Course: – MORAL PHILOSOPHY (Paper I)				Course Code: : UAMAPHI101	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • Provide students with an ethical framework for assessing moral decisions in different areas of life. • Inculcate in students a sense of morality based on analytical reasoning rather than dogmatic assertion • Understanding of ways in which ethical theory is applied to disciplines and issues, including: Business, Technology, Law, Political philosophy, Literature, Art etc. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Students will be familiarized with significant portions of the history conceptualizing moral theory. • CO2: The learner would be appreciating the relevance of different moral cultures and outlooks in a globalized world 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	UNIT-1: INTRODUCTION TO MORAL PHILOSOPHY <ul style="list-style-type: none"> • Definitions, nature and scope (branches) of philosophy • Nature of moral philosophy (facts and values; intrinsic and extrinsic values) and area of ethics (descriptive ethics, normative ethics, meta ethics and applies ethics) • Ethical Relativism: arguments defending this position; critical evaluation. 				15
2	UNIT-2: MORAL CONCEPTS IN INDIAN PHILOSOPHY <ul style="list-style-type: none"> • Philosophy of non-attachment (nishkama karma yoga) • Sthitaprajna: the moral idea • Concepts of Rta, Rna, and purusartha • Jaina's Ideal: The notion of Arhathood 				15
3	UNIT-3: THE GOOD LIFE: GREEK ETHICS <ul style="list-style-type: none"> • Socratic ethics: virtue is knowledge; can ethics be taught? • The four Virtues: Plato (in the context of Republic) • Ethics of Character: Aristotle 				15
4	UNIT-4: ETHICS AND ORGANISATIONS <ul style="list-style-type: none"> • The Concept of Work and its inevitability • Work: Social stability and personal development • Loksangraha and the ethics of supererogation 				15
	TOTAL				60

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Reference and reading list-

1. C. Sharma. Ethical Philosophies of India
2. Jacques Thiroux, Ethics: Theory and Practice
3. James Cornman, Keith Lehrer and George Pappas. Philosophical Problems and Arguments: An Introduction
4. James Fieser and Norman Lillegard, Philosophical Questions: Reading and Interactive Guides (New York/Oxford: OUP, 2005)
5. Kedar Nath Tiwari, Classical Indian Ethical Thought (Motilal Banarasidas, 1998)
6. William Frankena. Ethics (Prentice Hall, 1973)
7. William Lawhead. The Philosophical Journey: An Interactive Approach (Mayfield Publishing Company, 2000)
8. David N. Lorenzen, Ramamyana and Management Mantra in Bhakti Religion in North India: Community Identity and Political Action, Rajpal Publication, 2002

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Program: B.A./ (2020-21)				Semester: II	
Course: MORAL PHILOSOPHY (Paper I)				Course Code: UAMAPHI101	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • Understanding of concepts of right, wrong, good and bad. • Understanding of moral principles and their application in everyday life. • Understanding history of Culture and Scriptures and its application in the field of management. • Understanding of ethical principles and relevance to present work scenario. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Students will be familiarized with significant portions of the history conceptualizing moral theory. • CO2: The learner would be appreciating the relevance of different moral cultures and outlooks in a globalized world 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	UNIT-1: MORALITY OF SELF-INTEREST <ul style="list-style-type: none"> • Hedonistic Egoism: Epicurus • Psychological Egoism: Hobbes • Ethical Egoism: Ayn Rand 				15
2	UNIT-2: MODERN ETHICAL THEORIES <ul style="list-style-type: none"> • Ethics of altruism: David Hume: Nature and origin of morality: sentiment (sympathy) versus reasons; Virtues: artificial and Natural • Deontological Ethics: Immanuel Kant: Categorical Imperative: Formula of Universal Law and formula of End in itself, critical appraisal. • Utilitarianism: John Stuart Mill: Critique of Jeremy Bentham's view; Greatest Happiness principle, Higher and lower pleasures, tow sanctions, critical appraisal. 				15

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3	<p>UNIT-3: ETHICS AND IDEAL ORGANISATIONAL PRINCIPLE</p> <ul style="list-style-type: none"> • The structure of an ideal organization in a multicultural society • Study in mediating skills- Case Studies • Applying ethical principles in building an organization. 	15
	<p>UNIT- 4: THEORIES OF PUNISHMENT</p> <ul style="list-style-type: none"> • Retributive theory, critical appraisal. • Deterrent theory and reformative approach to punishment; critical appraisal. • Capital punishment: retentionists versus abolitionist. 	15

Reference and reading list

1. Ayn Rand, *The Virtue of Selfishness* [Introduction, chpts. 1 and 3] (New York: Signet
2. Book, 1964)
3. H.B. Acton (ed.), *The Philosophy of Punishment* (Macmillan, 1969)
4. James Fieser and Norman Lillegard, *Philosophical Questions: Reading and Interactive*
5. *Guides* (New York and Oxford: OUP, 2005)
6. James McGlynn & Jules Toner, *Modern Ethical Theories* (New York: Bruce Publishing
7. Company, 1962)
8. Jean Paul Sartre, "Existentialism is a Humanism" in Walter Kaufman (ed.), *Existentialism*
9. *from Dostoyevsky to Sartre* (New American Library -Meridian Book, 1975)
10. Jeffery Olen and Vincent Barry, *Applying Ethics* (Wadsworth, 1998) Neil Levy, *Sartre*
11. (Oneworld Publications, 2007)
12. Norman Bowie & Patricia Werhane, *Management Ethics* (Blackwell Publishing, 2005)
18. Das, G. N. *Maxims of Vidur*. Abhinav Publications, 1997.
13. Richard Norman, *The Moral Philosophers: An Introduction to Ethics* (Oxford: Clarendon
14. Press, 1983)
15. Ted Honderich, *Punishment: The Supposed Justifications* (Penguin Books, 1969)
16. William Lawhead, *The Philosophical Journey: An Interactive Approach* (Mayfield Publishing Company, 2000)



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India,*

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Affiliated to the
UNIVERSITY OF MUMBAI

**Program: Bachelor of Arts
Course: SYBA PHILOSOPHY (Paper-II,III and
Applied Component)**

**Semester- III AND IV
Choice Based Credit System (CBCS) from the
Academic year 2022-23**

for. fachidanao

Preamble

Our contemporary thought has been influenced by such philosophers as Plato, Aristotle, Sankara, Buddha and others. The discipline of philosophy contributes in an indispensable way to the realization of certain goals of instilling habits of critical thinking in students; transmitting cultural heritages to them; stimulating them to engage in fundamental questions about reality, knowledge, and value. A central component of philosophy is learning how to challenge texts and their authors, not to see them as unquestionable authorities. Philosophy also emphasises on formulating, articulating and defending one's own viewpoint. Philosophy relies heavily on discussion-based pedagogy to create opinions based on logic followed by pertinent questioning and use of relevant analogies. Philosophy studies ethical values, political systems and ideals, human rights, the human good, the nature of knowledge and science, religion, spirituality and the fundamental structure of reality. The students of philosophy find themselves engaging in metaphysical thought when they deal with subject matter like existence, reason of the world, Freedom of will, afterlife etc. They raise questions in epistemology when they inquire about the scope and limits of human knowledge.

The present papers (II & III) being offered at the SYBA level dealing with Moral dilemmas and Values also includes Social Political philosophy & introduction to Indian and Western philosophy which are among the most important and most tough questions that students face. The paper introduces students to methods for reasoning about ethical, social, political issues and to contemporary philosophical problems. It aims at giving students the conceptual tools necessary for thinking in greater depth about these problems, an appreciation for competing philosophical arguments, and an opportunity to develop and present their own views. Some of the central questions that Philosophy addresses are: What are the relations among morality, self-interest, religion, and law? What are the basic rights of persons? What obligations do we have to other persons, animals, the environment, and future generations? What is the importance and scope of Social, political philosophy?

The paper also deals with Greek and Oriental philosophy as well as Schools of Indian philosophy. The paper introduces students to compare between Western & Indian thought process and methods for reasoning about ethical, social, political issues and to contemporary philosophical problems. It aims at giving students the conceptual tools necessary for thinking in greater depth about these problems, an appreciation for competing philosophical arguments, and an opportunity to develop and present their own views.

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

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b. Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

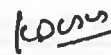
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Total Marks			75

for, 
Signature

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**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A (2020-21)				Semester: III	
Course: Comparative Religion				Course Code: UAMACRAC3	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> To arrive at an informed understanding of the diversity and complexity of World Religions To develop religious sensitivity necessary to understand the contemporary world 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> CO1: Learner would be able to have more inclusive approach to different religions CO2: Learner would be able to understand the differences among faiths and able to rationalize it 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Zoroastrianism <ul style="list-style-type: none"> Beginnings of the Prophetic and monotheistic tradition. Foundation, rise and spread with reference to geography and cultural milieu. Fundamental belief system—Ahura Mazda and Angra Mainyu in opposition, Spiritual and Material World, Man, Evil, Eschatology. Practices—Ritual purity, Prayer, Worship, Rituals, Rites of Passage, Unique disposal of the dead and Ecology. Zoroastrianism in confluence and divergence with other World Religions. 				12
2	Unit-II Judaism <ul style="list-style-type: none"> The Abrahamic tradition. Foundation, rise and spread with reference to geography and cultural milieu. 				11

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	<ul style="list-style-type: none"> • Significance of the Covenants with Abraham and Moses. Fundamental belief system-- God, Man, Creation, Evil, Eschatology. • Practices--Prayer, Worship, Rituals, Rites of Passage, Observance of the Sabbath and Kosher. • Festivals and their significance. Calendar. Canon, Judaism in confluence and divergence with other World Religions. 	
3	Unit-III Christianity <ul style="list-style-type: none"> • Continuing the Abrahamic tradition—the new covenant. Foundation, rise and spread with reference to geography and cultural milieu. • Life and teachings of Jesus Christ, the apostolic tradition. • The development of Christian Theology – The concepts of Trinity, Original Sin, Crucifixion and Redemption. • Evil, Eschatology. Practices--Prayer, Worship, Rituals, Sacraments, Festivals and their significance. • Calendar. Canon, Christianity in confluence and divergence with other World Religions. 	11
4	Unit IV Islam <ul style="list-style-type: none"> • The place of Abraham in Islam. Socio-political conditions in Pre-Islamic Arabia and the age of jahiliyya. • Prophethood and the continuing tradition with other Abrahamic faiths. The life of the Prophet. Foundation, rise and spread with reference to geography and cultural milieu • Fundamental belief system—Tauhid, Rasul, Kutub, Qiyamat. Practices— the five pillars of Islam, transactions: nikah, talaq, virasat, Mystical tradition-Sufism. • The two Jihads. Calendar. Canon. Islam in confluence and divergence with other World Religions. 	11
	Total	45

Reference List

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

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Program: B.A./ (2020-21)				Semester: IV	
Course: Comparative Religions				Course Code: UAMACRAC4	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To arrive at an informed understanding of the diversity and complexity of World Religions • To develop religious sensitivity necessary to understand the contemporary world • Through this understanding to lay the foundations for inter-faith dialogue, necessary for peace and harmony in the society. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Learner would be able to have more inclusive approach to different religions • CO2: Learner would be able to understand the differences among faiths and able to rationalize it 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I Hinduism <ul style="list-style-type: none"> • Debates on constructing the category “Hinduism”, Pre-Vedic religions, origin and antiquity of the Vedas; Vedic Texts (Shruti and Smriti), an introduction to later Vedic scriptures (Brahmanas and Aranyakas). • The emergence and development of the Upanishads, fundamental concepts of Classical Hinduism: Brahman-atman, karma, mokhsa, and samsara; Epic literature: Mahabharata and Ramayana; the place of the Bhagwad Gita, the early and late Puranas. • Classical Hindu Society; the Dharma Shastrascorpus, classification and content; varna-asharma dharma and the four goals of life (purusharthas); the three paths to salvation. Philosophical worldviews (darshanas) Bhakti Tradition. • Religious Expressions (Puja, Vrata, Tirtha). Festivals and their significance. Calendar. Hinduism in confluence and divergence with other World Religions. 				12
2	Unit-2 Buddhism <ul style="list-style-type: none"> • Shramanna tradition/ Nastik Darshana Genesis of Early Buddhism: Socio-historical roots, cultural milieu of the rise 				11

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	<p>of early Buddhism and ideological setting; Buddhism as a protest movement? Spread of Buddhism and causes for its decline in India.</p> <ul style="list-style-type: none"> • Fundamental Buddhist Thoughts: The Four Noble Truths; The Eight-Fold Path (Astamârga), Dependent Origination; philosophy of non-self (anattâ/anâtman). • Concept of nirvâna; Karma/kamma and rebirth and its divergence with the Jaina and Brahmanical notions of karma. Festivals and their significance. Buddhism in confluence and divergence with other World Religions. 	
3	<p>Unit-3 Jainism</p> <ul style="list-style-type: none"> • Shramanna tradition/ Nastik Darshana. Genesis of Jainism: Socio-historical roots, cultural milieu of the rise of early Jainism and ideological setting; Jainism as a protest movement? • The world, Karma and rebirth, the soul. The triratnas, mahavratas and anuvratas. Special place of ahimsa. • Women and environmental movements: Chipko movement, Narmada BachaoAndolan, Tribal movements in Orissa • Fast, worship, pilgrimage.Festivals and their significance. Canon. Jainism in confluence and divergence with other World Religions 	11
4	<p>Unit-4 Sikhism</p> <ul style="list-style-type: none"> • Fast, worship, pilgrimage.Festivals and their significance. Canon. Jainism in confluence and divergence with other World Religions • The practice. Simran, Seva, The formation of the Khalsa, Sangat, Langar Dasvandh. • 5 Ks, concept of haumia, liberation, three core values: naam japna, kirt karna, wand chakkna. The ascetic path. • Festivals and their significance. Canon. Sikhism in confluence and divergence with other World Religions. 	11
	Total	45

Reference List

1. Breuilly, Elizabeth, Joan O'Brien and Martin Palmer. *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals*. Checkmark Books. 2005
2. Burke, T. Patrick. *The Major Religions*. Cambridge, MA: Blackwell Publishers. 1996
3. Eastman Roger. *The Ways of Religion*. Oxford 1993
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5. Hinnells, John Red. *A New Handbook of Living Religions*. Cambridge, MA: Blackwell Publishers. 1997
6. Hopfe, Lewis M. *Religions of the World*. (6th Ed). New York: Macmillan College Publishing. 1994
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10. Paden E., William. *Religious Worlds: The Comparative Study of Religion*. Beacon Press. 1994
11. Radhakrishnan, S. *Eastern Religions and Western Thought*. Oxford: Oxford University Press. 1990
12. Schade, Johannes P. (ch. ed). *Encyclopedia of World Religions*. Concord Publishing. 2006
13. Smith, Huston. *Forgotten Truth: The Common Vision of the World's Religions*. Harper-
14. One. 2009 Smith, Huston. *The World's Religions* (ed. 2) HarperCollins. 2009
15. Tiwari, K.N. *Comparative Religion*. Delhi: Motilal Banarsidass. 1983
16. Zaehner, R.C.(ed.) *The Concise Encyclopedia of Living Faiths*. Boston, MA: Beacon Press. 1959
17. A Lion Handbook- *The World Religions*- Lion Publishing, 1992 .

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A (2020-21)				Semester: III	
Course: Social Philosophy				CourseCode: UAMAPHI302	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To acquaint students with the basic philosophical questions and issues that current in social philosophy • To equip students with argumentative and analytical skills involved in philosophizing through these issues • To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical ideas and perspectives 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Analyze social issues on philosophical merits and demerits • CO2: learner would be sensitive towards global and local social problems 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Family and Gender Issues <ul style="list-style-type: none"> • Perspectives on Family & Marriage, • Feminism: Gender as a construct, • Claims of Masculinity • Struggle for Gender Identity 				12
2	Unit II Social Awareness <ul style="list-style-type: none"> • Class discrimination – Marx, • Religious Discrimination – Kabir, • Caste Discrimination – Gadge Baba • Race Discrimination- Fanon 				11
3	Unit III War and Pacifism <ul style="list-style-type: none"> • What is War and theories of War, • Principles of Just War, Justice of War (jus ad bellum); • Justice in war (jus in bello), jus post bellum, • Pacifism 				11
4	Unit IV Engaging Diversity <ul style="list-style-type: none"> • Philosophical Perspective of Multiculturalism -Bhikhu Parekh, 				11

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	<ul style="list-style-type: none"> • Critique of Multiculturalism-Brian Barry, • Claims of Refugees and Immigrants – Michael Dummett • Cinematic engagement with diversity 	
Total		45

Reference list

1. Bertrand Russell *Marriage and Morals* Routledge Publications, 1985
2. Deborah Satz “Feminist Perspectives on Reproduction and the Family” *Stanford Encyclopedia of Philosophy* 2013 (<https://plato.stanford.edu/entries/feminismfamily/>)
3. 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
4. Simone de Beauvoir “Introduction” *The Second Sex* (a new translation by Constance Borde and Sheila Malovany-Chevallier) Vintage: London, 2009
5. Jack Sawyer “On Male Liberation” in *Feminism and Masculinities* ed. Peter Murphy OUP, Oxford 2004
6. Randall Halle, *Queer Social Philosophy* University of Illinois Press, 2010
7. Gandhi. *Trusteeship* Navjeevan Publication, 1990
8. Kripalani *All men are brothers*, Chapter- Poverty in the midst of plenty- Navjeevan Publication 1960
9. Karl Marx and Friedrich Engels *A Manifesto of the Communist Party* 1848
[https:// www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf](https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf)
10. Tagore, Rabindranath. Trans. “Introduction”. *Songs of Kabir*. Ed. Evelyn Underhill. California: Evinity Publishing Inc., 2009. Print.
11. Hess Linda. *The Bijak Of Kabir*, New York., Oxford University Press, 2002.
12. “The Last Kirtan of Gadge Baba by G. N. Dandekar Translated by Maxine Berntsen with Jayant Karve” in “*The Experience of Hinduism : Essays On Religion in Maharashtra*”.
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14. Fanon, Frantz. *Black Skin, White Masks*, trans. Charles Lam Markmann (New York: Grove Press, 1967).]
15. Nicholas Fotion *War and Ethics: a New Just War Theory* (Continuum, 2007)
16. Stanford Encyclopedia of Philosophy (on line source) *readings on war and pacificism*.
17. Charles Taylor “The Politics of Recognition” in Colin Farrelly (ed) *Contemporary Political Theory: A Reader* (Sage Publishers, 2004)
18. Bhiku Parekh. “Equality of Difference” in Colin Farrelly (ed) *Contemporary Political Theory: A Reader* (Sage Publishers, 2004)
19. Brian Barry “The Muddles of Multiculturalism” *New Left Review* 8, March-April 2001
20. Edward Said *Orientalism* (New York: Pantheon, 1978)

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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21. Michael Dummett *Immigration and Refugees* Routledge London and New York, 2001 (chapters 1-5)
22. Stanford Encyclopedia of Philosophy (on line source) reading on multiculturalism
23. Mamula, Tijana (Editor);Patti, Lisa(Editor) *The Multilingual Screen: New Reflections on Cinema and Linguistic Difference*, Bloomsbury Academic 2016 (Chap.1,2 and 4)

Program: B.A./ (2020-21)				Semester: IV	
Course: Political Philosophy				Course Code: UAMAPHI402	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To acquaint students with the basic philosophical questions and issues that current in social philosophy • To equip students with argumentative and analytical skills involved in philosophizing through these issues <p>To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical ideas and perspectives</p>					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Students would be able to differentiate among various political ideology • CO2: Students would be able to appreciate and analyze fundamentals of political thoughts 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Political ideologies <ul style="list-style-type: none"> • Liberalism, • Socialism, • Totalitarianism • Cosmopolitanism 				12
2	Unit II Liberty <ul style="list-style-type: none"> • Two Concepts of Liberty (Berlin): • Negative liberty- Hobbes, • Locke on Private Property • Positive liberty- Rousseau 				11
3	Unit III Equality <ul style="list-style-type: none"> • Dworkin on the primacy of equality • Phule- Social equality, • Pandita Ramabai- Gender Equality • Political Equality- Mary Wollenscraft 				11

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4	Unit IV Justice <ul style="list-style-type: none"> • What is Justice? Justice as preservation – Plato, • Justice as distribution – Rawls, • Social Justice - Ambedkar • Justice as entitlement- Nozick 	11
	Total	45

Reference list

1. Robert Goodman, Philip Pettit and Thomas Pogge *A Companion to Contemporary Political Philosophy* Blackwell: 2007 (2 volumes)
2. Baradat, Leon. *Political Ideologies: their origins and impact* (Pearson-Prentice Hall, 2008)
3. Bird, Colin. *An Introduction to Political Philosophy* (Cambridge University Press, 2006)
4. Heywood, Andrew. *Political Theory: An Introduction* (Palgrave Macmillan, 2012/13)
5. Knowles, Dudley. *Political Philosophy* (London: Routledge, 2001)
6. David Miller 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
7. Martin Luther King. "Letter from Birmingham Jail" https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf 1963
8. Stephan Goosepath "Equality" in *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 2007
9. Raymond Plant *Modern Political Thought* Wiley Blackwell 1991 (chapter on Dworkin)
10. Ronald Dworkin "What is Equality? Part 1: Equality of Welfare" *Philosophy & Public Affairs*, 10 (3) (Summer, 1981), pp. 185-246
11. Ronald Dworkin "What is Equality? Part 2: Equality of Resources" *Philosophy & Public Affairs*, Vol. 10, No. 4 (Autumn, 1981), pp. 283-345
12. Pandita Ramabai *Through Her Own Words: Selected Works* (translated, edited and compiled) New Delhi; New York: Oxford University Press 2000
13. Mary Wollstonecraft. *A Vindication of the Rights of Woman*, Dover Thrift Editions, 2019
14. Julian Lamont "Distributive Justice" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 1993/2013
15. Mark Lebar "Justice as Virtue" *Stanford Encyclopedia of Philosophy* <https://plato.stanford.edu/entries/equality/> 2002/2016
16. John Rawls *A Theory of Justice*, Cambridge, MA Harvard University Press, 1971(chapter 1 and chapter 2)
17. Raymond Plant *Modern Political Thought* Wiley Blackwell 1991 (Relevant chapters)
18. Plato, *Republic* New Haven: Yale University Press, 2006 (Book 1)

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19. B.R. Ambedkar "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)
20. Arun P. Mukherjee "B.R. Ambedkar, John Dewey, and the Meaning of Democracy" *New Literary History* (2009) 40 (2): 345-370
21. Valerian Rodrigues "Ambedkar on Preferential Treatment" *Seminar* (2005), 549, pp 55- 60.
22. Robert Nozick *Anarchy, State and Utopia*, New York: Basic Books, 1974

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Program: B.A (2020-21)				Semester: III	
Course: Schools of Indian Philosophy				Course Code: UAMAPHI303	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To acquaint students with the basic philosophical questions that philosophers in India have addressed. • To equip students with argumentative and analytical skills involved in philosophical reasoning. • To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical systems and perspectives. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: Apply the fundamental teachings of scriptures on contemporary metaphysical and epistemological problems • CO2: Able to differentiate the fundamentals of epistemology in various Indian school of thought 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit 1: Introduction <ul style="list-style-type: none"> • Idea of Darshanas and Anvikhsiki • Classifications of schools of Indian Philosophy- Astika and Nastika • Other schools of Indian Philosophy- Shaivism, Shaktism, and Tantra Philosophy 				12
2	Unit 2: Introduction to Philosophical Text <ul style="list-style-type: none"> • Vedas, Vedang, and Upanishad • Epics and Puranas • Contributions of Contemporary Thinkers- Swami Dayanand and Sree Narayana Guru • Saint's Literature – Janabai and Tukaram 				11
3	Unit 3. Carvaka Philosophy <ul style="list-style-type: none"> • Metaphysics (denial self, liberation, and God), • Epistemology (perception as the only valid source of knowledge, • Rejection of inference and testimony), • Ethics (Hedonism) 				11
4	Unit 4. Jaina and Buddhist philosophy <ul style="list-style-type: none"> • Schools of Jainism 				11

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	<ul style="list-style-type: none"> • Schools of Buddhism • Schools of Shaivism • Ethics of Jainism, Buddhism and Shaivism 	
Total		45

Reference list

1. Bishop, Donald (ed.) *Indian Thought: An Introduction* (New Delhi: Wiley Eastern Private Ltd., 1975)
2. Chattopadhyay D.P., *Lokayata: A Study in Ancient Indian Materialism* (people's Publishing House; Third edition (2006)
3. Deussen, Paul. *Outlines of Indian Philosophy* (New Delhi: Crest Publishing House, 1996)
4. Gethin, Rupert .*The Foundations of Buddhism* (Oxford University Press, 1998)
5. Glasenapp, Helmuth Von. *Jainism: An Indian Religion of Salvation* (Delhi: Motilal Banarasidas Publishers, 1998)
6. Gokhale, Pradeep P *Lokayata/Carvaka* OUP, New Delhi, 2015
7. Nagin shah. *Jaina philosophy and religion*, Motilal Banarsidass, (2001)
8. Hiriyanna, M. *Outlines of Indian Philosophy* (Delhi: Motilal Banarasidas, 1993)
9. Humphreys, Christmas. *The Buddhist Way of Life* (New Delhi: Indus Publishers, 1993)
10. Raju, T. *The Philosophical Traditions of India* (London: George Allen & Unwin Ltd., 1971)
11. Sangharakshita .*The Essential Teachings of the Buddha* (New Delhi: New Age Books, 2000)
12. Shah Nathu Bhai. *Jainism: The World of Conquerors* (Delhi: Motilal Banarasidas Publishers, 1999)
13. Srinivasachari, P.N. *Ethical Philosophy of the Gita* (Madras: SriRamakrishna Matt)
14. Raghuramaraju, 2006, *Debates in Indian Philosophy: Classical, Colonial and Contemporary*
15. K. Satchidananda Murty, 1985, *Philosophy in India: Traditions, Teaching and Research*
16. B.K. Matilal, 2005, *Epistemology, Logic and Grammar in Indian Philosophical Analysis*
17. G. K Shashidharan. *Not Many, But One Volume I & II: Sree Narayana Guru's Philosophy of Universal Oneness*, Penguin Viking 2020
18. Smith, Paul. *Six Great Female Mystical Poets of India* NEW HUMANITY BOOKS, 2017
19. Chandradhar Sharma, *Advaita Tradition in Indian Philosophy: A Study of Advaita in Buddhism, Vedanta & Kashmira Shaivism* Motilal Banarasidass, 2017
20. S.G. Nigal, *Vaishnavism and Shaivism*, Sanskar Niketan, 2013
21. _____ *The Search for Truth: A Philosophical View of Self, Society and Culture* Sanskar Niketan, 2012
22. _____ *Indian Conception of Values and Value Education*, Sanskar Niketan, 2006

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Program: B.A (2020-21)				Semester: IV	
Course: Greek and Medieval Philosophy				Course Code: UAMAPHI403	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
3			3	25	75
Learning Objectives:					
<ul style="list-style-type: none"> To acquaint students with the basic philosophical questions that philosophers in the Greek and medieval tradition have addressed. To equip students with argumentative and analytical skills involved in philosophical reasoning. To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical systems and perspectives. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> CO1: Apply the fundamental teachings of ancient western philosophical thoughts on contemporary metaphysical and epistemological problems CO2: Able to differentiate the fundamentals of epistemology, axiology and ontology of various continents in ancient and medieval time 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit- 1 Pre-Socratics and sophists				12
	<ul style="list-style-type: none"> Natural philosophers (Thales, Anaximander, and Anaximenes), The problem of change (Parmenides and Heraclites), Pluralists (Empedocles, Anaxagoras, Democritus), Sophists (Epistemology and ethics) 				
2	Unit- 2. Socrates and Plato				11
	<ul style="list-style-type: none"> Socratic Method, Socratic definition, Plato's theory of knowledge, criticisms against sense perception, theory of Forms Neo- Platonists- Plotinus 				
3	Unit- 3 Aristotle and Roman Thinkers				11

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	<ul style="list-style-type: none"> • Aristotle's theory of Causation (reference to the notion of teleology), • Form and Matter; actuality and potentiality • Roman Thinkers- Seneca, Marcus Aurelius, and Cicero 	
4	Unit- 4. Oriental Philosophy <ul style="list-style-type: none"> • Japanese - D. T. Suzuki • Chinese-Lao tzu • Persian- Rumi • Arabic- Avicenna 	11
	Total	45

Reference list

1. Annas, Julia. *Ancient Philosophy: A Very Short Introduction* (Oxford University Press, 2000)
2. Barnes, Jonathan. *Early Greek Philosophy*, (Penguin; Revised edition 2002)
3. Elrouayheb K, Schmidtke S, *Oxford handbook of Islamic Philosophy*, Oxford University Press, 2017
4. G. S. Kirk and J. E. Raven. *The Pre-Socratic Philosophers*. (Cambridge University Press, 1957)
5. Grube, G. M. *Plato's Thought* (London: Methuen, 1935)
6. 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)
7. Jones, W.T. *A History of Western Philosophy: The Medieval Mind* (Harcourt, Brace and World, Inc. 1969)
8. Michael Marmura, Etienne Gilson. '*Al Ghazali, The incoherence of the Philosophers*' (University of Chicago Press 1998)
9. Osborne, Catherine. 2004 *PreSocratic Philosophy: A Very Short Introduction* (Oxford University Press 2004)
10. Simon van den Bergh *Tahafut al tahafat*, Gibb Memorial Trust; 2008)
11. Simpson, J.R.R. Marianna Shreve (1997). *Sultan Ibrahim Mirza's Haft Awrang: A Princely Manuscript from Sixteenth-Century Iran*. Yale University Press. hardback: ISBN 978-0-300-06802-3
12. Stace, W.T. *A Critical History of Greek Philosophy* (Macmillan, 1985, 1992)
13. Stumpf, S.E. & Fieser, J. *Philosophy: History and Problems* (McGraw-Hill, 1971)
14. Walsh, Martin *A History of Philosophy* (London: Geoffrey Chapman, 1985)
15. Frederick Copleston *A History of Philosophy* (volumes 1, 2, 3) Image 1993
16. Gunnar Skirbekk and Nils Gilje *History of Western Thought* Routledge, 2001
17. D.J. O'Connor *Critical History of Western Philosophy* Free Press, 1985
18. *An Introduction to Zen Buddhism*, Kyoto: Eastern Buddhist Soc. 1934. Republished with Foreword by C.G. Jung, London: Rider & Company, 1948

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19. *The Training of the Zen Buddhist Monk*, Kyoto: Eastern Buddhist Soc. 1934. New York: University Books, 1959. Relevant entries from Stanford Encyclopedia of Philosophy (online source)
20. Dominic J. O'meara: *Plotinus: An Introduction to the Enneads*, Oxford: Clarendon Press, 1993
21. *The Metaphysica of Avicenna (Ilahiyyat-i Danishnama-yi 'Ala'i)*, tr. Parviz Morewedge, New York, 1972; rpt., Binghamton, 2003
22. Gutas, Dimitri. *Avicenna and the Aristotelian Tradition*. Leiden/Boston, 1988.
23. Sebti, Miriam. *Avicenne*. Paris, 2003.
24. David Sedley, *The Cambridge Companion to Greek and Roman Philosophy*, Cambridge University Press, 2003



**Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &
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(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of
India,*

Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

**Program: Bachelor of Arts
Course: TYBA**

**Semester- V AND VI
Choice Based Credit System (CBCS) from the
Academic year 2020-21**

For, (Sachin Danand)

Preamble

Our contemporary thought has been influenced by such philosophers as Plato, Aristotle, Sankara, Buddha and others. The discipline of philosophy contributes in an indispensable way to the realization of certain goals of instilling habits of critical thinking in students; transmitting cultural heritages to them; stimulating them to engage in fundamental questions about reality, knowledge, and value. A central component of philosophy is learning how to challenge texts and their authors, not to see them as unquestionable authorities. Philosophy also emphasises on formulating, articulating and defending one's own viewpoint. Philosophy relies heavily on discussion based pedagogy to create opinions based on logic followed by pertinent questioning and use of relevant analogies. Philosophy studies ethical values, political systems and ideals, human rights, the human good, the nature of knowledge and science, religion, spirituality and the fundamental structure of reality. The students of philosophy find themselves engaging in metaphysical thought when they deal with subject matter like existence, reason of the world, Freedom of will, afterlife etc. They raise questions in epistemology when they inquire about the scope and limits of human knowledge.

The present papers (IV -IX) being offered at the TYBA level, dealing with fundamental dilemmas and ethics, also includes -logic, social -political philosophy, religion and yoga, introduction to Indian and Western philosophy and environmental, social ethical issues which are among the most important and most tough questions that students face. The paper introduces students to methods for reasoning about ethical, social, political issues and to contemporary philosophical problems. It aims at giving students the conceptual tools necessary for thinking in greater depth about these problems, an appreciation for competing philosophical arguments, and an opportunity to develop and present their own views. Some of the central questions that Philosophy addresses are: What are the relations among morality, self-interest, religion, and law? What are the basic rights of persons? What obligations do we have to other persons, animals, the environment, and future generations? What is the importance and scope of Social, political, religious philosophy?

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

a) Details of Continuous Assessment (CA)

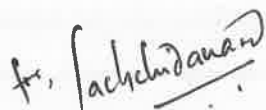
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (compulsory question) Short notes (Attempt any 3 out of 4)	Will be from all four Units	(15 marks in total, 5 mark each)	(15 marks)
Total Marks			75


Signature

HOD


Signature

Approved by Vice –Principal


Signature

Approved by Principal

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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Program: B.A (2020-21)					Semester: V	
Course: Indian Philosophy (Advanced) (Paper- IV)					Course Code: UAMAPHI504	
Teaching Scheme					Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
4			4	25	75	
Learning Objectives:						
<ul style="list-style-type: none"> To introduce and acquaint students with Indian philosophical system beginning with Nyaya darsana, Vaisesika, Samkhya, Purva & Uttara Mimamsa, to contemporary Indian Philosophy. To acquire a basic understanding of the thrust philosophical ideas and questions that arise in Indian philosophical systems 						
Course Outcomes:						
After completion of the course, learners would be able to:						
CO1: This will help students to learn Indian philosophy, which will enhance students' ability to critically reflect, analyze and evaluate Indian Philosophy.						
Outline of Syllabus: (per session plan)						
Module	Description					No of Hours
1	Unit I Nyaya &Vaisesika (15 lects) Sources of knowledge: Perception, Inference, Comparison and Verbal Testimony, Concept of god and Liberation in Nyaya Vaisesika –seven categories of reality					15
2	UNIT II SAMKHYA AND YOGA (15 LECTS) PURUSHA, PRAKRITI AND EIGHT FOLD PATH OF YOGA					15
3	Unit III Purva & Uttara Mimamsa (15 lects) Mimamsa- Seven Principles of interpreting text <ul style="list-style-type: none"> Shankara- Advaita Vedanta, Mayavada Ramanuja – Visistadvaita, Critique of Maya 					15
4	Unit IV Three Contemporary Thinkers (15 lects)					15

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	Dayanand- Social transformation	
	Tagore – Concept of Freedom	
	Swami Vivekanand: Practical Vedanta	
	Total	60

Books recommended for the course

1. Indian Philosophy, Vol - I and II Dr. S Radhakrishnan (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
2. A History of Indian Philosophy, Vol- I and II, JadunathSinha (JatindranathSen, Central Book Agency, Calcutta, 1952)
3. A History of Indian Philosophy, Vol –I and II Surendranath Dasgupta (Motilal Banarsidass Indological Publishers and Booksellers, Delhi, 1975)
4. Outlines of Indian Philosophy, M. Hiriyanna, (Motilal Banarsidass Publishers, Delhi, 1993)
5. Contemporary Indian Philosophy, Basant Kumar Lal (Motilal Banarsidass Publishers, Delhi, 1973)
6. Contemporary Indian Philosophy, T.M.P Mahadevan and G. V Saroja (Sterling Publishers Pvt. Ltd, Delhi, 1981)
7. Seven systems of Indian Philosophy, Pandit Rajmani Tigunait(The Himalaya International Institute of yoga Science and Philosophy,Honesdale,Pennsylvania)
8. Practical Guide to Integral Yoga, Sri Aurobindo (Sri Aurobindo Ashram, Pondicherry, 1955)

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Program: B.A (2020-21)					Semester: VI	
Course: Western Philosophy (Advanced) (Paper - IV)					Course Code: UAMAPHI604	
Teaching Scheme					Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)	
4			4	25	75	
Learning Objectives:						
<ul style="list-style-type: none"> To introduce and acquaint students with philosophers beginning with rationalism of Rene Descartes to Analytic Philosophy. To acquire a basic understanding of the main philosophical ideas and questions that arises especially in metaphysics and epistemology during this period. 						
Course Outcomes:						
After completion of the course, learners would be able to:						
CO1: This will help students to understand Western Philosophy which will enhance students' ability to critically reflect, analyze and evaluate philosophical arguments in daily life.						
Outline of Syllabus: (per session plan)						
Module	Description					No of Hours
1	Unit 1 Rationalism (15 lects) Rene Descartes: Method of doubt, Nature of 'self' and not-self in terms of substance Baruch Spinoza: Concept of substance and modes, Monism G.W. Leibniz: Basic constituent of reality, Pluralism (monadology)					15
2	Unit 2 Empiricism (15 lects) John Locke: Rejection of innate ideas, Classification of Ideas, Primary and Secondary qualities George Berkeley: Rejection of abstract ideas, Esse Est Percipii David Hume: Rejection of self as substance, and Theory of causation.					15

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3	Unit 3 Critical Philosophy: Immanuel Kant (15 lects) Critical Philosophy: Idea of Reason and Limitation of Human Knowledge, Theory of Enlightenment- Kant and Foucault •	15
4	Unit 4 Strands of Contemporary philosophy (15 lects) Logical positivism: A J Ayer- verification principle, Carnap- elimination of metaphysics through linguistic analysis Early Wittgenstein: Picture theory, Later Wittgenstein: Notion of language game	15
	Total	60

1. Ayer, A.J. Language, Truth and Logic (London: Victor Gollancz Ltd., 1960)
2. Bennett, Jonathan. Locke Berkeley Hume: Central Themes (Oxford: Clarendon Press, 1971)
3. Copleston, Frederick. A History of Philosophy Vol IV, V and VI (Doubleday: Image Books, 1985)
4. Falckenberg, Richard. History of Modern Philosophy (Calcutta: Progressive Publishers)
5. Gardiner, Patrick. Kierkegaard (OUP, 1988)
6. Garforth, F.W. The Scope of Philosophy (London: Longman, 1971)
7. Hampshire, Stuart. Spinoza (Penguin Books)
8. Hartnack, Justus. Kant's Theory of Knowledge (Macmillan, 1968)
9. Jones, W.T. Kant to Wittgenstein and Sartre: A History of Western Philosophy (Harcourt, Brace and World, Inc, 1969)

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10. O'Connor D.J. John Locke (New York: Dover Publications, 1967)
11. Saw, R. L. Leibniz (Penguin Books, 1954)
12. Thilly, F. A History of Western Philosophy (SBW Publishers, New Delhi, 1993)
13. Warnock, G.J. Berkeley (Penguin Books, 1953)
14. Wright, W.K. A History of Modern Philosophy (New York: The Macmillan Company, 1941)

Program: B.A./(2021-22)				Semester: V	
Course: Philosophy of Religion (Paper - V)				Course Code: UAMAPHI505	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
				25	75
Learning Objectives: It aims at giving students the conceptual tools necessary for thinking in greater depth about the problems related to metathinking concerned to religion, an appreciation for competing philosophical arguments, and an opportunity to develop and present their own views.					
Course Outcomes: After completion of the course, learners would be able to: CO1: To understand some fundamental ideas and practices in philosophy of religion CO2: To compare various concepts prevalent in religious studies CO3: To appraise the arguments for existence of God CO4: To differentiate between experiential and rational contribution to various religious issues					
Outline of Syllabus: (per session plan)					

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Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Module	Description		No of Hours
1	Introduction to Philosophy of Religion		15 lectures
	Unit	Topic	No. of Hours/Credits
2	Theories of Existence of God		15 lectures
	Module 1		(15 lects)
3	Mysticism	Introduction to Philosophy of Religion What is Philosophy of Religion and how it is different from	15 lectures
4	Problem of Religious Language	Theology and Comparative Religion? Relation between the God and the World Deism, Pantheism and Theism (with Critique). Attributes of God: omnipotence, omniscience, omnipresence, benevolence and personal.	15 lectures
	Total		60 lectures
PRACTICALS			
	Module 2	Theories of Existence of God Ontological Argument (Anselm's version, Descartes' version and Kant's critique) Causal/Cosmological Argument (Aquinas' argument, Leibniz's argument and Hume's critique) Teleological (Aquinas and William Paley's view; and Hume's critique)	(15 lects)
	Module 3	Mysticism- Characteristics of Mysticism: Ranade Mystic: Mulla Sadra* Mystic: St Avila	(15 lects)

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	Mysticism- Characteristics of Mysticism: Ranade Mystic: Rumi * Mystic: St Avila	
Module 4	Problem of Religious Language Analogical function of religious language (Thomas Aquinas' view) Symbolic function of religious language (Paul Tillich's view) Non-Cognitive Theories: 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)	(15 lects)
Total		60

Internal-

William James' analysis of Mystical experiences and Free will

Suggested Readings

1. Stephen Davis. *God, Reason and Theistic Proofs* (Edinburgh University Press, 1997)
2. Anthony C. Thiselton. *The Concise Encyclopaedia of the Philosophy of Religion* (One World Publications, 2006).
3. S. P. Kanal. *The Philosophy of Religion* (Lotus Publishers, 1984).
4. D. Miall Edwards. *The Philosophy of Religion* (Progressive Publishers, 1963).
5. Steven Katz. *Mysticism and Religious Tradition* (Oxford University Press, 1983).
6. George Galloway. *Philosophy of Religion* (T & T Clark Edinburgh, 1960).
7. John Hick. *Philosophy of Religion* 4th Edition (Prentice Hall of India, New Delhi).
8. Geddes McGregor. *Introduction to Religious Philosophy* (MacMillan & Co. Ltd.) AL-KUTUBI, E., 2019. *Mulla Sadra and Eschatology*. ROUTLEDGE.
9. Kohandel, H., 2018. *Concept of Ultimate Reality in Philosophy of Mullā Sadrā and*

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Upaniṣads: A Comparative Study. Journal of Indian Council of Philosophical Research, 36(1), pp.53-69.

10. Marks, L., 2016. *Real Images Flow: Mullā Sadrā Meets Film-Philosophy. Film-Philosophy, 20(1), pp.24-46.*
11. Morris, J. and Ṣadr al-Dīn Shīrāzī, M., 1981. *The wisdom of the throne.* Princeton: Princeton University Press.
12. Rizvi, S., 2007. *Mullā Ṣadrā Shīrāzī.* Oxford: Oxford Univ. Press.

Program: B.A (2020-21)				Semester: VI	
Course: Philosophy of Religion (Paper - V)				Course Code: UAMAPHI605	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
To acquaint the students of the important approaches and challenges to religion.					
To make a critical review of philosophically relevant questions in religion.					
Course Outcomes:					
After completion of the course, learners would be able to:					
CO5: To understand some fundamental ideas and practices in philosophy of religion					
CO6: To compare various concepts prevalent in religious studies					
CO7: To appraise the arguments for existence of God					
To differentiate between experiential and rational contribution to various religious issues					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I: Existential approach to Religion (15 lects) Theistic and Atheistic Existential Approach to Religion: Soren Kierkegaard (three stages of existence: aesthetics, ethical and religious), Frederich Nietzsche (critique of slave morality in favour of transvaluation of values) and Sartre on Religion				15
2	Unit II: Immortality (15 lects)				15

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	Plato (the arguments contained in the dialogue <i>Phaedo</i>) The concept of Resurrection and philosophical problems associated with it Transmigration: Karma and Rebirth (Vedantic View),	
3	Unit III Question of Evil (15 lects) Introduction to problem of evil St. Augustine's account of the problem and solution Sankaracharya's view on evil	15
4	Unit IV: Challenges to Religion (15 lects) The Marxist Challenge: Karl Marx, The Freudian Challenge: Sigmund Freud, Feminist Challenge to Religion	15
	Total	60

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Internal-

Critique of Immortality

Books recommended for the course

1. William L. Rowe and Wainwright. *Philosophy of Religion* (selected readings) 3rd edition
2. Harcourt Brace college publishers. Peterson and Vanarragon (ed.) *Contemporary debates in philosophy of Religion*, Blackwell publishing.
3. Peterson, Hasker, Rwichenbach, Basinger. *Philosophy of Religion*. 2nd Edition, Oxford University Press.
4. John Hick. *Philosophy of Religion*, 4h Edition Prentice-Hall off India Pvt Ltd New Delhi
5. Geddes Macgregor. *Introduction Of Religious Philosophy*, Macmillan Co Ltd St. Martin's Press
6. Brightman E.S. *Philosophy of Religion*, Skeffington and Son Ltd
7. Bankey Behari. *Sufis, Mystics and Yogis of India* (Bhartiya Vidya Bhavan)
8. Titus, Smith, Nolan. *Living Issues in Philosophy*, (D.VanNostrand Co.)
9. Bronstein and Schulweis. *Approaches to the Philosophy of Religion* (Prentice Hall, INC.)
10. William J Wainwright. *The Philosophy of Religion* (Wardsworth INC Thomson Publishing Co.)
11. Yakub Masih. *Philosophy of Religion*.
12. Max Charlesworth. *Philosophy and Religion – From Plato to Postmodernism* (Oneworld Publications, Oxford, 2006).
13. Benjamin R. Tilghman. *Introduction to Religious Philosophy* (Blackwell, 1994).
14. Blackwell, Companion to Philosophy of Religion

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Program: B.A (2020-21)				Semester: V	
Course: Living Ethical Issue (Paper – VI)				Course Code: UAMAPHI506	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To acquaint students with the different religious and secular approaches to the environment; • To develop in students an understanding of the underlying principles and implications of the different approaches for making decisions about the environment 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<p>CO1: It will help students to the ethical issues that arise in media/ journalism and how to assess the strengths and weakness of philosophical positions in that regard and sensitize regarding environmental issues.</p>					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I Religious attitudes toward the Environment <ul style="list-style-type: none"> • Vedic Puranic View • Judeo-Christian View • Buddhist View 				12
2	Unit-II Environmental Ethics <ul style="list-style-type: none"> • Shallow and Deep ecology models of sustainable development. • Ecofeminism and sustainable development. • Case Studies on major Rivers (Ganga and Godavari) 				11
3	Unit-III Some Living Ethical Debates <ul style="list-style-type: none"> • Obligations to future generations • Ethical issues with Artificial Intelligence • Food Nutrition and Hygiene 				11
4	Unit-IV Some Living Ethical Debates <ul style="list-style-type: none"> • Nature of Media Ethics; Nature and role of media in democracy; Privacy and censorship in media. • Media and Sex, Media and Violence; Need for Code of Conduct • Social media and Privacy 				11
	Total				45

Internal Assessment: Film as a Text

Reading list

Books recommended for the course

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

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Program: B.A./ (2020-21)				Semester: VI	
Course: Living Ethical Issue (Paper - VI)				Course Code: UAMAPHI606	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> To introduce students to identify ethical issues that arise in contemporary society in the area of health, medical technology, marginalized and sexuality. To learn by examining critically and analytically the philosophical arguments for and against different positions in these areas. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> CO1: It will develop students' competence for ethical reflection based on rational arguments in case of Bio medical issues and social environmental. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Bioethical Issues <ul style="list-style-type: none"> Abortion: the abortion debate: pro-choice (abortionists) versus pro-life (anti-abortionists); the moral and legal justification of abortion: pros and cons. 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. Suicide: ethical, legal and social aspect 				12
2	Unit 2 Ethical Issues in Reproductive Technologies <ul style="list-style-type: none"> 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. Ethics of Human Cloning: what is human cloning? issues that make human cloning attractive; ethical dangers involved in human cloning. Designer Babies: Ethical issues 				11
3	Unit 3 Ethical Issues in Experimentation <ul style="list-style-type: none"> Ethical issues in human research: the principles of respect for autonomy of 				11

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	<p>persons, beneficence and justice.</p> <ul style="list-style-type: none"> • Ethical issues in animal research: arguments for and against animal rights; ethical issues in scientific research on animals 	
4	<p>Unit IV: Sexual Ethics</p> <ul style="list-style-type: none"> • Pornography and censorship: pornography and obscenity; arguments for and against pornography; is censorship of pornographic material justified? • Homosexuality: arguments for and against homosexuality (including feminist arguments); is the State interference in individuals' sexual preferences justified? 	11
	Total	45

Internals-

Freedom of expression in various forms of Art

Books recommended for the course

1. Thompson, J.J. "In Defense of Abortion" in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
2. Marquis, D. "An Argument that Abortion is Wrong" in LaFollette, H. (ed) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997, 2002)
3. Rachels, J. "Active and passive Euthanasia" in Tom Beauchamp & LeRoy Walters (ed.)
4. • *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999) Harris, J. *On*
5. *Cloning* (Routledge, 2004)
6. Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones. Part III.* (W.W. Norton and Company: New York and London, 1998)
7. Beauchamp, T. and Childress, J. (ed) *Principles of Biomedical Ethics*
8. Walker, J. *Environmental Ethics* (Hodder & Stoughton, 2000)
9. Reagan, T. "The case Against Animal Research" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
10. Cohen, C. "Do Animals Have Rights" in Tom Beauchamp & LeRoy Walters (ed.) *Contemporary Issues in Bioethics* (Wadsworth Publishing, 1999)
11. Foucault Michael, *History of Sexuality* Vol I
12. Gruen, L. "Pornography and Censorship" in Frey, R.G. & Wellman, C.H. (ed)
13. *Blackwell Companion to Applied Ethics. (Blackwell Publishing, 2003)
14. Burton M. Leiser "Homosexuality and Unnaturalness" in Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*

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15. Michael Levin "Why Homosexuality is Abnormal" in Hugh LaFollette (ed.) *Ethics in Practice: An Anthology* (Blackwell Publishing, 1997,2002)
16. Moody-Adams, M. "Racism" in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
17. Cudd, A.E. & Jones, L.E. "Sexism" in Frey, R.G. & Wellman, C.H. (ed) *Blackwell Companion to Applied Ethics*. (Blackwell Publishing, 2003)
18. Andrea Dworkin, *Pornography: Men Possessing Women* (New York: Perigee Books, 1979)
19. Catherine Mackinnon "Sexuality, Pornography, and Method: 'Pleasure Under Patriarchy'", *Ethics* 99: 314–346 (1989)
20. Cornell, Drucilla "*Pornography's Temptation.*" pp. 551—568 in *Feminism and Pornography*, edited by Drucilla Cornell. (Oxford: Oxford University Press, 2000)
21. Ronald Dworkin *Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom* (Knopf Doubleday Publishing Group, 1994)
22. Julia Long. *Anti-Porn: The Resurgence of Anti-pornography Feminism* (Zed Books London and New York, 2012)
23. Jones, Ward E. and Samantha Vice; *Ethics at the Cinema*. Oxford University Press, 2011. ISBN – 13: 9780195320398
24. Nagib, Lucia. *World Cinema and the Ethics of Realism*. A & C Black, 2011.
25. Online article: Academike: The Problems of Marginalized Groups in India by Devesh Saksena, 2014.
26. • **Sindima, Harvey J.** *The Gospel According to the Marginalized*. Peter lang, 2008.

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Program: B.A./ (2020-21)	Semester: V
Course: Philosophy of Bhagavad-Gita (Paper - VII)	Course Code: UAMAPHI507

Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75

Learning Objectives:

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

Course Outcomes:

After completion of the course, learners would be able to:

- **CO1:** It will help the students to relate Gita's social, political, managerial and ethical ideas within a contemporary context.

Outline of Syllabus: (per session plan)

Module	Description	No of Hours
1	Unit-I Introduction: Gita as a Prasthan Trayi; Relation between Upnishad and Gita Vishad Yoga and Shri Krishna's Reply Samkhya Buddhi and Yoga Buddhi	15
2	Unit –II Nature of God: God as Transcendent God as Immanent Concept of Avatar	15
3	Unit-III	15

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	Concept of Duty in Gita: Karma, Akarma, Vikarma Nishkama Karma Yoga Swadharma, Varnashramadharm	
4	Unit-IV God and the World: Cosmic Evolution and AshwathaVriksha (As a Metaphor) Kshetra-Kshetrajna (Purusha-Prakriti) Practical Implication- Reverence for Nature (Chapter-10)	15
	Total	60

Internal-

Commentaries on Gita

Reference books

1. 1.Bhagvad Gita. Dr. S. Radhakrishnan.Indus, New delhi1994
2. 2. BhagwatGita. Dr. S.G.Mudgal ,Himalaya pub. House2003
3. 3.Dr. R.D. Ranade. Bhagvad Gita as a philosophy to God realisation Bharatiya Vidya bhavan Mumbai,1982
4. 4.M.N. Gandhi. Bhagvad Gita Jaico pub.mumbai2010
5. 5.Dr. B.R.Ambedkar. social justice govt of India pub. New Delhi 1902
6. 6.Satya.P.Agarwal. The social role of the Gita pub.MLBD new Delhi 1993
7. 7. Bagwad Gita. Swami Tapasyananda.Ramkrishna mutt Chennai 2005
8. 8.Sri Aurobindo,Essays on the Gita, Arya publishing house Calcutta,1937
9. 9.R.S Garg. Gita for success in modern life New age books,Delhi,2003.
10. 10. Jnaneswari (Bhavartha dipika)trans. M.R.Yardi, Bharatiya Vidya bhavan, Pune,2011
5th edition.
11. Satya P. Agarwal Gita for twenty first century. New age books new Delhi 2003
12. B.G. Tilak. Gita Rahasya.trans. B.S. Suthankar, pub. Tilak bros. Pune 8th ed 1985

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Program: B.A./ (2020-21)				Semester: VI	
Course: Philosophy of Bhagavad-Gita (Paper - VII)				Course Code: UAMAPHI607	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To achieve an understanding of the overall structure, purpose and content of the Bhagavad Gita. • To explore and interpret philosophical ideas of Gita through reading of the text. • To relate Gita's social, political and ethical ideas within a contemporary context. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: It will help the students to relate Gita's social, political, managerial and ethical ideas within a contemporary context. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit-I Path of Liberation: Jnana Yoga Bhakti Yoga (Sharanagati) Sthitaprajnya, Gunatita Bhakta (Characteristics)				15
2	Unit-II Modern commentaries on Gita: B.G. Tilak (activism, Karma yoga as the Rahasya of Gita) M.K. Gandhi (Anasakti yoga and Ahimsa) Dr. B.R. Ambedkar (Arguments against the Varna system)				15
3	Unit-III Relevance of Gita: Gita and Mind control (Meditation, Mindfulness)				15

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	Lokasamgraha, Lokahita, Corporate Social Responsibility Gita and Everyday living (Practical policy)	
4	Unit-IV Values highlighted in the Gita: Daivi Asuri Sampat Faith as a positive force Peace, Harmony and Equality (Jnyaneswari- Pasaydana)	15
	Total	60

Internal-

Commentaries on Gita

Reference books

1. Bhagvad Gita. Dr. S. Radhakrishnan. Indus, New delhi 1994
 2. Bhagwat Gita. Dr. S.G. Mudgal, Himalaya pub. House 2003
 3. Dr. R.D. Ranade. Bhagvad Gita as a philosophy to God realisation Bharatiya Vidya bhavan Mumbai, 1982
 4. M.N. Gandhi. Bhagvad Gita Jaico pub. Mumbai 2010
 5. Dr. B.R. Ambedkar. social justice govt of India pub. New Delhi 1902
 6. Satya.P. Agarwal. The social role of the Gita pub. MLBD new Delhi 1993
 7. Bagwad Gita. Swami Tapasyananda. Ramkrishna mutt Chennai 2005
 8. Sri Aurobindo, Essays on the Gita, Arya publishing house Calcutta, 1937
 9. R.S Garg. Gita for success in modern life New age books, Delhi, 2003.
- Jnaneshwari (Bhavartha dipika) trans. M.R. Yardi, Bharatiya Vidya bhavan, Pune, 2011 5th edition.
- Satya P. Agarwal Gita for twenty first century. New age books new Delhi 2003
- B.G. Tilak. Gita Rahasya. trans. B.S. Suthankar, pub. Tilak bros. Pune 8th ed 1985

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Program: B.A (2020-21)				Semester: V	
Course: Formal Logic (Paper VIII)				Course Code: UAMAPHI508	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce various techniques involved in traditional and formal logic. • To master the theory underlying these techniques 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: It will equip the student with knowledge while enabling him/her to appear for any competitive examination involving logic. It will help in profession of Law practice for critical thinking. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Introduction to Logic Definitions of logic, logic as a formal science, propositions and sentences Arguments: premises and conclusions, types of arguments: inductive and deductive (theory and exercise), Definitions: types: stipulative, lexical, precisising, theoretical and persuasive; identifying definitions from passages				15
2	Unit II Deductions Traditional classification of propositions (quality, quantity and distribution) Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises) Eduction (theory and exercises)				15
3	Unit III Syllogisms (15 lects) Nature of syllogism: major, minor and middle terms; types of syllogism: categorical, disjunctive and conditional Mood and Figure: special rules of the four Figures and 15 valid Moods; Testing validity of syllogisms by rules of				15

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	syllogistic reasoning	
4	Unit-IV Venn Diagram Venn Diagram Technique for testing categorical propositions, Venn Diagram techniques testing syllogism and Exercises	15
	Total	60

Internal Assessment: Functions of language

Reading list

Books Recommended for the Course:

1. *Symbolic Logic*. Irving Copi, 5th Edition (Collier Macmillan Publishers, London, Macmillan Publishing Co., Inc., New York).
2. *Introduction to Logic*. Irving Copi and Others. 14th edition
3. *Metalogic: An – Introduction to the Metathery of Standard First order Logic*. Geoffrey Hunter (Macmillan & Co., London and Basingatoke). *The Elements of Logic*. Robert Lata and Alexander Macbeath (Macmillan & Co. Ltd.)
4. *Logic of truth-functions- An Introduction to Symbolic Logic*. Ramprasad Das Firma K.L Mokhopadhyay, Calcutta, 1964
5. *The Elements of Formal Logic*. Hughes G.E and Londey D.G, G. N Mansukhani, (B.I Publications, Bombay,1965)

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Program: B.A (2020-21)				Semester: VI	
Course: Formal Logic (Paper VIII)				Course Code: UAMAPHI608	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To introduce various techniques involved in traditional and formal logic. • To master the theory underlying these techniques 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: It will equip the student with knowledge while enabling him/her to appear for any competitive examination involving logic. It will help in profession of Law practice for critical thinking. 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Modern Logic (15 lects) Drawbacks of traditional logic and advantages of modern logic Modern classification of propositions: simple and compound; truth conditions of compound propositions Shorter Truth Table method				15
2	Unit II Methods of Deduction (Formal Proof of Validity) Formal Proof of Validity as a Decision Procedure Justification and Construction Conditional Proof (CP) and Indirect Proof (IP)				15

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3	<p>Unit III Non-formal Fallacies</p> <p>To define & identify fallacies in passages Difference between formal and non-formal fallacies Exercises on Non-formal Fallacies: (i) Division (ii) Composition (iii) Accident (iv) Converse fallacy of accident (v) Begging the question (vi) False cause (vii) Complex question (viii) Ignoratio elenchi (6 fallacies: ad baculum, ad hominem, ad misericordiam, ad populum, ad verecundiam and ad ignoratiam) (ix) Red Herring (x) Slippery slope (xi) Straw man fallacy</p>	15
4	<p>Unit-IV Quantification (Predicate Calculus)</p> <p>Concepts: individual constant, individual variable, propositional function, existential quantifier, universal quantifier, instantiation, generalization, relation between universal and existential quantification Symbolising propositions (singular and general) by Quantification Proving Validity by UG, EG, UI and EI.</p>	15
	Total	80

Internal-

CNF and DNF

Books Recommended for the Course:

1. *Symbolic Logic*. Irving Copi, 5th Edition (Collier Macmillan Publishers, London, Macmillan Publishing Co., Inc., New York).
2. *Introduction to Logic*. Irving Copi and Others. 14th edition
3. *Metalogic : An – Introduction to the Metathery of Standard First order Logic*. Geoffrey Hunter (Macmillan & Co., London and Basingatoke).
4. *The Elements of Logic*. Robert Lata and Alexander Macbeath (Macmillan & Co. Ltd.)
5. *Logic of truth-functions- An Introduction to Symbolic Logic*. Ramprasad Das Firma K.L Mokhopadhyay, Calcutta, 1964
6. *The Elements of Formal Logic*. Hughes G.E and Londey D.G, G. N Mansukhani, (B.I Publications, Bombay,1965)
7. *Introduction to Symbolic Logic*, Basson and O'Connor Glencoe, Ill., Free Press
8. *An Introduction to Logic*, David Mitchell. Hutchinson University Library, London. 1962 (pp. 136-154)
9. *An Introductory Text-book of Logic*, Sydney Herbert Meclone. William Blackwood & Sons Ltd.m Edinburgh & London. 1950 (pp. 199-211)

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
Jivanlal College of Commerce & Economics (AUTONOMOUS)**

Program: B.A./ (2020-21)				Semester: V	
Course: Philosophy of Yoga (Paper - IX)				Course Code: UAMAPHI509	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To eradicate misconceptions and misunderstandings about Yoga. • To acquaint students with the tenets of Patanjali-Yoga. • To provide the theoretical structure for the practice of Yoga. • To develop ethico-spiritual perspective among learners. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: It will help students to explore various applications of Yoga for overcoming stress related issues. It will sensitize the learners about the advantages of taking up Yoga and to bring out how yoga enables to lead quality-life of purity and integrity 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	Unit I Introduction to Yoga: (a)Upanishadic concept of Yoga and Misconceptions of Yoga (b) Definition and Meaning of Yoga in Bhagavadgita- “Samattvam Yoga Uchyate”(equanimity is yoga) and “ Yogah Karmasu Kaushalam” (dexterity in				12

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	action is yoga)	
2	Unit II: Kinds of Yoga: (a)Mantra Yoga and Japa Yoga (b) Hatha Yoga and Kundalini Yoga.	11
3	Unit III Patanjala-Yoga: (a)Yogashchittavruttnirodhah- Chitta and Chitta Vruttis (mental modifications) (b)Pramana, Viparyaya, Vikalpa, Nidra and Smruti (c) Klishta – Aklishta (painful & nonpainful), Five kinds of Kleshas (Afflictions)	11
4	Unit IV: Bahirangasadhana: (external discipline) (a) Yamas-Niyamas and their ethico-spiritual significance (b) Techniques of Asana, Pranayama (c) results and benefits: Pratyahara	11
	Total	45

Internal-

Yoga Practice - Asanas/ Yoga and therapy/ Visit to Kaivalya Dhama

Books recommended for the course

1. • The Yoga of Patanjali-Bhandarkar M.R.Yardi- Oriental Research Institute, Pune,1979 Patanjala Raja Yoga- Swami Satya Prakash Saraswati-S. Chand & Co.- N.Delhi-1984 Cyclopedia of Yoga Vol.I&II- Aviyogi Suren-Saru Publishing House-Meerut,1992
2. • Yoga and Indian Philosophy- Karel Werner MLBD-Delhi,1977
3. • Light on Yogasutras of Patanjali and also Light on Yoga Iyengar , B . K . S Marathi book----- yogadipika .
4. • Yoga The Ultimate Attainment - Swami Rajarshi. Publisher---Jaico Pub. House. 1995.
5. • Marathi Book –Yogasana For Tejswi Life . babasaheb kale . sidhigiri gulkul foundation kolahapur . Year---2007

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6. • The Science of Yoga I.K.Taimni
7. • Bharatiya Manasashastra athava sartha aani savivarana Patanjala
Yogadarshana –K.K.Kolhatkar, Dhavle Prakashan, Mumbai.
8. • B.G.Tilak –Srimat Bhagavad Gita-Rahasya or Karmayogashastra-Tilak
9. Brothers, Pune. www.yogavidya.com; www.yoga.about.com; www.squidoo.com

Program: B.A./ (2020-21)				Semester: VI	
Course: Philosophy of Yoga (Paper - IX)				Course Code: UAMAPHI609	
Teaching Scheme				Evaluation Scheme	
Lecture (Hours per week)	Practical (Hours per week)	Tutor ial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives:					
<ul style="list-style-type: none"> • To eradicate misconceptions and misunderstandings about Yoga. • To acquaint students with the tenets of Patanjali-Yoga. • To provide the theoretical structure for the practice of Yoga. • To develop ethico-spiritual perspective among learners. 					
Course Outcomes:					
After completion of the course, learners would be able to:					
<ul style="list-style-type: none"> • CO1: It will help students to explore various applications of Yoga for overcoming stress related issues. It will sensitize the learners about the advantages of taking up Yoga and to bring out how yoga enables to lead quality-life of purity and integrity 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours

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1	Unit I: Antarangasadhana (Inner discipline) (a)Dharana (b) Dhyana – Definitions, nature and importance (c) Samadhi	12
2	Unit II: Transcendental / Psycho-spiritual Yoga (a)Siddhis –As obstacles to Samadhi (b)The Ideal of Kaivalya. (c) God and Pranava-“ tasya vacakah Pranavah.” (The primordial sound Om)	11
3	Unit III: Yoga and Health (a)Yoga for health and integrated development (b)Yoga for stress management (c) Yoga and Social Transformation	11
4	Unit IV. Applications of Yoga (a) Yoga and Ayurveda (b) Yogic Counselling (c) Yoga and Corporate Management	11
	Total	45

Internal-

Yoga Practices- Pranayama/ Yoga and Meditation/ Visit to Vipassana Centre

Books recommended for the course

1. *The Yoga of Patanjali-Bhandarkar* M.R.Yardi- Oriental Research Institute, Pune,1979
Patanjala Raja Yoga- Swami Satya Prakash Saraswati-S. Chand & Co.-N.Delhi-1984
Cyclopedia of YogaVol.I&II- Aviyogi Suren-Saru Publishing House-Meerut,1992
2. *Yoga and Indian Philosophy*- Karel Werner MLBD-Delhi,1977
3. *Light on Yogasutras of Patanjali and also Light on Yoga* Iyengar , B . K . S *Marathi book*----- yogadipika .
4. *Yoga The Ultimate Attainment* - Swami Rajarshi. Publisher---Jaico Pub. House. 1995.
5. *Marathi Book –Yogasana For Tejswi Life* . babasaheb kale . sidhigiri gulkul foundation kolahapur . Year---2007
6. *The Science of Yoga* I.K.Taimni
7. *Bharatiya Manasashastra athava sartha aani savivarana Patanjala Yogadarshana* –K.K.Kolhatkar, Dhavle Prakashan, Mumbai.
8. B.G.Tilak –Srimat Bhagavad Gita-Rahasya or Karmayogashastra-Tilak Brothers, Pune.

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Online Sources-

1. www.yogavidya.com
2. www.yoga.about.com www.squidoo.com

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Shri Vile Parle Kelavani Mandal's
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE & AMRUTBEN
JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS (AUTONOMOUS)

NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of
India,

Best College (2016-17), University of Mumbai

Affiliated to the
UNIVERSITY OF MUMBAI

Program: Bachelor of Arts
Course: FYBA (PAPER-I)

Semester- I AND II

Choice Based Credit System (CBCS) for the Academic year
2020-21

PROGRAMME SPECIFIC OUTCOMES (PSO'S)

On completion of the FYBA PAPER I (SEM I AND II), the learners should be enriched with

knowledge and be able to-

- PSO1: To introduce the basic theoretical concepts in moral philosophy
- PSO2: To orient learners about the debates related to various moral theories
- PSO3: To acquaint them with aspects of global and local moral dilemmas
- PSO4: To acquaint them with traditional and indigenous moral issues
- PSO5: To provide open-ended solutions to moral dilemmas confronting the young generation

Preamble:

Our contemporary thought has been influenced by such philosophers as Plato, Aristotle,

Sankara, Buddha and others. The discipline of philosophy contributes in an indispensable way to

the realization of certain goals of instilling habits of critical thinking in students; transmitting

cultural heritages to them; stimulating them to engage in fundamental questions about reality,

knowledge, and value. A central component of philosophy is learning how to challenge texts and

their authors, not to see them as unquestionable authorities. Philosophy also emphasises on

formulating, articulating and defending one's own viewpoint. Philosophy relies heavily on

discussion based pedagogy to create opinions based on logic followed by pertinent questioning and

use of relevant analogies. Philosophy studies ethical values, political systems and ideals, human

rights, the human good, the nature of knowledge and science, religion, spirituality and the

fundamental structure of reality. The students of philosophy find themselves engaging in

metaphysical thought when they deal with subject matter like existence, reason of the world,

Freedom of will, afterlife etc. They raise questions in epistemology when they inquire about the

scope and limits of human knowledge.

The present paper being offered at the FYBA level deals with Moral dilemmas and Values

which are among the most important and most tough questions that students face. The paper

introduces students to methods for reasoning about ethical issues and to contemporary moral

problems. It aims at giving students the conceptual tools necessary for thinking in greater depth

about moral problems, an appreciation for competing moral positions, and an opportunity to

develop and present their own moral views. Some of the central questions that Moral Philosophy

addresses are : What are the relations among morality, self-interest, religion, and law? What are

the basic moral rights of persons? What moral obligations do we have to other persons, animals,

the environment, and future generations? What is the importance and scope of Ethics?

Evaluation Pattern

The performance of the learner will be evaluated in two components. The first component will

be a Continuous Assessment with a weightage of 25% of total marks per course. The second

component will be a Semester end Examination with a weightage of 75% of the total marks

per course. The allocation of marks for the Continuous Assessment and Semester end

Examinations is as shown below:

Component	Details	Marks
Component 1 (CA-1)	Research based assignment and presentation	15 marks
Component 2 (CA-2)	Class test	10 marks

b) Details of Semester End Examination

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1. to Q.4	Internal choice (A or B)	15 marks x 4 questions	(60 marks)
Q.5. (Compulsory total, question) Short notes (Attempt any 3 out of 4)	Will be from all four Units	(15 marks in 5 mark each)	(15 marks)
Total Marks			75

Signature

Signature

Signature

HOD

Approved by Vice –Principal

Approved by Principal

SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben
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Program: B.A (2020-21)				Semester: I	
Course: – MORAL PHILOSOPHY (Paper I)				Course Code: : UAMAPI101	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutorial (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives: <ul style="list-style-type: none"> • Provide students with an ethical framework for assessing moral decisions in different areas of life. • Inculcate in students a sense of morality based on analytical reasoning rather than dogmatic assertion • Understanding of ways in which philosophical theory is applied to disciplines and issues, including: Business. 					
Course Outcomes: After completion of the course, learners would be able to: <ul style="list-style-type: none"> • CO1: Students will be familiarized with significant portions of the history conceptualizing moral theory. • CO2: The learner would be appreciating the relevance of different moral cultures and outlooks in a globalized world 					
Outline of Syllabus: (per session plan)					
Module	Description				No of Hours
1	UNIT-1: INTRODUCTION TO MORAL PHILOSOPHY <ul style="list-style-type: none"> • Definitions, nature and scope (branches) of philosophy • Nature of moral philosophy (facts and values; intrinsic and extrinsic values) and area of ethics (descriptive ethics, normative ethics, meta ethics and applies ethics) 				15
2	UNIT-2: ETHICAL CONCEPTS IN INDIAN PHILOSOPHY ; critical evaluation of philosophy of non-attachment (nishkama karma yoga) <ul style="list-style-type: none"> • Sthitapraina: the moral idea • Concepts of Rta, Rna, and purusartha 				15
3	UNIT-3: THE GOOD LIFE: <ul style="list-style-type: none"> • Jaina's Ideal: The notion of Anekant 		UNIT-3: THE GOOD LIFE: <ul style="list-style-type: none"> • Socratic ethics: virtue is knowledge; can ethics be taught? 		15
4	UNIT-4: ETHICS AND ORGANISATIONS (Text of Republic) <ul style="list-style-type: none"> • Ethics of Character: Aristotle's inevitability • Work: Social stability and personal development 				15
	TOTAL Loksangraha and the ethics of supererogation				60

Reference and reading list-

1. C. Sharma. Ethical Philosophies of India
2. Jacques Thiroux, Ethics: Theory and Practice
3. James Cornman, Keith Lehrer and George Pappas. Philosophical Problems and Arguments: An Introduction
4. James Fieser and Norman Lillegard, Philosophical Questions: Reading and Interactive Guides (New York/Oxford: OUP, 2005)
5. Kedar Nath Tiwari, Classical Indian Ethical Thought (Motilal Banarasidas, 1998)
6. William Frankena. Ethics (Prentice Hall, 1973)
7. William Lawhead. The Philosophical Journey: An Interactive Approach (Mayfield Publishing Company, 2000)
8. David N. Lorenzen, Ramamyana and Management Mantra in Bhakti Religion in North India: Community Identity and Political Action, Rajpal Publication, 2002

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Program: B.A./ (2020-21)				Semester: II	
Course: MORAL PHILOSOPHY (Paper I)				Course Code: UAMAPHI101	
Teaching Scheme			Evaluation Scheme		
Lecture (Hours per week)	Practical (Hours per week)	Tutori al (Hours per week)	Credit	Continuous Assessment (CA) (Marks - 25)	Semester End Examinations (SEE) (Marks- 75 in Question Paper)
4			4	25	75
Learning Objectives: Understanding of concepts of right, wrong, good and bad. <ul style="list-style-type: none"> • Understanding of moral principles and their application in everyday life. • Understanding history of Culture and Scriptures and its application in the field of management. • Understanding of ethical principles and relevance to present work scenario. 					
Course Outcomes: After completion of the course, learners would be able to: <ul style="list-style-type: none"> • CO1: Students will be familiarized with significant portions of the history conceptualizing moral theory. • CO2: The learner would be appreciating the relevance of different moral cultures and 					
Outline of Syllabus: (per session plan) in a globalized world					
Module	Description				No of Hours
1	UNIT-1: MORALITY OF SELF-INTEREST <ul style="list-style-type: none"> • Hedonistic Egoism: Epicurus • Psychological Egoism: Hobbes • Ethical Egoism: Ayn Rand 				15
2	UNIT-2: MODERN ETHICAL THEORIES <ul style="list-style-type: none"> • Ethics of altruism: David Hume: Nature and origin of morality: sentiment (sympathy) versus reasons; Virtues: artificial and Natural • Deontological Ethics: Immanuel Kant: Categorical Imperative: Formula of Universal Law and formula of End in itself, critical appraisal. • Utilitarianism: John Stuart Mill: Critique of Jeremy Bentham's view; Greatest Happiness principle, Higher and lower pleasures, tow sanctions, critical appraisal. 				15

3	UNIT-3: ETHICS AND IDEAL ORGANISATIONAL PRINCIPLE <ul style="list-style-type: none"> • The structure of an ideal organization in a multicultural society • Study in mediating skills- Case Studies • Applying ethical principles in building an organization 	15
	UNIT 4: THEORIES OF PUNISHMENT <ul style="list-style-type: none"> • Retributive theory, critical appraisal. • Deterrent theory and reformative approach to punishment; critical appraisal. • Capital punishment: retentionists versus abolitionist. 	15

Reference and reading list

1. Ayn Rand, The Virtue of Selfishness [Introduction, chpts. 1 and 3] (New York: Signet Book, 1964)
2. Book, 1964)
3. H.B. Acton (ed.), The Philosophy of Punishment (Macmillan, 1969)
4. James Fieser and Norman Lillegard, Philosophical Questions: Reading and Interactive Guides (New York and Oxford: OUP, 2005)
5. James McGlynn & Jules Toner, Modern Ethical Theories (New York: Bruce Publishing Company, 1962)
6. Jean Paul Sartre, "Existentialism is a Humanism" in Walter Kaufman (ed.), Existentialism
7. from Dostoyevsky to Sartre (New American Library -Meridian Book, 1975)
8. Jeffery Olen and Vincent Barry, Applying Ethics (Wadsworth, 1998) Neil Levy, Sartre
9. (Oneworld Publications, 2007)
10. Norman Bowie & Patricia Werhane, Management Ethics (Blackwell Publishing, 2005)
- 11.
- 12.
13. Richard Norman, The Moral Philosophers: An Introduction to Ethics (Oxford: Clarendon Press, 1983)
14. Ted Honderich, Punishment: The Supposed Justifications (Penguin Books, 1969)
15. William Lawhead, The Philosophical Journey: An Interactive Approach (Mayfield Publishing Company, 2000)
16. Das, G. N. Maxims of Vidur. Abhinav Publications, 1997.
- 17.
- 18.