

UNIVERSITY OF DELHI

CNC-II/093/1(28)/2023-24/

Dated: 03.10.2023

NOTIFICATION

Sub: Amendment to Ordinance V

**[E.C Resolution No. 14-1/-(14-1-1/-) dated 09.06.2023 and 27-1-6/- dated
25.08.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-IV, V and VI of the following departments under Faculty of Arts based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23 :

- (i) Linguistics
- (ii) Philosophy
- (iii) Sanskrit
- (iv) Psychology
- (v) Applied Psychology

DEPARTMENT OF LINGUISTICS
DISCIPLINE SPECIFIC CORE (DSC-7) COURSES

SEMESTER-IV [MAJOR/ NON-MAJOR]

DSC - 7: LANGUAGE IMPAIRMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language Impairment	4	3	1	0	Class XII	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- To make learners become aware of different categories of language disorders arising from specific developments affecting the brain
- To make learners become aware of language disorders across distinct populations including: monolinguals vs. multilinguals; adults vs. children; spoken language vs sign language users

Learning Outcomes: The learning outcomes include:

- Learners will have broad knowledge regarding language in the brain
- Learners will be able to identify various language disorders based on their characteristics
- Learners will be equipped to analyse the nature of language impairment in novel data

SYLLABUS OF DSC-7 (SEMESTER-IV)

UNIT 1: Language and Brain

12 Hours (4 Weeks)

- Acquisition of a First Language: Critical Period Hypothesis and Early/Late Language Acquisition
- Acquisition of a Second Language: Age of Acquisition, Bilingualism, Multilingualism
- Experimental evidence for brain organization for language

UNIT 2: Various kinds of language disorders

18 Hours (6 Weeks)

- Children: Developmental Language Disorder, Specific Language Impairment, Dyslexia
- Adults: Wernicke's Aphasia, Broca's Aphasia, Global Aphasia

UNIT 3: Analysis of impaired speech

15 Hours (5 Weeks)

- Analyzing Form, Syntax and Meaning
- Comparison of impairments in spoken languages and sign languages
- Case studies of speech impairments: from Indian and foreign languages

Essential/recommended readings

1. Traxler, Matthew J. (2012). *Introduction to Psycholinguistics: Understanding language science*. Wiley-Blackwell. Bickerton,
2. Carroll, David W. (1994). *Psychology of language*. California: Brooks/Cole Publishing Company.
3. Caplan, David (1987). *Neurolinguistics and linguistic aphasiology*. Cambridge: Cambridge University Press.
4. Caplan, David, Lecours, Andre Roch, & Smith, Alan (Eds.). (1984). *Biological perspectives on language*. Cambridge, Massachusetts: MIT Press.
5. Friederici, A. D. (2017). *Language in Our Brain: The Origins of a Uniquely Human Capacity*. United States: MIT Press.
6. Bose, Arpita; Lori Buchanan. (2007). A cognitive and psycholinguistic investigation of neologisms, *Aphasiology*, 21:6-8, 726-738, DOI: 10.1080/02687030701192315
7. Bishop, Dorothy V.M. (2017). Why is it so hard to reach agreement on terminology? The case of developmental language disorder (DLD). *International Journal of Language & Communication Disorders*, 52: 671-680. <https://doi.org/10.1111/1460-6984.12335>

KEYWORDS: Brain, Bilingualism, Language disorders, Dyslexia, Aphasia

DISCIPLINE SPECIFIC CORE COURSES

SEMESTER-IV [MAJOR]

DSC - 8: SIGN LINGUISTICS

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sign Linguistics	4	3	1	0	Class XII	NIL

Learning Objectives:

- To make students appreciate that Sign Languages are natural languages like spoken languages.
- To make students become aware of the history of sign languages of the world.
- To make students become familiar with Deaf rights.
- To make students familiarise themselves with the basic features of signs of Indian Sign Language.

Learning Outcomes:

After participating in the course, the students will be able:

- to appreciate the similarities and differences between spoken and signed languages.
- to recognise parts of speech of Indian Sign Language (ISL).
- to analyse the basic features of signs of ISL.

SYLLABUS OF DSC-8 (SEMESTER-IV)

UNIT 1: Status of sign languages

12 Hours (4 Weeks)

- Status of sign language as a language
- Signed and Spoken languages from a linguistic perspective
- History of sign languages of the world
- Linguistic studies of sign language

UNIT 2: Indian Sign Language (ISL): Past and Present

12 Hours (4 Weeks)

- Pre-19th century history of sign language in India
- 19th century history of sign language in India
- Deaf schools and the status of sign language in India

UNIT 3: Parts of Speech in Spoken and Indian Sign language

9 Hours (3 Weeks)

- Word classes
- Word classes in ISL

UNIT 4: Basic features of Signs

12 Hours (4 Weeks)

- Parts of a sign
- Iconicity
- Minimal pairs and phonemes

Essential/recommended readings

1. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Basic and Advanced Course in Indian Sign Language* (Video). AYJNIHH: Delhi.
2. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Workbooks for Basic and Advanced Course in Indian Sign Language*. AYJNIHH: Delhi.
3. Ramakrishna Mission Vidyalaya. 2001. *Indian Sign Language Dictionary*. Coimbatore: Sri Ramkrishna Mission Vidyalaya Printing Press.
4. Vasishta, Madan, James Woodward and Susan DeSantis. 1950. *An Introduction to Indian Sign Language*. New Delhi: All India Federation of the Deaf.

KEYWORDS: Signs, Deaf Studies, Finger spelling, Greetings.

DEPARTMENT OF LINGUISTICS

DISCIPLINE SPECIFIC CORE COURSES

SEMESTER-V [MAJOR/ NON-MAJOR]

DSC - 9: LANGUAGE, HISTORY AND CHANGE

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language, History and Change	4	3	1	0	Class XII	NIL

Learning Objectives:

Learning objectives of this course are as follows:

- to introduce students to the idea that languages evolve over time
- to be aware that languages undergo various changes
- to teach the fundamentals of how to study language change with the help of earlier written records using the Comparative Method

Learning outcomes:

By participating in this course, the student will develop:

- the ability to identify cases of language change
- to recognise the influence if one language (or group) over another
- the skill to analyse language contact and mixed forms

SYLLABUS OF DSC-9 (SEMESTER-V)

UNIT 1: Origin of Language

9 Hours (3 weeks)

- Writing and history
- Language evolution
- Language change
- Reasons and manners of languages change

UNIT 2: How are languages of the world related?

12 Hours (4 weeks)

- World's language families

- Language families in India
- Language isolates

UNIT 3: Evidence for genetic similarities through lexical comparisons
12 Hours (4 weeks)

- The Indo-European language family
- Language families in India
- Types of language change

UNIT 4: Language contact and borrowings **12 Hours (4 weeks)**

- Sanskrit words in Indian languages and semantic shifts
- Munda/ Dravidian words in Sanskrit
- Words borrowed across continents
- Non-Indo Aryan words in Indo-Aryan languages
- Pidgins and Creoles

Essential/ Recommended Readings

1. Campbell, Lyle (1999). *Historical linguistics: An introduction*. Cambridge, Massachusetts: MIT Press.
2. Cardona, George, & Jain, Dhanesh (2003). General introduction. In George Cardona & Dhanesh Jain, (Eds.), *The Indo Aryan languages*. New York: Routledge.
3. Crowley, Terry, & Bowern, Claire (2010). *An introduction to historical linguistics*. New York: Oxford University Press.
4. Crystal, David (2006). *How language works*. Victoria: Penguin Books.
5. Kachru, Braj B., Kachru, Yamuna, & Sridhar, S.N. (Eds.). (2008). *Language in South Asia*. New York: Cambridge University Press.

KEYWORDS: Language change, Language family, Language contact, Pidgin, Creole.

DISCIPLINE SPECIFIC CORE COURSES

SEMESTER-V [MAJOR]

DSC-10: LINGUISTIC TRADITION AND HISTORICAL LINGUISTICS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Linguistic tradition and Historical Linguistics	4	3	1	0	Class XII	NIL

Learning Objectives:

Learning objectives of this course are as follows:

- to make students learn the concept of genetic relationship among languages, the idea of language family, similarities due to contact
- to understand language change
- to make use of comparative method to construct the past

Learning outcomes:

After participating the course, the students are:

- able to recognise languages of different families in India
- able to reconstruct proto-forms by using different methods
- able to use the grammatical rules given by Indian grammarians

SYLLABUS OF DSC-10 (SEMESTER-V)

UNIT 1: Western encounters with Sanskrit

12 Hours (4 weeks)

- 18th century pioneers
- Indology in British India
- Books, dictionaries and annotations

UNIT 2: Language families of India

12 Hours (4 weeks)

- 4 major language families of India
- Language families during Middle Indo-Aryan period
- Andamanese and Tai-Kadai as other two families

UNIT 3: Historical linguistics

12 Hours (4 weeks)

- Language change and types

- Grimm's Law

UNIT 4: Historical Linguistics Methods

9 Hours (3 weeks)

- Comparative method
- Internal reconstruction method

Essential/ Recommended Readings

1. Aitchison, Jean (1981/2001). *Language Change: Progress or Decay?* Cambridge: Cambridge University Press.
2. Bynon, Theodora (1977/2012). *Historical Linguistics*. Cambridge: Cambridge University Press.
3. Trask, R. L., and Robert McColl Millar (2013). *Trask's Historical Linguistics*, revised edition. New York: Routledge.

KEYWORDS: Indology, Middle Indo-Aryan, Andamanese, Tai-Kadai, Grimm's Law, Reconstruction

DISCIPLINE SPECIFIC ELECTIVE (DSE-1) COURSES

SEMESTER-V [MAJOR/ NON-MAJOR]

DSE - 1: INTRODUCTION TO INDIAN GRAMMATICAL TRADITIONS

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Indian Grammatical Tradition	4	3	1	0	Class XII	NIL

Learning Objectives:

The learning objectives of the course are as follows:

- to introduce students to the linguistic tradition of India
- to make students become aware of the different parts of languages that were studied in ancient India
- to make students become aware of the Karaka theory

Learning outcomes:

After participating in the course, the students are able to:

- appreciate the Indian grammatical tradition
- use grammatical rules to analyse parts of Sanskrit texts
- make correct use of different grammatical rules of Sanskrit

SYLLABUS OF DSE-1 (SEMESTER-V)

UNIT 1: Language & Linguistics

9 Hours (3 Weeks)

- The importance of grammar in India
- Grammatical study before Pa:nini
- Pa:nini, Ka:tyayana, Patanjali and Bhartrihari

UNIT 2: Phonetics & Phonology

12 Hours (4 Weeks)

- Siva Sutras (Pratya:ha:ra)

- Sthana (place of articulation)
- Karana (articulator)
- Prayatna (manner of articulation)

UNIT 3: Morphology

12 Hours (4 Weeks)

- Padam (word)
- Subantam (noun) and tñantam(verb)
- Yaska's classification of Words

UNIT 4: Case theory

12 Hours (4 Weeks)

- Ka:raka: and Vibhakti
- Six ka:rakas - Apa:da:nam, Samprada:nam, Karanam, Adhikaranan, Karma, Karta.

Essential/ Recommended Readings

1. Namboodri, E.V.N. 2016. *Origin and Development of Modern Linguistics*. Crescent Publishing Corporation.
2. Prakasam, V.(ed.), 2008. *Encyclopaedia of Linguistic Sciences*. Allied Publishers. (Ch:V).
3. Sharma, Ramesh Chand (ed.). 1995. *Indian Theory of Knowledge and Language*. Bahri Publication; Delhi.
4. Subrahmanyam, Korada. 2008. *Theories of Language: Oriental and Occidental*. D.K. Publishers, Delhi.
5. Subrahmanyam, P.S. 2011. *Pa:ninian Linguistics*. Rashtriya Sanskrit Vidyapeetha, Tirupathi. (ch. 1,3,8.)

KEYWORDS: Panini, Bhratrihari, Siva Sutras, Yaska, Karaka

DISCIPLINE SPECIFIC ELECTIVE (DSE-2) COURSES
SEMESTER-V [MAJOR/ NON-MAJOR]
DSE - 2: INTRODUCTION TO INDIAN SIGN LANGUAGE
Total Credits: 04 (Credits: Theory-03, Tutorial-1)
Total Lectures: Theory-45, Tutorial-15, Practical-Nil
Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Indian Sign language	4	3	1	0	Class XII	NIL

Learning Objectives

- To make students appreciate that Sign Language as a visual medium.
- To make students become aware of basic communication skills in a sign language.
- To make students familiarise themselves with the basic signs of Indian Sign Language.

Learning outcomes

After participating in the course, the students will be able:

- to engage in basic communication through sign language.
- to make basic signs of Indian Sign Language (ISL).

SYLLABUS OF DSE-2 (SEMESTER-V)

UNIT I: Sign language

15 Hours (5 weeks)

- Sign language as a visual language
- Common stereotypes of sign language
- Basic components of sign language

UNIT 2: Basic Communication skills in Sign Language 15 Hours (5 weeks)

- Introduction
- Emotions, feelings, colours and shapes
- Dialogues

UNIT 3: Basic signs in ISL

15 Hours (5 weeks)

- Greetings
- Non-manual marking and facial expressions
- Use of space
- Finger spelling

Essential/recommended readings

1. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Basic and Advanced Course in Indian Sign Language* (Video). AYJNIHH: Delhi.
2. Zeeshan, Ulrike and AYJNIHH. 2001, 2002. *Workbooks for Basic and Advanced Course in Indian Sign Language*. AYJNIHH: Delhi.
3. Ramakrishna Mission Vidyalaya. 2001. *Indian Sign Language Dictionary*. Coimbatore: Sri Ramakrishna Mission Vidyalaya Printing Press.

KEYWORDS: Signs, Stereotypes, Dialogues, Space, Finger Spelling

DISCIPLINE SPECIFIC ELECTIVE (DSE-3) COURSES

SEMESTER-V [MAJOR/ NON-MAJOR]

DSE - 3: GENDER AND LANGUAGE

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language and Gender	4	3	1	0	Class XII	NIL

Learning Objectives

Learning Objectives of the course are as follows:

- to make students become aware of the connection between gender, language and power
- to make students understand women's and men's languages (genderlects)
- to make students sensitive towards gender imbalance in media discourse
- to make students understand the connection between gender and linguistics

Learning Outcomes

By participating in this course, the student will develop:

- the ability to see the connection between gender and language
- the ability to recognise women's and men's talks
- sensitivity towards evaluating gender imbalances in media discourse
- the skill to analyse the linguistic aspects of gender

SYLLABUS OF DSE-3 (SEMESTER-V)

UNIT 1: Gender and Language connection

12 Hours (4 weeks)

- Language, gender and power
- Social inequality
- Feminist discourse

UNIT 2: Gender in Linguistic forms

12 Hours (4 weeks)

- Genderlects
- Cross-cultural differences
- Pronunciation, vocabulary and Syntax

UNIT 3: Gender and Media

9 Hours (3 weeks)

- Gender, language and media
- Discourse structure and gender

UNIT 4: Gender and Linguistics

12 Hours (4 weeks)

- Sociolinguistic studies of gender
- Linguistic studies of gender
- Psycholinguistic studies of gender

Essential/ Recommended Readings

1. Tannen, Deborah (1990). *You just don't understand: Women and men in conversation*. New York: Harper Collins.
2. Tannen, Deborah (1996). *Gender And Discourse*. Oxford, England: Oxford University Press.
3. Coates, Jennifer (1993). *Women, Men and language*. London: Longman.

KEYWORDS: Feminist discourse, Genderlects, Gender bias, Discourse structure.

DEPARTMENT OF LINGUISTICS

DISCIPLINE SPECIFIC CORE COURSES

SEMESTER-VI [MAJOR/ NON-MAJOR]

DSC - 11: LANGUAGE IN SOCIETY

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language in Society	4	3	1	0	Class XII	NIL

Learning Objectives:

The learning objectives of the course are as follows:

- to make students understand language in its social context.
- to familiarizes students with the basic notions and concepts relating to social perspectives on language.
- to make them appreciate the evolving nature of language.
- to make them appreciate linguistic diversity.

Learning Outcomes:

After attending this course, the student is expected to:

- recognize language/ dialect/ register distinctions in any speech variety
- develop skills to identify social influences on language
- gain experience in observing language at work and analyse the same.

SYLLABUS OF DSC-11 (SEMESTER-VI)

UNIT 1: Language, communication, gossip and socialization

9 Hours (3 Weeks)

- Social origins of language
- Language and social interaction
- Cross-cultural and cross-linguistic communication.

- Language indexing social identity

UNIT 2: Linguistic diversity

12 Hours (4 Weeks)

- Language-dialect-register.
- Standard languages and vernaculars
- Language as a speech variety
- Attitudes towards language and their speakers; prestige and stigma associated with different ways of speaking
- Plurality of language

UNIT 3: Methodology for studying language in social context

12 Hours (4 Weeks)

- Observing language use; the Observer's Paradox
- How speakers use language to construct styles and adapt their language to different audiences and social contexts
- Accommodation and influence: People mutually influence each other's speech

UNIT 4: Social differentiation of speech

12 Hours (4 Weeks)

- How language and society affect each other
- Language and social class, ethnicity, and gender
- Differentiation in individual, group and family

Essential/ Recommended Readings

1. Chambers, J. K., Trudgill, Peter, & Schilling-Estes, Natalie (2004). *The handbook of language variation and change*. Oxford: Blackwell Publishing.
2. Holmes, Janet, & Wilson, Nick (2017). *An introduction to sociolinguistics*. Oxon: Routledge.
3. Labov, William (1972). *Sociolinguistic patterns*. Philadelphia: University of Pennsylvania Press.
4. Meyerhoff, Miriam (2011). *Introducing sociolinguistics*. Oxon: Routledge.
5. Montgomery, Martin (2008). *Introduction to language and society*. Oxon: Routledge.
6. Romaine, Suzanne (2000). *Language in society: An introduction to sociolinguistics*. Oxford: Oxford University Press.
7. Tagliamonte, Sali A. (2012). *Variationist sociolinguistics: Change, observation, interpretation*. Oxford: Wiley-Blackwell.
8. Trudgill, Peter (2000). *Sociolinguistics: An introduction to language and society*. London: Penguin Books.
9. Wardhaugh, Ronald (2010). *An introduction to sociolinguistics*. Oxford: Wiley-Blackwell.

KEYWORDS: Dialect, Register, Observer's Paradox, Ethnicity.

DISCIPLINE SPECIFIC CORE COURSES

SEMESTER-VI [MAJOR]

DSC - 12: LANGUAGE IN INDIAN SOCIETY

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Language in Indian Society	4	3	1	0	Class XII	NIL

Learning Objectives:

The learning objectives of the course are as follows:

- to make students understand Indian language in their social contexts.
- to familiarizes students with the basic notions and concepts relating to social perspectives on especially Indian language.
- to make them appreciate the evolving nature of language.
- to make them appreciate linguistic diversity in India.

Learning Outcomes:

After attending this course, the student is expected to:

- recognize language/ dialect/ register distinctions in any Indian speech variety
- develop skills to identify social influences on Indian language
- gain experience in observing Indian languages at work and analyse the same.

SYLLABUS OF DSC-12 (SEMESTER-VI)

UNIT 1: Language, communication, gossip and socialization in Indian Society

12 Hours (4 Weeks)

- Indian Social origins of language
- Language and social interaction in India
- Cross-cultural and cross-linguistic communication in India
- Language indexes and social identity in India

UNIT 2: Linguistic diversity in India

12 Hours (4 Weeks)

- Language-dialect-register in India
- Standard languages and vernaculars of India

- Language as a speech variety in India
- Attitudes toward language and the Indian speakers; prestige and stigma associated with different ways of speaking
- Plurality of Indian languages

UNIT 3: Methodology for studying Indian language in social context

12 Hours (4 Weeks)

- Observing language use; the Observer's Paradox
- How speakers use language to construct styles and adapt their language to different audiences and social contexts.
- Accommodation and influence: People mutually influence each other's speech.

UNIT 4: Social differentiation of speech in India

9 Hours (3 Weeks)

- How language and society affect each other
- Language and social class, ethnicity, and gender.
- Differentiation in individual, group and family.

Essential/ Recommended Readings

1. Agnihotri, R.K. 2002. Sociolinguistic Theory and Practice: The Indian Counterpoint. In Rajendra Singh (Ed.), *The Yearbook of South Asian Languages and Linguistics*.
2. Annamalai, E. 1997. Development of sociolinguistics in India. In Christina Bratt Paulston and G. Richard Tucker (eds.), *The early days of sociolinguistics: memories and reflections*. SIL International Publications; pp. 35-41.
3. Pandit, P.B. (1979). Perspectives on Sociolinguistics in India. In *Language and Society*, (eds.) William C. McCormack and Stephen A. Wurm. Berlin: De Gruyter Mouton.
4. Pattanayak, D. P. (1990). Multilingualism in India. *Multilingual Matters*.
5. Shapiro, Michel C.; Harold F. (1981). *Language and Society in South Asia*. Delhi: Motilal Banarsidass.

KEYWORDS: Linguistic diversity, Dialect/ Register, Standard Vs Vernacular, Attitude, Plurality.

DISCIPLINE SPECIFIC ELECTIVE COURSES

SEMESTER-VI

DSE - 2: STRUCTURE OF INDIAN LANGUAGES

Total Credits: 04 (Credits: Theory-03, Tutorial-1)

Total Lectures: Theory-45, Tutorial-15, Practical-Nil

Duration: 15 weeks

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Structure of Indian Languages	4	3	1	0	Class XII	NIL

Learning Objectives:

The Learning Objectives of this course are as follows:

- to understand the place of his/her language in the context of south Asian languages in terms of geographical and genetic relations among languages
- to become familiar with looking at languages from a linguistic perspective
- to be aware of the issues of convergence and contact among languages, and to be able to therefore appreciate the inter-relations among languages

Learning Outcomes:

By participating in this course, the student will:

- be able to demonstrate understanding of the major characteristics of grammar of Indian languages
- be able to apply correct terminology and techniques of phonetics/phonology to transcription and data analysis, analyse the structure words, phrases, and clauses of Indian languages
- be able to recognise the influence of one language on another

SYLLABUS OF DSE-2 (SEMESTER-VI)

UNIT 1: Introduction to South Asian Languages

12 Hours (4 Weeks)

- Language families of South Asia
- Language families of India: Core and periphery

- Genetic and areal distribution of languages

UNIT 2: Linguistic Features of Indian Languages **12 Hours (4 Weeks)**

- Types of linguistic features
- Pan Indic linguistic features
- Linguistics features of the 4 core families

UNIT 3: Formal features for analysis **12 Hours (4 Weeks)**

- Phonetic and Phonological features
- Morphological features
- Syntactic and Semantic features

UNIT 4: Contact and convergence **9 Hours (3 Weeks)**

- Super-stratum and sub-stratum languages
- Dakkhini as a case of convergence
- Pidgins and Creoles
- Sadri and Nagamese as Lingua Franca

Essential/ Recommended Readings

1. Bhaskararao, P. and Subbarao K.V. (eds.). (2004). *Non-nominative Subjects* (Vol 1 and 2). Amsterdam: John Benjamins.
2. Emeneau, M.B. 1956. India as a linguistic area. *Language*, 32.3, 3-16.
3. Krishnamurti Bh., Masica Colin P., Sinha A.K. (eds.). 1986. *South Asian Languages: Structure, Convergence and Diglossia*. Delhi: Motilal Banarsidass.
4. Masica, C.P. 1976. *Defining a linguistic area: South Asia*. University of Chicago Press, Chicago.
5. Subbarao, K.V. 2012. *South Asian Languages: A Syntactic Typology*. Cambridge, University Press, Cambridge. (Chapters 2-6).
6. Subbarao K. V., Arora, H. (1988/1990). On Extreme Convergence: The Case of Dakkhini Hindi-Urdu. *Indian Linguistics* 49, 92-107.

KEYWORDS: Genetic and Areal, Phonological, Morphological, Syntactic, Dakkhini, Sadri, Nagamese

**COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
OFFERED BY DEPARTMENT OF LINGUISTICS**

GENERIC ELECTIVES (GE-6): MULTILINGUALISM

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Multilingualism	4	3	1	0	Class XII	NIL

Learning Objectives:

- To make students understand how language policy influences multilingual contexts
- To make students appreciate the relationship between multilingualism and migration in the context of globalisation
- To make them aware of how multilingualism helps construct/articulate cultural identities
- To make them appreciate the role of family, education and work place in maintaining multilingualism

Learning outcomes:

After completing this course, the students will be able:

- to apply critical thinking and problem-solving techniques to address new issues and data
- to appreciate and engage with important concepts in multilingualism
- to critically assess key issues and approaches to the study of multilingualism

SYLLABUS OF GE-6 (SEMESTER-VI)

UNIT 1: Bilingualism and multilingualism

9 Hours (3 weeks)

- Child and adult bilingualism
- Language contact and bilingualism
- Sociolinguistics of multilingualism

UNIT 2: Perspectives on Multilingualism

12 Hours (4 weeks)

- Linguistic
- Sociolinguistic

- Psycholinguistic
- UNIT 3: Language Contact** **12 Hours (4 weeks)**
- Definitions and types
 - Code-switching
 - Code-mixing
- UNIT 4: Multilingualism and education** **12 Hours (4 weeks)**
- Educational Policy and multilingualism
 - Language acquisition in a multilingual setting
 - Language development in a multilingual setting
 - The cognitive effects of multilingualism

Essential/ Recommended Readings

1. Agnihotri, Rama Kant. 2009. Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Phillipson, & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalizing the local*. New Delhi: Orient BlackSwan; 268–277.
2. Auer, Peter, & Wei, Li (Eds.). (2007). *Handbook of multilingualism and multilingual communication*. New York: Mouton De Gruyter. Chapters: 1, 2, 4, 5
3. Hoffmann, Charlotte (2014). *Introduction to bilingualism*. New York: Routledge. Chapters: 1, 2, 3, 5
4. Marilyn Martin-Jones, Adrian Blackledge, Angela Creese (2012). *The Routledge Handbook of Multilingualism*. Taylor & Francis.

KEYWORDS: Bilingualism, Multilingualism, Code-switching, Code-mixing, Cognitive effect

**DEPARTMENT OF PHILOSOPHY
SEMESTER - IV**

Category 1

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Indian Philosophy DSC 10	4	3	1	Nil	12th Passed	"Indian Philosophy" Sem 1

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to gain knowledge about perception and inference in Indian philosophy in the Buddhist and Nyaya tradition
- Students will be able to critically analyse the arguments on each side of the debate regarding the key schools of Indian philosophy
- Students will be able to evaluate the modern significance of these debates
- Students will be able to apply their knowledge to current debates in perception and inference.

Unit I Introduction

(9 hours, 3 weeks)

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

Essential/Recommended Readings

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

Unit II Perception and Knowledge

(12 Hours, 4 Weeks)

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

Essential/Recommended Reading

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

Unit III Inference

(12 Hours, 4 Weeks)

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

Essential/Recommended readings

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

Unit IV Types of Inference

(12 Hours, 4 Weeks)

1. Types of Inference (Pūrvavat, Śeṣvat and Samānyatodṛṣṭ)
2. Distinction between the Śeṣvattype and Samānyatodṛṣṭattype

Essential/Recommended readings.

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

Suggestive Readings

Th. Stecherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-46. Hindi translation and annotation by Srinivasa Shastri: *Nyāyabindu-tīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, Meerut: SahityaBhandar, 1975.

Jayant Bhatta's Nyaya-Manjari, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 261-284.

Bharadwaja, Vijay (1997), "Logic and Language in Indian Philosophy" in Brian Carr & Indira Mahalingam (eds), *Companion Encyclopedia of Asian Philosophy*. London & New York: Routledge, pp. 230-250.

Bilimoria, Purushottama (2018), "Pramana Epistemology: Origins and Developments" in *Routledge History of World Philosophies: History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 27-39.

Dunne, John. (2004), *Foundations of Dharmakīrti's Philosophy*, New York.

Potter, Karl H. (ed) (1977). *Encyclopaedia of Indian Philosophies: Vol. II. Indian Metaphysics and Epistemology: The Tradition of Nyaya-Vaisesika upto Gangesa*. Delhi: Motilal Banarsidass Publishers Private Limited.

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Textual study of Western Philosophy DSC 11	4	3	1	Nil	12th Passed	“Western Philosophy: Descartes to Kant”: Sem III

Learning Objectives

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

Learning Outcomes

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

Unit1: Key Themes

(12 Hours, 4 Weeks)

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

Essential/recommended reading

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

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

Unit 2: The Nature of Thinking

(9 hours, 3 weeks)

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

Essential/recommended reading

1. Heidegger, Martin. *What is Called Thinking?* (New York : Harper & Row Publishers; 1968), PartI: Lecture1, pp. 3-18.

Unit3: Thinking without Mirroring

(12 Hours, 4 Weeks)

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

Rorty, Richard. *Philosophy and the Mirror of Nature* (Princeton: Princeton University Press; 2017), Introduction and Chapter8.

Unit4: The Defence of Reason

(12 Hours, 4 Weeks)

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

Essential/recommended reading

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

Suggestive Reading

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

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

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

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

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

Learning Outcomes

After completing this course:

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

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

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

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

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

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

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

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

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

Proving Invalidity

Essential Recommended Reading:

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

Suggestive Readings:

- Hurley, Patrick. Introduction to Logic. Delhi :Wordsworth, 2007.
- Jeffrey, R. Formal Logic: Its scope and limits. U.S.A: MacGraw Hill, 1967.
- Quine, W.V.O. Methods of Logic. London: Routledge, 1965.
- Sen, Madhucchanda. Logic. Delhi: Pearson, 2008.
- Copi, I.M. Symbolic Logic, 5th edition. India: Pearson, 2008.
- Chakraborty, C. Logic: Informal, Symbolic and Inductive. Prentice-Hall of India Pvt. Limited, New Delhi, 2006.
- Jetli& Prabhakar. Logic. India: Pearson, 2012

DISCIPLINE SPECIFIC ELECTIVE -4 (DSE-4) – Philosophy of Science

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Science DSE 4	4	3	1	Nil	12th Passed	None

Learning Objectives.

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

Learning Outcomes

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

UNIT I: THE PROBLEM OF INDUCTION

(9 Hours, 3 Weeks)

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

Essential/Recommended Readings:

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

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

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

Essential/Recommended Readings:

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

UNIT III: THE METHODOLOGY OF SCIENCE-I

(12 Hours, 4 Weeks)

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

Essential Readings:

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

UNIT IV: THE METHODOLOGY OF SCIENCE-II

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

Suggestive Readings

- Boyd, R., Gasper, P., & Trout, J. D. (1999). *The Philosophy of Science*. MIT Press.
- Curd, M., Cover, J. A., & Pincock, C. (Eds.). (2013). *Philosophy of science: The central issues*. W.W. Norton & Company.
- Feynman, R. P. (2010). *The Feynman lectures on physics* (Vol. 1), pp. 52—56. Basic Books.
- Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. The University of Chicago Press.
- Humphreys, P. (Ed.). (2016). *The Oxford Handbook of Philosophy of Science*. Oxford University Press.
- Ladyman, J. (2002). *Understanding philosophy of science*. Routledge.
- Machamer, P., & Silberstein, M. J. (2008). *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers.
- Okasha, S. (2016). What is Science? In *Philosophy of science: A very short introduction* (2nd ed., pp. 1–15). Oxford University Press.
- Papineau, D. (1996). *The Philosophy of Science*. Oxford University Press.

DISCIPLINE SPECIFIC ELECTIVE -5 (DSE-5) – Contemporary Indian Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy DSE 5	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Learning outcomes

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

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

Unit- 1: Swami Vivekananda and Sri Aurobindo

(9 Hours, 3 Weeks)

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

Essential/recommended readings

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

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

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

1. Jyotiba Phule: Critical understanding of the slavery and Caste system
2. B.R. Ambedkar: Annihilation of Caste
3. E V Ramaswamy Periyar: Self Respect

Essential/Recommended Readings

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

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

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

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

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

Essential/recommended readings

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

'What is Swaraj?' (pp.26-28, 'Civilization,' pp.34-38, 'What is true civilization?', pp.66-71) extracts from Anthony J Parel .*Gandhi: Hind swaraj and other Essays* , Cambridge: Cambridge University Press, 2009

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

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

Essential/Recommended Readings

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

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

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

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

Suggestive Readings

- T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras, 1985.
- Basant Kumar Lal: Contemporary Indian Philosophy, Delhi: Motilal Banarsidas, 1999.
- Benay Gopal Ray: Contemporary Indian Philosophers, Allahabad, 1957.
- V.S. Naravane : Modern Indian Thought, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, ISBN 978-1-4254-8880-2
- A Reading of Jyotiba Phule's Gulamgiri: A Seminal Text on Caste, Pradnya Waghule, 1885, 2017,
- Gavaskar, Mahesh (1999). "Phule's Critique of Brahmin Power". In Michael, S. M. (ed.). Untouchable, Dalits in Modern India. Lynne Rienner Publishers. pp. 43--56. ISBN 978-1-55587-697-5.
- B. R. Ambedkar: Annihilation of Caste
- A. Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V. Geetha, 'Graded Inequality and Untouchability; Towards the Annihilation of Caste,' *Bhimrao Ramji Ambedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan, 2022, pp. 147-190

DISCIPLINE SPECIFIC ELECTIVE (DSE-6): Sufism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Bhakti and Sufism DSE 6	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Learning Outcomes

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

- The course will enable students to learn the Sufi values of standing for tolerance, universalism, as it aligns with contemporary multi-cultural, multi-ideological and multi religious worldview.

UNIT 1- Bhakti and Sufism
(9 weeks)

(9 Hours, 3 weeks)

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

Essential/Recommended Readings

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

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

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

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

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

UNIT II Bhakti: Integration and Influence

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

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

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

UNIT III: Sufism: Principles and Methods

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

- M.M. Sharif-(1966):*A History of Muslim Philosophy, Vol 2*, Ottoharrassowitz Wiesbaden, New Jersey and Pakistan Philosophical Congress publication. (selection:p.798-810)
- M. Abdul Haq Ansari (1997ed.): *Sufism and Sharah*, (selections on Ibn Arabi, Shaikh Ahmad Sirhindi, Shah Waliullah reconciliation)

UNIT IV: Characteristic of a Sufi: Moinuddin Chishti (12 Hours, 4 Weeks)

1. Love of God- Nizamuddin Aulia
2. Amir Khusru: Universal Love

Essential/Recommended Reading

- M.M. Sharif- A History of Muslim Philosophy, Volume 1 and 2(see above)
- Mir Valiuddin (1959): *The Quranic Sufism*, Motilal Banarsi Das, Delhi. (selections: Chishtiya Order p.105-108, Naqshbandiya Order p.109)

Suggestive Readings

- Mani, Braj Ranjan (2009) *Bhakti Radicalism*, Critical Quest, New Delhi
- Krishna, Daya ; Lāṭha, Mukunda & Krishna, Francine Ellison (eds.) (2000). *Bhakti, a contemporary discussion: philosophical explorations in the Indian Bhakti tradition*. New Delhi: Indian Council of Philosophical Research.
- Rizvi, Athar Abbas. (1978). *A history of Sufism in India*. New Delhi : Munshiram Manoharlal
- Nasr, S H (1972). *Sufi Essays*. SUNY Albany
- Kazmi, Latif H. S. (2021) *Islamic Spiritual Tradition*, National Printers and Publishers
- Dehlvi. Sadia (2010) *Sufism: The Heart of Islam*. Harper Collins
- Ridgeon, L. (Ed.). (2014). *The Cambridge Companion to Sufism* (Cambridge Companions to Religion). Cambridge: Cambridge University Press.
- Govinda Pillai. P. (2022). *Bhakti Movement: Renaissance or Revivalism*, Aakar Publication, New Delhi

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

Category II

BA (Prog.) with Philosophy as Major

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-Functional Logic DSC 7	4	3	1	Nil	12th Passed	None

Learning Objective

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

Learning Outcomes

After completing this course:

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

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

1. Sentence, Proposition and Argument.

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

UNIT II: SYMBOLISATION(12 Hours, 4Weeks)

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

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

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

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

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

Essential Recommended Reading:

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

Suggestive Readings:

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 8 Greek Thought	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Learning Outcomes

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

Unit -I: Cosmos

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

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

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

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

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

Unit-II: Metaphysics

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

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

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

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

Unit-III: Epistemology and Ethics

(9 Hours, 3 Weeks)

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

Essential/Recommended Readings:

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

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

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

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

Unit-IV: The Best Life

(12 Hours, 4 Weeks)

1. Pleasure and happiness
2. Living according to nature

Essential/Recommended Readings:

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

Reference Reading for all units:

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

Course III

BA (Prog.) with Philosophy as Non-Major

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Truth-functional Logic DSC 4	4	3	1	Nil	12th Passed	None

Learning Objective

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

Learning Outcomes

After completing this course:

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

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

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

UNIT II: SYMBOLISATION (12 Hours, 4 Weeks)

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

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

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

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

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

Essential Recommended Reading:

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

Suggestive Readings:

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-12): Bioethics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Bioethics GE 12	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Course Learning Outcomes

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

UNIT 1- INTRODUCING BIOETHICS

(9 Hours, 3 Weeks)

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

Essential/ Recommended Readings

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

UNIT 2- CORE CONCEPTS

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

UNIT-3 ETHICAL DILEMMAS

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

UNIT 4- PERSONS AND LIVES

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

Suggestive Readings

Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.
Arthur L. Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

GENERIC ELECTIVES (GE-13): Symbolic Logic

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Symbolic Logic GE 13	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Learning Outcomes

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

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

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

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

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

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

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

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

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

Unit 4: The Logic of Relations

(12 Hours, 4 Weeks)

1. Symbolization: Relation
 2. Some attributes of relations
 3. Predicate Variables and Attributes of Attributes.
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Essential Recommended Readings: -

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

- Hurley, Patrick J. *A concise introduction to logic*. Boston, MA: Wadsworth Cengage Learning, 2012.
 - Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
 - Jetli & Prabhakar. *Logic*. India: Pearson, 2012
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Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DEPARTMENT OF PHILOSOPHY

Semester V

Category I

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 13	4	3	1	None	12th Passed	“Fundamentals of Philosophy” Sem II

Learning Objective

- Analytic Philosophy is considered as a dominant philosophical tradition in Anglo-American philosophy from the early 20th century.
- The objective of this course is to make the students conversant with an important school of Western Philosophy in the 20th century that led to a revolutionary re-conceptualization of the subject matter and methodology of philosophy in terms of linguistic analysis, logic and mathematics.
- This course will study some of these major thinkers of the analytic tradition like Gottlob Frege in Germany, Bertrand Russell and G. E. Moore in Britain and Ludwig Wittgenstein

Learning Outcomes

After completing this course in Analytic Philosophy students will have:

1. A strong logical foundation to analyse complex set of interconnected concepts.
2. A critical and reflective insight into complex philosophical issues.
3. Ability to directly address ordinary questions in a constructive manner.
4. Analytical skill to progress by intensively investigating a limited range of philosophical issues that lead to the answers to broader questions.

UNIT 1: Frege on Meaning

(9 hours, 3 weeks)

- Frege: Philosophy of Language
- Sense and Reference

- Truth

Essential/Recommended Reading

Frege, G. "The Thought: A Logical Inquiry", *Mind*, Vol. 65, No. 259 (Jul. 1956), Oxford University Press, pp. 289-311.

UNIT II: Russell on Knowledge (12 Hours, 4 weeks)

- Bertrand Russell: Epistemology
- Two types of knowledge
- Knowledge by Acquaintance and Knowledge by Description

Essential/Recommended Reading:

"Knowledge by Acquaintance & Knowledge by Description"
 Russell, B. *The Problems of Philosophy*. London: Oxford University Press, 1959, (Chapter 5).

UNIT III: Logical Atomism and Logical Positivism (12 Hours, 4 weeks)

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

Essential/Recommended Reading:

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

UNIT IV: Wittgenstein on Meaning (12 hours, 4 weeks)

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

Essential/Recommended Reading:

Wittgenstein, L. *Tractatus Logico Philosophicus*, London: KeganPaul, 1922, (Propositions:1, 2 & 3)

Suggestive Readings:

- Dummett, M. *Frege: Philosophy of Language*. Harvard University Press, 1981.
- Russell, B. *The Problems of Philosophy*. London: Oxford University Press, 1959.
- Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

- Ayer, A. J. *Language, Truth and Logic*. London: Victor Gollancz, 1938.
- Wittgenstein, L. *Tractatus Logico-Philosophicus*, London: Kegan Paul, 1922.
- Wittgenstein, Ludwig. *Philosophical Investigations: Philosophische Untersuchungen*. Oxford: Blackwell, 1968. (Selected Sections -1, 11,12,23,43,65,66,67,69,83,84 & 91)
- Martinich, A. P. and Sosa D. (Ed.) *Analytic Philosophy: An Anthology*. 2nd ed. Malden, MA: Blackwell,2011.
- Glock, Hans-Johann. *What Is Analytic Philosophy?*Cambridge, UK: Cambridge University Press, 2008.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2012.
- Urmson, James O. *Philosophical Analysis: Its Development Between the Two World Wars*.New York: Oxford University Press, 1978.

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Continental Philosophy DSC 14	4	3	1	NIL	12th Passed	“Texts of Western Philosophy” Sem IV

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

Learning Objectives

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

Learning Outcomes

- Students will understand the basics of Continental Philosophy and also be acquainted with major currents of thought in this tradition
- Students will learn to analyze the various ideas of the thinkers in the course, especially those of Hegel and Husserl’s key contributions

- Students will develop the ability to understand original writings of philosophers
- Students will understand the general relevance of continental philosophy and its contemporary reach and influence

UNIT 1: Introducing Continental Philosophy

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

UNIT II: Hegel

(9 Hours, 3 weeks)

1. Phenomenology of Spirit
2. Dialectic

Essential/Recommended Reading

1. Alexandre Kojeve. 1980. *Introduction to the Reading of Hegel: Lectures on The Phenomenology of the Spirit*, pp. 3-30. Ithaca & London: Cornell University Press.

UNIT III: Husserl and Sartre

(12 Hours, 4 Weeks)

- Phenomenological Method
- Intentionality
- Consciousness
- Concept of Look

Essential/Recommended Readings

Edmund Husserl. 2003. "Phenomenological Method and Intentionality of Consciousness." In *Husserl's Phenomenology*, pp. 13-21 & pp. 39-43. Ed. Dan Zahavi. California: Stanford University Press.

Jean-Paul Sartre, 1984. "The Concept of Look" in *Being and Nothingness*, pp. 252-270. Trans. Hazel E. Barnes. New York: Washington Square Press.

UNIT IV: Heidegger and Foucault

(12 Hours, 4 Weeks)

- Man and Technology
- Essence of Technology
- Perspectives of Foucault and Heidegger

Essential/Recommended Readings

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

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

Suggestive Readings

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

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

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

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Approaches to Indian Philosophy DSC 15	4	3	1	NIL	12th Passed	None

Learning Objectives

- This course will introduce students to various ways of reading Indian philosophy- from the spiritual to the material.
- This course will give a corrective picture of Indian philosophy, paving the way for a better and more nuanced reading of the subject
- This course will provide a better base to the student to do more serious research in the subject that is both relevant and contemporary

Learning Outcomes

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

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

1. Traditional Approach
2. Concept of Philosophy in India.

Essential/Recommended Readings

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

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

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

1. Discourse and Debates
2. Dogmas and Myths

Essential/Recommended readings

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

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

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

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

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

Essential/recommended readings

Dale Riepe-'Introduction', *Naturalistic Tradition of Indian Philosophy*, Delhi: MotilalBanarsidass, 1964,pp.3-14,

Chattopadhyaya, Debi Prasad. (1976). 'Materialism in Indian Philosophy' Knowledge and Intervention Calcutta: Firma KLM, 1985, pp.196-227
Roy, M.N. (2007). Introduction, K. Satchidananda Murty, Evolution of Indian Philosophy Delhi: DK Print World.
M.N. Roy, Materialism in Indian Philosophy, New Delhi: Critical Quest 2017, pp.3-40 (Excerpts from M. N. Roy's Materialism: An Outline of Scientific Thought)

**Unit IV Alternative approach to Indian Philosophy
Weeks)**

(12 Hours, 4

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

Essential/Recommended readings

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

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

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

Suggestive Readings

- Debiprasad, Chattopadhyaya *What is Living and Dead in Indian Philosophy*, Mumbai: Peoples Publishing House
- *Dr. Babasaheb Ambedkar Writings and Speeches*, New Delhi: Dr Ambedkar Foundation, GoI, 2020, pp.249-309
- Nalini Bhushan and Jay L. Garfield (Eds.), *Indian Philosophy in English- From Renaissance to Independence*, Oxford: Oxford University Press, 2011
- Sharad Deshpande, *Philosophy in Colonial India*, New Delhi: Springer, 2015
- K. Sachidanandamurthy and K. Ramakrishna Rao (Eds.), *Current trends in Indian Philosophy*, London: Asia Publishing House, 1972
- *Debates in Indian Philosophy-Classical, Colonial and Contemporary*, New Delhi: Oxford University Press, 2007
- Dale Riepe, *Indian Philosophy since Independence*, Calcutta: Research India Publications
- Jonardon Ganeri (Ed.) *Indian Philosophy: A Reader* London: Routledge, 2020
- Ronald Inden, Orientalist Constructions of India, *Modern Asian Studies*, Vol.20:3, 1986., pp.401-446

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 7	4	3	1	Nil	12th Passed	None

Learning Objective

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

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

Learning Outcomes

The student at the end of the course:

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

UNIT I The Mind/Body Problem

(12 Hours, 4 Weeks)

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

Essential Recommended Readings:

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

UNIT-II: Identity Theory and Functionalism
Weeks)

(12 Hours, 4

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

Essential Recommended Readings:

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

UNIT III Subjective Experience
Weeks)

(12 Hours, 4

1. Subjective and Objective
2. The Problem of Qualia

Essential Recommended Readings:

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

UNIT-IV Problem of Consciousness
Weeks)

(9 Hours, 3

- The Mysterious Flame
- Consciousness and Material Reality

Essential Recommended Readings:

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

Suggestive Readings:

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 8 Philosophy of Law	4	3	1	Nil	12th Passed	None

Learning Objectives

The course in Philosophy of Law, seeks to:

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

Learning Outcomes

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

UNIT 1

(12 Hours, 4 Weeks)

Law: Concept, Meaning and Definition

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

Essential/Recommended Reading:

- Topics 1 from Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58
- Topic 5 from Shamasastri, R. (Tr.), *Kautilya's Arthashastra*, Book III – Concerning Law Chapter I. Determination of Forms of Agreement; Determination of Legal Disputes, https://csboa.in/eBooks/Arthashastra_of_Chanakya_English.pdf; pp 213-218

UNIT 2 Legal Obligation: Reason and Scope

(12 Hours, 4 Weeks)

1. Why Should We Obey the Law
2. The Ambit of Legal Obligation
3. The Rule of Law

Essential/Recommended Readings

- Topic 1 from Mackie, J. L.; *The Obligation to Obey the Law*, *Virginia Law Review*, Vol. 67, No. 1, The Symposium in Honor of A. D. Woosley and Obedience (Feb 1981), pp. 143-158
- Topic 2 from Fuller, Lon; *The Case of the Speluncean Explorers*, *Harvard Law Review*, Vol. 62, No. 4, February 1949, pp 616-645
- Topic 3 from Marmor, Andrei; *The Ideal of the Rule of Law, A Companion to Philosophy of Law and Legal Theory* (Second Edition), Dennis Patterson (Ed.), Blackwell Publishing Ltd., pp.666-674

UNIT 3 Legal Issues in India

(9 hours, 3 weeks)

1. Basic Structure of the Constitution
2. Judicial Review

Essential/Recommended Readings

- Topic1 from Abridged Judgement of KesavanandBharati Vs. State of Kerala; AIR 1973 SC 1461
- Topic2 from Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, Journal of the Indian Law Institute, Vol. 24, No. 4 (October-December 1982), pp. 848-862

UNIT 4 Fundamentals of Law

(12 Hours, 4 Weeks)

1. Codification
2. *Mens Rea/Actus Reus*
3. Crime and Punishment

Essential/Recommended Readings

- Topic 1 from Alfange, Dean; Jeremy Bentham and Codification of Law, Cornell Law Review, Vol. 55, Issue 1, November 1969, pp 58-75
- Topic 2 from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd Edition), Routledge 2017, pp 193-212
- Topic 3 from from Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd Edition), Routledge 2017, pp 242-253

Additional Resources:

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Rangarajan, L. N. (Tr. & ed.), *Kautilya: The Arthashastra*, Penguin Books India (P) Ltd., New Delhi, 1992
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

DISCIPLINE SPECIFIC ELECTIVE – (DSE-9) – Medical Ethics: From Principles to Practice

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 9 Medical Ethics - From Principles to Practice	4	3	1	Nil	12th Passed	None

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

Learning Objectives

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

Learning Outcomes

The learning outcomes of this course are multidimensional.

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

UNIT 1- Introducing Medical Ethics

(9 Hours, 3 Weeks)

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

Essential/Recommended Readings

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

UNIT 2- CORE CONCEPTS

(12 Hours, 4 Weeks)

1. Philosophical Issues of Informed Consent
2. The concept of Confidentiality

Essential/Recommended Readings

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

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

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

UNIT-3 ETHICAL DILEMMAS

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

Use of animals in medical experimentation and research

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

UNIT 4 Medical ethics: Death and Dying

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

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

Suggestive Readings

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

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

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

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

Category II

BA (Prog.) with Philosophy as Major

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 9 Modern Western Philosophy	4	3	1	NIL	12th Passed	"Introduction to Western Philosophy" DSC 4

Learning Objectives

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

Learning Outcomes

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

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

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

Essential/recommended reading

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

Unit 2: Rationalism

(12 Hours, 4 Weeks)

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

Essential/recommended reading

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

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

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

Unit 3: Empiricism

(12 Hours, 4 Weeks)

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

Essential/recommended reading

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

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

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

Unit 4: Critical Philosophy

(9 Hours, 3 Weeks)

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

Essential/recommended reading

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

Suggestive Readings

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

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

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy DSC 10	4	3	1	NIL	12th Passed	"Introduction to Indian Philosophy" DSC 3

Learning Objectives

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

Learning outcomes

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

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

- An in-depth understating of various approaches to the study of Contemporary Philosophy in a comparative framework.

Unit- 1: Swami Vivekananda and Sri Aurobindo (9 Hours, 3 Weeks)

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

Essential/recommended readings

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

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

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

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

Essential/Recommended Readings

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

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

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

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

Essential/recommended readings

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

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

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

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

Essential/Recommended Readings

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

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

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

Chennai: KFI, 2018, pp.109-132

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

Suggestive Readings

- T.M.P. Mahadevan & C.V. Saroja: *Contemporary Indian Philosophy*, Madras, 1985.
- Basant Kumar Lal: *Contemporary Indian Philosophy*, Delhi: Motilal Banarsidas, 1999.
- Benay Gopal Ray: *Contemporary Indian Philosophers*, Allahabad, 1957.
- V.S. Naravane : *Modern Indian Thought*, Bombay, 1964
- *What Religion Is in the Words of Swami Vivekananda*, John Yale, Kessinger Publishing, ISBN 978-1-4254-8880-2
- A Reading of Jyotiba Phule's *Gulamgiri: A Seminal Text on Caste*, Pradnya Waghule, 1885, 2017,
- Gavaskar, Mahesh (1999). "Phule's Critique of Brahmin Power". In Michael, S. M. (ed.). *Untouchable, Dalits in Modern India*. Lynne Rienner Publishers. Pp. 43-56. ISBN 978-1-55587-697-5.
- B. R. Ambedkar: *Annihilation of Caste*
- A. Parel, *The Political theory of Gandhi's Hind Swaraj*
- <https://www.asj.upd.edu.ph/mediabox/archive/ASJ-07-03-1969/parel-political%20theory%20gandhi%20hind%20swaraj.pdf>
- V. Geetha, 'Graded Inequality and Untouchability; Towards the Annihilation of Caste,' *Bhimrao Ramji Ambedkar and the Question of Socialism in India*, New Delhi: Palgrave Macmillan, 2022, pp.147-190

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Understanding Dimensions of Gender	4	3	1	Nil	12th Passed	None

Learning Objective

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

Learning Outcome:

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

UNIT 1 –Introduction

(9 Hours, 3 Weeks)

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

Essential/Recommended Readings:

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

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

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

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

Essential/Recommended Readings:

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

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

UNIT 3 – Embodiment (12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

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

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

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

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

Essential/Recommended Readings:

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2 Philosophy of B R Ambedkar	4	3	1	Nil	12th Passed	None

Learning Objectives :

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

Course Learning Outcomes

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

Unit 1 Life world of B R Ambedkar

(9 Hours, 3 Weeks)

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

Essential/Recommended readings

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

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

Unit 2 Philosophy of Religion

(12 Hours, 4 Weeks)

1. Philosophy of Religion and Indian Social Order

Essential/Recommended Readings

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

2. Buddhism and Marxism

Essential/Recommended Readings

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

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

Unit 3 Social and Political Philosophy

(12 Hours, 4 Weeks)

1. Social Justice and Ideal society

Essential/Recommended reading

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

2. Constitutional morality and Democracy

Essential/Recommended Reading

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

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

Unit 4 Contemporary Relevance of Ambedkar

(12 Hours, 4 Weeks)

1. Relevance of Ambedkar

Essential/Recommended Readings

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

Suggestive Readings:

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

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

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

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

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

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

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

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

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

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

DISCIPLINE SPECIFIC ELECTIVE – DSE 3: Philosophy of Mind

ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Mind DSE 3	4	3	1	Nil	12th Passed	None

Learning Objective

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

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

Learning Outcomes

The student at the end of the course:

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

UNIT I The Mind/Body Problem

(12 Hours, 4 Weeks)

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

Essential Recommended Readings:

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

2002, pp. 10-21.

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

UNIT-II: Identity Theory and Functionalism
Weeks)

(12 Hours, 4

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

Essential Recommended Readings:

1. Smart, J.J.C. "Sensations and Brain Processes". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 60-68.

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

UNIT III Subjective Experience
Weeks)

(12 Hours, 4

3. Subjective and Objective
4. The Problem of Qualia

Essential Recommended Readings:

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

2. Jackson, F. "Epiphenomenal Qualia". *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, Oxford: Oxford University Press, 2002, pp. 273-280.

UNIT-IV Problem of Consciousness
Weeks)

(9 Hours, 3

- The Mysterious Flame
- Consciousness and Material Reality

Essential Recommended Readings:

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

Suggestive Readings:

- Chalmers, David. "Naturalistic Dualism". *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, Oxford: Wiley Blackwell, 2017, pp. 263-273.

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

DISCIPLINE SPECIFIC ELECTIVE - (DSE-4) – Medical Ethics: From Principles to Practice

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4 Medical Ethics – From Principles to Practice	4	3	1	Nil	12th Passed	Basic knowledge of ethical theories

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

Learning Objectives

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

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

Learning Outcomes

The learning outcomes of this course are multidimensional.

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

UNIT 1- DEFINING BIOETHICS

(9 Hours, 3 Weeks)

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

UNIT 1- Introducing Medical Ethics Weeks)

(9 Hours, 3

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

Essential/Recommended Readings

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

UNIT 2- CORE CONCEPTS Weeks)

(12 Hours, 4

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

Essential/Recommended Readings

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

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

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

UNIT-3 ETHICAL DILEMMAS

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

Use of animals in medical experimentation and research

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

UNIT 4 Medical ethics: Death and Dying

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

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

Suggestive Readings

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

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

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

Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical Issue," *Patheos* 2015. Retrieved on 13 July 2022. [Outlawing the Jain Fast-Unto-Death Is a Bioethical Issue | Guest Contributor \(patheos.com\)](https://patheos.com/outlawing-the-jain-fast-unto-death-is-a-bioethical-issue/)

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5 Philosophy of Swami Vivekananda	4	3	1	Nil	12th Passed	None

Learning Objectives

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

Course Learning Outcomes

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

Unit 1 Philosophical world of Vivekananda

(9 Hours, 3 Weeks)

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

Essential/Recommended readings

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

Addresses at the parliament Of Religion' in 'Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita Ashram.(Pages 1-22)
Vivekananda,Swami. 'The Vedanta Philosophy' Lecture delivered at Harvard University, on March 25, 1896.(Available in Complete Works of Swami Vivekananda'.Vol.1.Kolkata,Advaita AshramA)

Unit 2 Philosophy of Religion and Dharma (12 Hours, 4 Weeks)

1. Universal Religion and Harmony
2. Hinduism and Buddhism

Essential/Recommended Readings

'The way to realisation Of Universal Religion' and 'The Ideal Of Universal Religion', in Complete Works of Swami Vivekananda.Vol.2.Kolkata,AdvaitaAshrama.
'Buddhistic India' in Complete Works of Swami Vivekananda.Vol.3.Kolkata,AdvaitaAshrama.

Unit 3 Social and Political Philosophy (12 Hours, 4 Weeks)

1. Vedanta and Equality
2. Cultural Nationalism

Essential/Recommended reading

Practical Vedanta part I and II IN 'Complete Works of Swami Vivekananda'Vol.2.Kolkata,Advaita Ashram
Vivekananda,Swami. 'My India The India Eternal' Kolkata: Ramkrishna Mission Publication,1993 (Page 5 to 35)

Unit 4 Contemporary Relevance of Vivekananda (12 Hours, 4 Weeks)

2. Understanding Hindutva
3. Discourse on Women

Essential/Recommended Readings

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

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

Suggestive readings

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

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

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DSE 6 Philosophy of Mahatma Gandhi	4	3	1	Nil	12th Passed	None
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Learning Objectives

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

Course Learning Outcomes

- Learn Key philosophical reinterpretations of Gandhi .
- Understand at least one approach to key ideas in Gandhi's thinking and its moral potential
- Learn the points of variation and contest of his interlocutors with Gandhi's ideas.
- To make students appreciate Gandhi's contribution to Nationalist Movement and Nation building and its relevance.

Unit 1 Gandhi as Philosopher

(12 Hours, 3 Weeks)

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

Essential/Recommended readings

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

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

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

Unit 2 Gandhi: Key Ideas I

(12 Hours, 4 Weeks)

1. Swaraj
2. Satya
3. Ahimsa

Essential/Recommended Readings

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

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

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

Unit 3 Gandhi: Key Ideas II

(12 Hours, 4 Weeks)

1. Swadeshi
2. Satyagraha

Essential/Recommended reading

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

Unit 4 Gandhi on State and Constructive Programme

(12 Hours, 4 Weeks)

1. Theory of State
2. Constructive Programme

Essential/Recommended Readings

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

Gandhi, M K "Constructive Programme."

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

Suggestive Readings:

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

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

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

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

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

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

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

Shurud Tridip, *An Autobiography*, Penguin 2018

Category III

BA (Prog.) with Philosophy as Minor

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Contemporary Indian Philosophy DSC 5	4	3	1	NIL	12th Passed	Basic knowledge of classical Indian philosophy

Learning Objectives

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

Learning outcomes

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

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

Unit- 1: Swami Vivekananda and Sri Aurobindo

(9 Hours, 3 Weeks)

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

Essential/recommended readings

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

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

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

1. Jyotiba Phule: Critical understanding of the slavery and Caste system
2. B.R.Ambedkar: Annihilation of Caste
3. E V Ramaswamy Periyar: Self Respect

Essential/Recommended Readings

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

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

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

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

Essential/recommended readings

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

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

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

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

Essential/Recommended Readings

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

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

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

Chennai: KFI, 2018, pp.109-132

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

Suggestive Readings

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

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

GENERIC ELECTIVES (GE-14): Philosophy of Feminism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Feminism GE 14	4	3	1	Nil	12th Passed	None

Course Objectives:

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

Learning Outcomes:

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

Unit I Patriarchy and the Origin of Feminism

(9 Hours, 3 Weeks)

1. The Origins of Patriarchy

2. Aspects of Domination and Subordination

Essential/Recommended readings:

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

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

Unit II Feminism and Intersectionality

(12 Hours, 4 Weeks)

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

Essential/Recommended readings

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

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

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

Unit III Body and Gender

(12 Hours, 4 Weeks)

1. Women as Objects
2. Self and Gender

Essential/Recommended readings

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

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

Unit IV Women and Environment

(12 Hours, 4 Weeks)

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

Essential/recommended readings

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

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

Suggestive readings

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

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophical Debates (Indian) GE 15	4	3	1	Nil	12th Passed	None

Learning Objective

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

Learning Outcome

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

Unit 1 Introduction and Materialism vs Realism

(9 Hours, 3 Weeks)

1. Definition and Scope of a Debate
2. Carvaka's rejection of Consciousness- Refutation by Samkhya

Essential/Recommended Readings:

Mohanty, Aditya Kumar (2009), PHILOSOPHY: Why? What? How?, Centre of Advanced Study in Philosophy, Bhubaneswar.
SamkhyaPravacana Sutra: III-21-22.

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

Unit 2: Pluralism vs Monism

(12 Hours, 4 Weeks)

1. Jaina Anekanta-vada- refutation by Samkara
2. Jaina Syadvada- refutation by Buddhism

Essential/Recommended Readings:

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) ltd., London.

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Das Publications, Delhi.

Unit 3.Dvaita, Advaita and Visistadvaita

(12 Hours, 4 Weeks)

1. Samkhya Dualism- refutation by Samkara
2. Samkaras concept of Brahman and Maya- refutation by Ramanuja

Essential/Recommended Readings:

S.B.S. 2, ii 32-34

Ramanuja Brahma Sutra 1 i. 1 and 2 i. 1

Brahma Sutra SamkaraBhasya, (SBS) 3. I. 54.

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) ltd., London.

Unit 4. Metaphysics vs Ontology

(12 Hours, 4 Weeks)

1. Buddhist Theory of Ksanika-vada- refutation by Nyaya system
2. Nyaya proofs for the existence of God- refutation of Mimamsa system

Essential/Recommended Readings:

Nyayamanjari, MotilalBanarasidass, Delhi, pp. 358-456.

Syadvadamanjari, Ch. On Isvara, 29-36.

KumarillaSlokavartika, GanganathJha (tr.), Ch. 16, 47-51.

Sinha, J.N. (1985), Outlines of Indian Philosophy, New Central Book Agency (p) ltd., London.

Suggestive Readings:

Radhakrishnan, S. Moore (1967), A Source book of Indian Philosophy, Princeton, CA.

Strawson, Peter (1992), Analysis and Metaphysics: An Introduction to Philosophy, Oxford University Press.

Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai.

Chatterjee, S.C. & Datta, D.M. (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta, Calcutta.

Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.

GENERIC ELECTIVES (GE-16): Sikhism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sikhism GE 16	4	3	1	Nil	12th Passed	None

Learning objectives

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

Learning Outcomes

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

Unit 1: Introduction

(9 Hours, 3 Weeks)

1. Sikh, Sikhi, Sikhism

2. Basic tenets of Sri Guru Granth Sahib

Essential/Recommended Reading;

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

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

Unit -2 Philosophical Aspects of Sikhism

(12 Hours, 4 Weeks)

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

Essential/Recommended Reading;

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

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

Unit 3: Metaphysical Aspects of Sikhism

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings

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

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

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

Unit 4: Ethical Aspects of Sikhism

(12 Hours, 4 Weeks)

1. Sat and Sachiara

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. P.23-50.

2. Hukum and Humae

Essential/Recommended Reading;

Avtar Singh, *Ethics of the Sikhs*, Publication EUREAU, Punjabi University, Patiala, 1983. Ch- 4 and 6.

Suggestive Readings

- Pashaura Singh, *An Overview of Sikh History*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 19-34.
- Dr. Gopal Singh (Tr.), *Sri Guru Granth Sahib (English Translation)*, Allied Publishers Pvt. Limited, 2005. P. XX- XLVIII.
- Eleanor Nesbitt, *Sikhism; A Short Introduction*, Oxford University Press, 2005. Ch-1,2.
- Nikky-Guninder Kaur Singh, *World Religions Sikhism*, Chelsea House Publishers, 2009. Ch-1, 2.
- Christopher Shackle, *Survey of Literature in the Sikh Tradition*, The Oxford Handbook of Sikh Studies, Oxford university Press, 2014. P. 109-124.
- Pashaura Singh, *The Bhagat of the Guru Granth Sahib*, Oxford University Press, 2003, Ch-1.
- Christopher Shackle, and Arvind Mandair, *Teachings of the Sikh Gurus: Selections from the Sikh Scriptures*, Taylor and Francis Group, 2005. Ch-1.
- Keshav Singh, *Vice and Virtue in Sikh Ethics*, The Monist, Volume 104, Issue 3, July 2021, P.319-336.

GENERIC ELECTIVES (GE-17): Evaluating Aesthetic Experience

- Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Evaluating Aesthetic Experience GE 17	4	3	1	Nil	12th Passed	None

Course Objective

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema.
- The course introduces students to both Indian and western aspects of aesthetics
- The course will open a new vista of understanding in students with relation to everyday perception of art

Learning Outcomes

- It would enable the student to discern the aesthetic experience as different from art experience.
- It shall enable a student to understand and appreciate films and other related art forms.
- It will make students aware of nuances of art and films that usually go unnoticed.

Unit 1: Meaning and Analysis of Indian and Western Aesthetics (12 Hours, 4 Weeks)

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

Essential/Recommended Readings

- 1 Osborne, Harold. *Aesthetics*. (London: Oxford University Press, 1972), Chapter-2, "J P Sartre".
- 2 Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theories*. (New Delhi: D .K . Print Pvt Ltd , 2016 edition) Chapters 7 and 8.

- 3 Wenz, Christian. Kant's Aesthetics: Overview and Recent Literature (2009). *Philosophy Compass* 4(3). Pp.385-391. DOI:10.1111/j.1747-9991.2009.00214.x
Retrieved from: https://www.researchgate.net/publication/249474233_Kant's_Aesthetics_Overview_and_Recent_Literature
- 4 Hirianna, M. *Art Experience*, (Delhi: Indira Gandhi National Centre for the Arts, Manohar, 1997) Chapter 6.
- 5 Gupta, Shyamala. *Art, Beauty and Creativity*, (New Delhi: DK Printworld, 1999) Chapters 1, 2, 15 to 17.

Unit II: Comparison between Different Arts

(12 Hours, 4 Weeks)

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

Essential/Recommended Reading

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

Unit III: Film as an Art Form

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

1. _____
2. Lakshmi, C. S. *Feminism and the Cinema of Realism* (1986). *Economic and Political Weekly*. Vol XXI, No 3.
3. Kracauer, Siegfried (1960). *Theory of Films: The Redemption of Physical Reality*. Princeton. Retrieved here from: Kracauer, —Bazin and realism in cinema. (Web blog post _____/cusmar350/2013/03/01/erasmus19-kracauerbazin-and-realism-in-cinema
4. _____
5. _____

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

Unit IV: Art, Morality and Culture

(9 Hours, 3 Weeks)

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

Essential/ Recommended Readings:

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

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

SEMESTER - VI
DEPARTMENT OF PHILOSOPHY

Category I

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

DISCIPLINE SPECIFIC CORE COURSE - 16 (DSC-16) – Philosophy of Religion

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Religion DSC 16	4	3	1	None	12th Passed	None

Learning Objective

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

Learning Outcomes

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion
- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Nature of Religion and its relation to Philosophy of Religion
2. Religious language.

Essential/Recommended Readings

John H. Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

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

Nielson, Kai (2008). "The Problem of Religious Language", In *Routledge Companion to Philosophy of Religion* Edited By Chad Meister, Paul Copan, Chapter 39

Ambedkar, B R. *The Philosophy of Hinduism*, Critical Quest, New Delhi, pg. 3-22. ("Towards a Philosophy of Religion")

Unit 2 Existence of God

(12 Hours, 4 Weeks)

1. Proofs for the existence of God: Ontological Argument (with reference to St. Anselm,
2. Gaunilo's Criticism, Descartes version, Kant's and Bertrand Russell's critique)
3. Cosmological Argument (Thomas Aquinas' version).
4. Teleological Argument (William Paley: Classic version, David Hume's critique)
5. The idea of Divine in Indian Philosophy

Essential/Recommended Readings

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 15-41 ("Divine")

Baruch A Brody ed, *Reading in Philosophy of Religion*, New Jersey PHI Publication, 1974.

Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.

John H. Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

Unit 3 Challenges to Religion

(12 Hours, 4 Weeks)

1. Religious Pluralism.
2. Science and Religion

Recommended Readings

John H. Hick (2008) "Religious Pluralism", In *Routledge Companion to Philosophy of Religion* Edited by Chad Meister and Paul Copan, RKP, Chapter 20

Dawkins, R. "Science Discredits Religion" <http://www.stephenhicks.org/wp-content/uploads/2018/11/DawkinsR-Science-Discredits-Religion.pdf>

Unit 4: The tradition of religious experience**(12 Hours, 4 Weeks)**

1. Vedic and Upanishadic Tradition,
2. Yoga, Tantra and Bhakti

Essential/Recommended Readings

McDaniel, J. (2009), Religious Experience in Hindu Tradition. Religion Compass, 3: 99-115. <https://doi.org/10.1111/j.1749-8171.2008.00120.x>

Suggestive readings

- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Mahapatra, A R. *Philosophy of Religion*, Sterling Publishers, 1990
- Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.
- Russell, Bertrand, *Why am I not a Christian*, Routledge, Indian edition, 2004.
- William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.
- Stump and Murray, ed. *Philosophy of Religion : The Big Questions*, Blackwell Publications, 1999
- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Narasu, Lakshmi. *Religion of the Modern Buddhist*, Wordsmiths, 2002.

DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17) – Philosophy of Language
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Language DSC 17	4	3	1	NIL	12th Passed	None

Learning Objective

- This course is an introduction to the philosophy of Language. Philosophy of Language concerns quite a large no. of topics including meaning, truth, content, reference, the syntax and semantics of various linguistic constructions, etc.
- The objective of this course is to focus on some central topics which have far reaching consequences in other topics of philosophy of language in particular and other areas of philosophy in general.
- On the one hand, students will be exposed to some of the central theories of meaning proposed by a couple of philosophers of Language from the West, and on the other hand, to the epistemology of language understanding from a perspective of an Indian school of thought.

Learning Outcomes

After completing this course students will

1. Develop an understanding of classical philosophical theories of meaning and reference.
2. Acquire the ability to provide reasons for and against various positions in the philosophical debates over language and semantics.
3. Develop a rational insight into the intrinsic relation between language, language users and the world.

UNIT I: Theories of Meaning: Frege & Russell

(12 Hours, 4 Weeks)

1. Sinn und Bedeutung
2. Denotation
3. Descriptions and Names

Essential/Recommended Reading:

Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.

Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

UNIT II: Critique of the Theories of Meaning: Strawson weeks)

(9 Hours, 3

1. Use
2. Presupposition and Entailment
3. Sentence, Statement, Utterance

Essential/Recommended Readings

Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.

**UNIT III: Language and the World: Indian Perspective
Weeks)**

(12 Hours, 4

1. Word and the world
2. The relation of language to reality

Essential/Recommended Readings:

Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990, pp. 3-7; 18-30, (Introduction, Words and their Meanings)

UNIT IV: Nature and causes of Word generated Knowledge (12 Hours, 4 Weeks)

1. Nyaya Philosophy of Language

Essential/Recommended Readings:

NyayasiddhantaMuktavali, Shabdakhandam, Karikavalli, Verse 81, 83, 84abc, 84cd (Sanskrit Text along with English Translation in John Vattanky SJ, *Nyaya Philosophy of Language*, [Sri Satguru Publications, Delhi, 1995] pp.113-115; 118-132; 458; 479-80; 496-97.

Suggestive Readings:

- Lycan, W. *Philosophy of Language: A Contemporary Introduction*, New York: Routledge, 2008.
- Jerrold, K. J. "The Philosophical Relevance of Linguistic theory" in *The Philosophy of Language*, (ed.) Searle, Oxford University Press, 1971.
- Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010.
- Morris, Michael. *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge, 2007.
- Donnellan, K., "References and Definite Descriptions" *The Philosophical Review*, vol.-75, 1966, pp. 281-304.
- Jha, V. N. *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13, 1992.
- Kunjuni Raja, K. *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Shastri, D. N. *Critique of Indian Realism*, Agra: Agra University, 1964.
- Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990.
- Matilal, B. K. *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi, 1996.
- *NyayaSiddhantaMuktavali* of Visvanatha, English Translation: *Nyaya Philosophy of Language*, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

DISCIPLINE-SPECIFIC CORE COURSE – 18 (DSC-18) Epistemology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Epistemology DSC 18	4	3	1	NIL	12th Passed	None

Learning Objectives

- We all want knowledge, but do we know what knowledge is? This is a course in epistemology: the theory of knowledge which aims to acquaint students with the various aspects of knowledge and to instruct them on the biggest challenge it faces viz. skepticism.
- The course will cover various theories of knowledge and what definitions of knowledge have been offered.
- The course will acquaint students with whether knowledge is even possible and how to handle objections from skepticism.

Learning Outcomes

The learning outcomes aimed at are the following:

- The students will learn about the concerns that surround the notion of knowledge
- The students will appreciate the problems surrounding the definition of knowledge
- The students will be able to analyse and critically think about the sources of knowledge
- The student will understand the power of radical skepticism and how to respond in a measured and responsible way

UNIT 1: KNOWLEDGE AND ITS DEFINITION (9 Hours, 3 Weeks)

1. Types of knowledge
2. Truth and Belief
3. Knowing Versus Merely Getting It Right
4. The Problem of the Criterion
5. Is Knowledge Justified True Belief?

Essential/Recommended Readings:

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 1 and 3 (Part I) Title of Chapter 1: Some Preliminaries, pp.3 - 9

Topic 5, Gettier, Edmund. Is Justified True Belief Knowledge?, Analysis 23 (6), pp. 121-123. 1963.

Topics 4 – 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 3 (Part I) Title of Chapter 3: Defining Knowledge pp. 19 - 29

UNIT 2: KNOWLEDGE AND JUSTIFICATION (12 Hours, 4 Weeks)

1. The nature of Justification

2. Informatism
3. Coherentism
4. Foundationalism

Essential/Recommended Reading:

Topics 1 – 4, Pritchard, Duncan. What is this thing called knowledge?, Fourth Edition. RKP, 2018, Chapter 4 (Part I) Title of Chapter: The Structure of Knowledge, pp. 30 - 40

UNIT 3: SOURCES OF KNOWLEDGE

(12 Hours, 4 Weeks)

1. The Problem of Perceptual Knowledge
2. Indirect and Direct Realism
3. Idealism
4. A Priori and Empirical Knowledge and Their Interdependence
5. Introspective Knowledge
6. Deduction
7. Induction
8. Abduction

Recommended Readings:

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 7 (Part II) Title of the Chapter: Perception, pp. 67 - 76

Topics 4 – 8, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 9 (Part II) Title of the Chapter: A Priority and Inference, pp. 88 - 97

UNIT 4: SCEPTICISM

(12 Hours, 4 Weeks)

1. How do we have knowledge about other minds
2. Strategies and arguments regarding knowledge of other minds
3. Perceiving someone else's mind
4. Radical Scepticism and Closure
5. Mooreanism
6. Contextualism

Recommended Readings:

Topics 1 - 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 18 (Part V) Title of Chapter: Scepticism about Other Minds, pp. 193 - 200

Topics 4 - 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 19 (Part V) Title of Chapter: Radical Scepticism, pp. 201 - 213

Suggestive Readings

- Gettier, Edmund. Is Justified True Belief Knowledge? Analysis 23 (6), 121-123. 1963.
- Sosa, Ernest. Epistemology. Princeton University Press, 2017.
- Steup, Matthias & Ernest Sosa, ed. Contemporary Debates in Epistemology. WileyBlackwell, 2005.
- Dancy, Jonathan, Ernest Sosa and Matthias Steup, ed. A Companion to Epistemology, Second Edition. Blackwell, 2010.
- Chisholm, R.M. Theory of Knowledge. U.S: Prentice Hall, 1966.
- Hamlyn, D. Theory of Knowledge. London: Macmillan, 1970.
- Lehrer, K. Knowledge. Oxford: Clarendon Press, 1974.

DISCIPLINE SPECIFIC ELECTIVE (DSE 10) – Feminist Perspectives on Epistemology and Ethics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Feminist Perspectives on Epistemology and Ethics DSE 10	4	3	1	Nil	12th Passed	None

Learning Objectives

- A course in alternative perspectives is needed to sensitise students to trends of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a holistic approach towards education.
- This course addresses the concerns of women in terms of debates on gender, body, knowledge and what is right and wrong.

Learning Outcomes

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

**Unit I Feminist Epistemology
Weeks)**

(9 Hours, 3

1. Feminist Epistemology
2. Critiquing the androcentricity of Philosophy

Essential/recommended readings

- Anderson, Elizabeth. "Feminist Epistemology: An Interpretation and a Defence", *Hypatia* 10, no.3(1995):50-84.

- Gatens, Moira. "The Feminist Critique of Philosophy." In *Feminism and Philosophy: Perspective on Difference and Equality* by Moira Gatens, 85-99. UK: Polity Press, 1991.

Unit II Body and Gender

(12 Hours, 4 Weeks)

1. Gender and the biological life
2. Analyzing the Notion of Self: Gendered or Not?

Essential/recommended readings

- Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and Sensibility: Gender Enquiry, 1780-1945*, edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.
- Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

Unit III Women and the Surrounding

(12 Hours, 4 Weeks)

1. Women in Ancient India
2. Islamic Perspective on Feminism

Essential/recommended readings

- Adamson, P and Ganeri, J (2020). "Women in Ancient India" In *Classical Indian Philosophy*, OUP
- Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History*, edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.
- Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

Unit IV Feminist Perspectives

1. Feminist Perspective on Ethics
2. Feminist Perspective on Bioethics

Essential/recommended readings

- Jaggar, Alison. "Feminist Ethics: Project, Problems and Prospects". In *Feminist Ethics*, edited by C. Card, 78-104. Lawrence: University Press of Kansas, 1991.

- Rogers, Wendy A. "Feminist Bioethics". In *The Routledge Companion to Feminist Philosophy*, edited by Ann Garry, Serene J. Khader and Alison Stone, 579-592. New York & London: Routledge, 2017.

Suggestive Readings

- Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.
- Hooks, Bell. "Feminism: A Movement to End Sexist Oppression". In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.
- Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.
- Mies, Maria and Vandana Shiva. *Eco-Feminism*. Jaipur: Rawat Publications, 1993
- Padia, Chandrakala, ed. *Feminism, Tradition and Modernity*. Shimla: IAS, 2002.
- Indradeva, Shirirama (1976). The Status of Woman in Ancient India: Compulsives of the Patriarchal Order. *Diogenes* 24 (93):67-80.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-11) – Indian Theories of Consciousness

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Theories of Consciousness DSE 11	4	3	1	Nil	12th Passed	Basic Knowledge of Classical Indian Tradition

Learning Objectives

- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (*Atman/Brahman*), *paravidya* and *aparavidya*, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..

Learning outcomes

- Students will have knowledge of the Indian Theories of Consciousness given in *Mandukyopanishad, Bhagavadgita, Buddhism, Charvaka, Nyaya and Advaita Vedanta*.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- This paper helps to enhance students' ratiocinatively abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

UNIT-I Introduction

(12 Hours, 4 weeks)

1. Consciousness in Mandukya Upanishad
2. Consciousness in Bhagavad Gita

Essential/Recommended Readings

Mandukyopanishad., Tr. and Annotated by Swami Nikhilananda, Advaita Ashram, Calcutta, 2000, PP. 7-85.

Bhagavadgītā: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zahner, Oxford University Press, New York, 1973.

UNIT-II Buddhist Understanding of Consciousness

(9 Hours, 3 Weeks)

Essential/Recommended Readings

1. King Milinda's Questions

The Questions of King Milinda, Book II, Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi, 1965, pp 40-99.

UNIT-III Nyaya theory of Consciousness

(12 Hours, 4 Weeks)

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātma-vāda (Śarīrātma-vādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

UNIT-IV Advaita Vedanta on Consciousness

(12 Hours, 4 Weeks)

1. Sankara's introduction to the Brahmasutra

Sankara's introduction to the Brahmasutra called *Upodghata*, pp.1-4, Brahmasutrasamkarabhashya (edited by Vasudeva Sharma) Published by Tukaram Javaji, Nimaya Sagara, Bombay.

Suggestive Readings

- Hume, R.E. Thirteen Principal Upaniṣads. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. The Principal Upaniṣads. London: George Allen & Unwin, 1974.
- Swami, Gambhirananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram, 2003, pp 1-16.
- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge, 2000.
- Stcherbatsky, Theodore. The Soul Theory of Buddhists, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, Cit Consciousness. OUP.: New Delhi 2003.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-12) – Aesthetics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Aesthetics DSE 12	4	3	1	Nil	12th Passed	None

Course Objective

- This course is about how to think about art.
- The experience of art is common but its analysis is rare. This course will inculcate an analytical and critical look at art.
- The course is aimed to make students understand various philosophical traditions and approaches to contextualise the nature, meaning and definition of art, craft, beauty, creativity and aesthetic experience. The course also includes an eclectic collection of textual references.

Learning Outcomes:

- The students will appreciate the nature of art better by taking this course
- The students will understand art from various dimensions and

- The student will come to analyse art from spiritual, sublime, and disinterested perspectives
- The student will also be acquainted with Indian theory of art
- The student will have a richer comprehension of art

Unit-1: An Introduction to the Nature and Meaning of Aesthetics (9 Hours, 3 Weeks)

1. Art and Craft, Comparison of Art Forms
2. Philosophy of Art, Beauty, Creativity and Imagination

Essential/Recommended Readings:

Gupta, S. Art, Beauty and Creativity, (Delhi: D.K Printers, 1999) Chapters 1,3,4,5,7,8 and 9
 Jhanji, R. The Sensuous in Art: Reflections on Indian Aesthetics. (Indian Institute of Advanced Study: Shimla, 1989). Chapter-1

Unit-2 Axiological Aspect (12 Hours, 4 Weeks)

1. What is Art
2. Art and Morality: Comparison and Contrast
3. Marcuse on Aesthetics

Essential/Recommended Readings

Hiriyanna, M. 'Art and Morality' in Art Experience, (Indira Gandhi National Centre for the Arts: Manohar, Revised edition: 1997)

Sartre, Jean Paul, 'The Work of Art' in Aesthetics, Harold Osborne, (London: Oxford University Press, 1972).

Marcuse, H. The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics. Kindle Edition.

Unit 3 Rasa theory and art (12 Hours, 4 Weeks)

1. Rasa in comparison with Spiritual bliss
2. Art as a Spiritual Activity

Essential/Recommended Readings:

Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, This edition: 1997). Chapters 1 and 5.

Coomaraswamy, A. The Transformation of Nature in Art, (Sterling Publishers, 1995) Chapter-1 (p.1-39)

Tagore, R. *Sadhana* in Tagore Omnibus; Volume IV. Rupa Publications Pvt Ltd.

Unit-4 Art and Aesthetic Attitude (12 Hours, 4 Weeks)

1. Idea of Art
2. Kant's Disinterestedness

Essential/Recommended Readings:

Daniels, Paul, *Kant on the Beautiful: The Interest is Disinterestedness*, (Colloquy, 16, 2008, p. 198-209) URL: https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf

Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne (London: Oxford University Press, 1972).

'Disinterestedness and Desire in Kant's Aesthetics' in *The Journal of Aesthetics and Art Criticism*, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460

Link for this:

<https://static1.squarespace.com/static/58d6b5ff86e6c087a92f8f89/t/593b6f7017bffc1f7c58cbdf/1497067378006/Desinterstedness+and+Desire+in+>

Suggestive Readings

- Gupta, S. *Art, Beauty and Creativity*, (Delhi: D.K Printers, 1999) Chapters I,3,4,5,7,8 and 9
- Jhanji, R. *The Sensuous in Art: Reflections on Indian Aesthetics*. (Indian Institute of Advanced Study: Shimla, 1989). Chapter-1
- Daniels, Paul, *Kant on the Beautiful: The Interest is Disinterestedness*, (Colloquy, 16, 2008, p. 198-209) URL: https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf
- Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne (London: Oxford University Press, 1972).
- 'Disinterestedness and Desire in Kant's Aesthetics' in *The Journal of Aesthetics and Art Criticism*, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460
- Hiriyanna, M. *Art Experience*, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, This edition: 1997). Chapters 1 and 5.
- Coomaraswamy, A. *The Transformation of Nature in Art*, (Sterling Publishers, 1995) Chapter- 1 (p.1-39)
- Tagore, R. *Sadhana* in *Tagore Omnibus*, Volume IV. Rupa Publications Pvt Ltd.
- Sartre, Jean Paul, 'The Work of Art' in *Aesthetics*, Harold Osborne, (London: Oxford University Press, 1972).
- Marcuse, H. *The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics*. Kindle Edition.
- Saxena, S. K. (2010). *Aesthetics: Approaches, Concepts. And Problems*, D K Printworld
- Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory*. DK Printworld: Delhi. 2016 edition). Chapters 1,4, 5 and 6.
- Ray, N.R. *An Approach to Indian Art*, (Publications Bureau :Panjab University). Chapters 1-4.
- Graham, G. *Philosophy of the arts: An introduction to aesthetics*. Third Edition (Routledge 2005).

DISCIPLINE SPECIFIC ELECTIVE – (DSE-13) – Philosophy of Logic

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Logic DSE 13	4	3	1	Nil	12th Passed	Knowledge of Truth functional Logic

Learning Objectives

- This course is essentially about the nature of logic
- This course is designed to apprise students of the diversity of point of views on the problematic and debatable logical issues.
- The selection of issues is done keeping in mind the topics that the student is already familiar with. Introductory courses on Logic include syllogism, the laws of thought and symbolic logic.
- Hence this course includes theoretical discussions of issues in these areas of deductive logic.

Learning Outcomes

- Students will understand the debates around the nature of logic
- Students will develop the critical ability to engage with abstract concepts in logic
- Students will appreciate the problems and beauty of the basics of logic
- Students will realize that what seems trivial is actually profound and can be subject to change

**UNIT 1 Nature of Logic
Weeks)**

(12 Hours, 4

1. The Formal Laws of Thought: Immanuel Kant
2. Logic as the Essence of Philosophy: Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 38-42.
I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 78-92

UNIT 2 The Syllogism

(9 Hours, 12 Weeks)

1. What the Tortoise said to Achilles: Lewis Carroll
2. Aristotle's Logic: Bertrand Russell

Essential/Recommended Readings

Carroll, L. (1895), "What the Tortoise Said to Achilles", *Mind* N.S. 4, 278–280 Also reprinted in I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 122–124.

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 125-130.

UNIT 3 Laws of Thought

(12 Hours, 4 Weeks)

1. Proving the Laws of Thought by Aristotle
2. A Defense of the Law of Excluded Middle by Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 133-144.

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 117-186

UNIT 4 Symbolic Logic

(12 Hours, 4 Weeks)

1. Mathematics and Logic by Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 216-223

Suggestive Readings

- Barnes, Jonathan, 1981. "Proof and the Syllogism", 17–59 in Berti 1981.
- Boolos, G., 1998, *Logic, Logic, and Logic*, Cambridge: Harvard University Press.
- Freeman, J. B. 1988 *Thinking Logically*, Englewood Cliffs, NJ: Prentice Hall.
- Gabbay, Dov M., and John Woods (eds.), 2009, *Handbook of the History of Logic: Volume 5 — Logic From Russell to Church*, Amsterdam: Elsevier/North Holland.
- Galaugher, Jolen, 2013, *Russell's Philosophy of Logical Analysis*, London: Palgrave Macmillan.
- Hintikka, Jaakko, 2009, "Logicism", in A.D. Irvine (ed.), *Philosophy of Mathematics*, Amsterdam: Elsevier/North Holland, 271–290.
- Lear, Jonathan, 1980. *Aristotle and Logical Theory*, Cambridge University Press.
- Patzig, Günther, 1969. *Aristotle's Theory of the Syllogism*, Jonathan Barnes (trans.), Dordrecht: D. Reidel.
- Scriven, M. 1976 *Reasoning*, New York, NY: McGraw-Hill

Category II

BA (Prog.) with Philosophy as Major

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE (DSC-11) - Analytic Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 11	4	3	1	NIL	12th Passed	None

Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

Learning Outcomes

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

Unit 1 Metaphysics

(12 Hours, 4 Weeks)

1. Fundamental Problems
2. Appearance and Reality
3. The Reality of Matter

Essential/Recommended Reading

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

Unit 2 Epistemology

(12 Hours, 4 Weeks)

1. Proof of an external world
2. Knowledge by Acquaintance
3. Knowledge by Description

Essential/Recommended Reading

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

Unit 3 Philosophy of Mind

(12 Hours, 4 Weeks)

1. Can a computer think?
2. Subjective experience

Essential/Recommended Readings

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

Unit 4 Philosophy of Language

(9 Hours, 3 Weeks)

1. Logical Analysis
2. Elimination of Metaphysics

Essential/Recommended Reading

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

Suggestive Readings

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

DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-12): Philosophical Understanding of Religion

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Philosophical Understanding of Religion DSC 12	4	3	1	NIL	12th Passed	None

Learning Objective

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

Learning Outcomes

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion

- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

UNIT 1 Philosophy of Religion: Indian and Western (9 Hours, 3 Weeks)

1. Nature of Religion and its relation to Philosophy of Religion
2. Metaphysical attributes of God
3. Indian Philosophy of Religion

Essential/Recommended Readings

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

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

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 1-13 ("Introduction")

UNIT 2 Evil and Belief (12 Hours, 4 Weeks)

1. Problem of Evil
2. "The Ethics of Belief" - W.K.Clifford

Essential/Recommended Readings

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

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

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

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

Unit 3 Faith and Reason (12 Hours, 4 Weeks)

1. Faith
2. Reason
3. Revelation

Essential/Recommended Readings

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

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

UNIT 4 Concepts of Religious Pluralism and Liberation (12 Hours, 4 Weeks)

1. Religious Pluralism
2. Concept of liberation: Nirvana (Buddhism), Moksha (Advaita Vedanta)

Essential/Recommended Readings

Dasgupta, S.N., *History of Indian Philosophy*, Vol.1, London, Cambridge University Press, 1922.

M.Hiriyanna, *Outlines of Indian Philosophy*, London, George Allen and Unwin Ltd. Publishers, 1932.

T.R.V.Murti, *The Central Philosophy of Buddhism: A Study of the Madhyamika System*, London, George Allen and Unwin Ltd. Publishers, 1955.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

Suggestive readings

- Hinnells, J.R. *The Routledge Companion to the Study of Religion*, Oxon. Routledge, 2005.
- Quinn Philip L, and Talliaferro Charles, *A Companion To Philosophy Of Religion*, Blackwell Publishers, 1997.
- Sinha, Jadunath, *Indian Philosophy* (Vol-I & II), Delhi, MLBD, 2000.
- Peterson, HaskorReichenbeah and Basinger, *Philosophy of Religion : Selected Readings*, OUP, 2001.
- William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.
- Stump and Murray, ed. *Philosophy of Religion : The Big Questions*, Blackwell Publications, 1999
- Verma V. P., *धर्मदर्शनकीमूलसमस्याएं: The Fundamental Problems of the Philosophy of Religion*, Hindi Madhyam, KaryanvayaNideshalaya, 2012.

DISCIPLINE SPECIFIC ELECTIVE (DSE 8) – Aesthetics: Indian and Western Perspectives

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Aesthetics: Indian and Western Perspectives DSE 8	4	3	1	Nil	12th Passed	None

Learning Objective

- Experiencing art is common, but coming to understand it is not. This course aims at bringing students the critical ability to understand art
- This course will bring both western and Indian perspectives on art to the fore, with more emphasis on the Indian perspective.
- This course will make students appreciate art in different artistic forms

Learning Outcomes

- Upon completing this course, students will learn to appreciate artistic forms better
- The students will come to express in language what they only felt before as an experience
- The students will be able to critically analyze art forms
- The student will be equipped to pursue a career in art criticism and aesthetics

Unit 1 Nature and Meaning of Aesthetics

(9 Hours, 3 Weeks)

1. Introduction to Aesthetics
2. Philosophy of Art and Beauty.

Essential/Recommended Readings:

Saxena, S K, *Art and Philosophy: Seven Aestheticians* (Pragati Publications,1995). Chapter on 'Langer'

Shyamala Gupta, *Art, Beauty and Creativity*, (DK Print world: New Delhi,1999). Chapters 1,4,7,8,9.

Unit 2 Identity of a Work of Art

(12 Hours, 4 Weeks)

1. The Idea of Art
2. Form of Feeling

Essential/Recommended Readings:

Paul Valery, 'The Idea of Art' in *Aesthetics* by Harold Osborne (London: Oxford University Press,1972).

Form of Feeling: *The Aesthetic Theory of Susanne K Langer* by Sam Reese in *Music*

Educators Journal, Vol. 63, No. 8 (Apr., 1977), pp. 44-49 Online Source:
<https://www.jstor.org/stable/3395285>

Unit 3 Aesthetic Delight, Rasa and Disinterestedness

(12 Hours, 4 Weeks)

1. Concept of Rasa and Aesthetic Delight with reference to Indian context.
2. Kant on the Beautiful: The Interest in Disinterestedness

Essential/Recommended Readings:

Hiriyanna, M. *Art Experience*, (Indira Gandhi National Centre for the Arts,Manohar: Delhi, 1997). Chapter-1&5

Daniels, Paul, Kant on the Beautiful: The Interest is Disinterestedness, (*Colloquy*, 16, 2008, p. 198-209) URL:https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf

Unit 4 Art, Religion, and Spirituality: Indian View

(12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

Coomaraswamy, A. K. *The Transformation of Nature in Art*, (Sterling Publishers,1995) Chapter-1(p.1-39)

Online material available for Aurobindo and Tagore on [shodhganga/inflib.net](http://shodhganga.inflib.net) and jstor.

Tagore,R. "Sadhana" in *Tagore Omnibus*, Volume IV. Rupa Publications Pvt Ltd.

DISCIPLINE SPECIFIC OBJECTIVE (DSE) - Introduction to Indian Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Texts of Indian Philosophy DSE 9	4	3	1	Nil	12th Passed	"Introduction to Indian Philosophy" DSC 3

Learning Objectives

- This course will introduce students to Indian knowledge systems and values. Stress will be laid in making the student understand notions like *Rta*, *Satya* and *dharma*
- This course will make students aware of their intellectual heritage
- This course will give the necessary instruction so that a student can go and further research in Indian thought and culture

Learning Outcomes

- The students will learn about an aspect of Indian intellectual and cultural heritage
- The students will understand the richness of Indian intellectual heritage and will have a better idea of the basis of Indian thought and culture
- The student will learn to analyze the ancient Indian texts from a scholarly angle and will appreciate their meanings in a better and informed way

UNIT 1 Vedic Values

(12 Hours, 4 Weeks)

1. Prithvi Sutaka (Rg Veda) hymns 47 to 60
2. The concept of *Rta*, *Satya* and *dharma*.

Essential/Recommended Readings:

1. Pannikar, R. (2001), *The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations*. Motilal Banarsidass Publishers, pp.120-122; 126-129
2. Wezler, A., 'Dharma in the Veda and Dharmasastras', *DHARMA* (ed. Patrick Olivelle), MLBD, 2009, pg.207 – 231.

UNIT 2. Basic Characteristics of Upaniṣad

(12 Hours, 4 Weeks)

1. What are the Upaniṣads and what do they mean
2. Characteristics of the Upaniṣads

Essential/Recommended Readings

Swami Krishnananda, Lessons on the Upanishads , The Divine Life Society, pp.06-59.
www.swami-krishnananda.org
Radhakrishnan, S. (1951) The Principal Upaniṣad, Harper Collins, pp 15-26.

UNIT 3 Kena Upaniṣad

(9 Hours, 3 Weeks)

1. Poetry in Kena Upaniṣad
2. Interpretation of the Poetry

Essential/Recommended Readings

Chapter 1 and 2 (poetry) of Kena Upaniṣad

UNIT 4. Kena Upaniṣad

(12 Hours, 4 Weeks)

1. Prose in Kena Upaniṣad
2. Interpretation of Prose

Recommended Readings

Chapter 3 and 4 (Prose) of Kena Upaniṣad

Suggestive Readings

- Kane, P.V. (1973). History of Dharmaśāstra, Vol.III, 2nd ed. Poona: Bhandarkar Oriental Research Institute.
- Radhakrishnan, S. (1951) The Principal Upaniṣad, Harper Collins, pp579-592.
- Raju, P.T. Structural Depths of Indian Philosophy, pp.25-40.

DISCIPLINE SPECIFIC ELEMENTS (DSE) – Indian Theories of Consciousness

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Indian Theories of Consciousness DSE 10	4	3	1	Nil	12th Passed	“Introduction to Indian Philosophy” DSC 3

Learning Objectives

- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (*Atman/Brahman*), *paravidya* and *aparavidya*, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..

Learning outcomes

- Students will have knowledge of the Indian Theories of Consciousness given in *Mandukyopanishad*, *Bhagavadgita*, *Buddhism*, *Charvaka*, *Nyaya* and *Advaita Vedanta*.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills.
- This paper helps to enhance students' ratiocinatively abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

UNIT-I Introduction weeks)

(12 Hours, 4

3. Consciousness in Mandukya Upanishad
4. Consciousness in Bhagavad Gita

Essential/Recommended Readings

Mandukyopanishad., Tr. and Annotated by Swami Nikhilananda, Advaita Ashram, Calcutta, 2000, PP. 7-85.

Bhagavadgītā: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zahner, Oxford University Press, New York, 1973.

UNIT-II Buddhist Understanding of Consciousness (9 Hours, 3 Weeks)

Essential/Recommended Readings

1. King Milinda's Questions

The Questions of King Milinda, Book II, Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi, 1965, pp 40-99.

UNIT-III Nyaya theory of Consciousness (12 Hours, 4 Weeks)

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātma-vāda (Śarīrātma-vādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

UNIT-IV Advaita Vedanta on Consciousness (12 Hours, 4 Weeks)

1. Sankara's introduction to the Brahmasutra

Sankara's introduction to the Brahmasutra called *Upodghata*, pp.1-4, Brahmasutrasamkarabhashya (edited by Vasudeva Sharma) Published by Tukaram Javaji, Nimaya Sagara, Bombay.

Suggestive Readings

- Hume, R.E. Thirteen Principal Upaniṣads. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. The Principal Upaniṣads. London: George Allen & Unwin, 1974.
- Swami, Gambhirananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram, 2003, pp 1-16.
- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge, 2000.
- Stcherbatsky, Theodore. The Soul Theory of Buddhists, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, Cit Consciousness. OUP.: New Delhi 2003.

Category III

BA (Prog.) with Philosophy as Minor

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 6	4	3	1	NIL	12th Passed	None

Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

Learning Outcomes

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

Unit 1 Metaphysics

(12 Hours, 4 Weeks)

1. Fundamental Problems
2. Appearance and Reality
3. The Reality of Matter

Essential/Recommended Reading

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

Unit 2 Epistemology

(12 Hours, 4 Weeks)

1. Proof of an external world
2. Knowledge by Acquaintance
3. Knowledge by Description

Essential/Recommended Reading

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

Unit 3 Philosophy of Mind

(12 Hours, 4 Weeks)

1. Can a computer think?
2. Subjective experience

Essential/Recommended Readings

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

Unit 4 Philosophy of Language

(9 Hours, 3 Weeks)

1. Logical Analysis
2. Elimination of Metaphysics

Essential/Recommended Reading

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

Suggestive Readings

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-18): Legal Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Legal Philosophy GE 18	4	3	1	Nil	12th Passed	None

Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?” will be explored with a view to enhance student sensitivity and understanding of a legal issue.

Learning Outcomes

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

UNIT 1 Law: Concept, Meaning and Definition (12 Hours, 4 Weeks)

1. Traditional Natural Law Theory – Thomas Aquinas
2. Legal Positivism – Austin
3. Law as System of Rules – Hart
4. Law as Integrity – Dworkin

Essential/Recommended Reading:

Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58 (Topic 1-4)

UNIT 2 Scope of Legal Obligation (12 Hours, 4 Weeks)

1. The Ambit of Legal Obligation
2. Freedom of Speech

Essential/Recommended Readings:

Fuller, Lon; The Case of the Speluncean Explorers, Harvard Law Review, Vol. 62, No. 4, February 1949, pp 616-645

van Mill, David; Freedom of Speech, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), Metaphysics Research Lab, Stanford University, 2021, URL = <<https://plato.stanford.edu/archives/spr2021/entries/freedom-speech/>>

UNIT 3 Legal Issues and India (9 Hours, 3 Weeks)

1. Basic Structure of the Constitution
2. Impact of Judicial Decisions

Essential/Recommended Readings:

Abridged Judgement of KesavanandBharati Vs. State of Kerala; AIR 1973 SC 1461

Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, Journal of the Indian Law Institute, Vol. 24, No. 4 (October-December 1982), pp. 848-862

UNIT 4 Fundamentals of Law (12 Hours, 4 Weeks)

1. Jury System vs. Judge System
2. Crime and Punishment

Essential/Recommended Readings:

Brooks, Thom; *The Right to Trial by Jury*, Wiley, *Journal of Applied Philosophy*, Vol. 21, No. 2, 2004, pp. 197-212

Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd Edition), Routledge 2017, pp 242-253

Suggestive Readings

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

GENERIC ELECTIVES (GE-19): Feminist Film Theory

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Feminist Film Theory GE 18	4	3	1	Nil	12th Passed	None

Learning Objective

- This paper examines how the mainstream cinema has been affected by the patriarchal mindset of our society at large, and

- The course deals with the concept of spectatorship in cinema and how this spectatorship could/should be shifted from being focused on the male audience to catering to a female audience.
- The methods of psycho-analysis, post-feminism, etc. will be taught in this course

Learning Outcomes

- The course anticipates enabling students to understand the link between reality and cinema,
- The course will make students appreciate how the representation of women in the latter has been influenced by the patriarchal structure of the society.
- Through discussions on topics like the male gaze and spectatorship, the course will also equip the students to widen their horizons in terms of thinking about the way our sexuality is placed in variety of contexts.

UNIT 1 – Women in Indian Cinema

(12 Hours, 3 Weeks)

1. The representation of Women
2. Illusion and Reality in Women's Representation

Essential/Recommended Readings

Women in Indian Cinema, Butalia, Urvashi. (1984). *Feminist Review*, No. 17, Many Voices, One Chant: Black Feminist Perspectives. Pp. 108-110.

Retrieved from: <https://www.scribd.com/document/522622330/women-in-indian-cinema>

Gender Equality: An Illusion in Indian Cinema a Study on Women in Indian Film Industry by Shalini Shaji (2017) in *Social Sciences International Research Journal*, Vol. 3, Issue. 2. Pp. 5-7.

UNIT 2 – Pleasure and Male Gaze

(12 Hours, 3 Weeks)

1. Visual Pleasure
2. Narrative Cinema

Essential/Recommended Readings

Mulvey, Laura. (1975). *Visual Pleasure and Narrative Cinema* (pp. 14-16). London: Macmillan.

Mulvey, Laura. (1981). Afterthoughts on "Visual Pleasure and Narrative Cinema", inspired by 'King Vidor's *Duel in the Sun*' (pp. 29-37). London: Macmillan.

Kaplan, E. A. (1983). *Women and film: Both Sides of the Camera* (pp. 35-47). New York and London: Methuen.

UNIT 3 – Women, Nation, and Bollywood**(12 Hours, 3 Weeks)****1. Film and the Nation and Women**

Singh, Indubala. *Gender Relations and Cultural Ideology in Indian Cinema: A Study of Select Adaptations of Literary Texts*(Chapter-2). Deep and Deep Publications, 2007.

UNIT 4 –Oppositional Gaze**(9 Hours, 3 Weeks)****1. Black Female Spectators****Essential/Recommended Readings**

Hooks, Bell. "The Oppositional Gaze: Black Female Spectators". In *Black Looks: Race and Representation*. Boston: South End Process, 1992.

GENERIC ELECTIVES (GE-20): Care Ethics**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Care Ethics GE 20	4	3	1	NII	12th Passed	None

Learning Objective

- The course will examine the foundation of ethics as it applies in ethical decision making in various fields of humanistic inter-personal relationships and thereby covers a broad range of topics like mothering/parental care, fields of health care and education.
- Often perceived as a niche area of ethics or soft ethics covering Feminist morality, the paper will stress on the fact that this is a dynamic ethical approach and is equally applicable to field of justice and jurisprudence, and deontological ethics.
- The course will draw upon contemporary readings to familiarize the students about the topic of care ethics.

Learning Outcome

- This course will make students understand the working in the fields of medicine, teaching, law and policy making institutions from the perspective of care ethics
- It will facilitate a reasonable and an empathetic perspective among students.
- Students will be able to critically analyse other notions of care from the angle of care ethics

Unit 1 Care Ethics: Introduction

(12 Hours, 4 Weeks)

1. Meaning and Nature of Care Ethics
2. Care ethics and its unique methodology (its difference from three traditional theories)

Essential/Recommended Readings

Gilligan, Carol. In *A Different Voice: Psychological Theory and Women's Development* New York University : 1982.(P.24-39)**Otherwise, this is a seminal work on Care Ethics**
Link: [file:///C:/Users/HP/Downloads/In A Different Voice Psychological Theory and Women.pdf](file:///C:/Users/HP/Downloads/In_A_Different_Voice_Psychological_Theory_and_Women.pdf), <https://www.researchgate.net/publication/275714106>

Slote, Michael. *THE ETHICS OF CARE AND EMPATHY*. Routledge,2007. P.11-41 (Chapters 1 and 2)

<https://www.lettere.uniroma1.it/sites/default/files/263/Slote%2C%20The%20Ethics%20of%20Care%20and%20Empathy.pdf>

Milton Mayeroff. *On Caring* (edited) by Ruth Nanda Anshen. (Harper and Row,1971). Parts II-IV, p.9-37.

Unit 2: Care, Gender and Inter-personal Relationships

(9 Hours, 3 Weeks)

1. Care Ethics and Feminist Morality
2. Virtues of compassion and respect in inter-personal relationships

Essential/Recommended Readings.

Held, Virginia. 'Feminism and Moral Theory' in *Bioethics: An Introduction to the History, Methods. And Practice*(ed) Nancy, S. Jecker et al. (Jones and Bartlet Publishers, 2010). P. 158-163

Slote, Michael. *The Ethics of Care and Empathy*, Routledge,2007. P.10-21(Chapter-3, p.42-54)

Unit 3: Ethics of Care in Education and Health

(12 Hours, 4 Weeks)

1. Care Ethics and Education
2. Care ethics and the field of Health Care

Essential/Recommended Readings:

Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of CA Press, 1982.

Sherwin, Susan. "Feminist and Medical Ethics: Two Different Approaches to Contextual Ethics" in *Bioethics: An Introduction to the History, Methods. And Practice*(ed) Nancy S, Jecker et al. (Jones and Bartlet Publishers, 2010). P.183-188.

Unit 4: Care Ethics and the Just World-view**(12 Hours, 4 Weeks)****1. Care Ethics as an inclusive and fair ethics****Essential/Recommended Readings**

Virginia The Ethics of Care: Personal, Political, and Global (OUP, 2006). P.76-106 and 154-169

Available as a download on

<https://voidnetwork.gr/wp-content/uploads/2013/10/The-Ethics-of-Care-Personal-Political-and-Global-by-Virginia-Held.pdf>

Maureen Sander-Staudt. Care Ethics in <https://iep.utm.edu/care-ethics/> Sections 7-9

Suggestive Readings

- Ruddick, Sara. Maternal Thinking: Toward a Politics of Peace. New York, NY: Ballentine Books, 1989.
- Tronto, Joan. Moral Boundaries: A Political Argument for an Ethic of Care. New York, NY: Routledge, 1994.
- Navneet, Rekha. "Abstract Universality and Ethics of Duty Vs Limited Universality and Ethics of Care" in Journal of Indian Philosophical Research (JICPR), Volume XXVI Number2. April-June2009. P.91-103.

GENERIC ELECTIVES (GE-21): Indian Ethics**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Ethics GE 21	4	3	1	Nil	12th Passed	None

Learning Objectives

- The objective of the course is to inform and educate students about the rich intellectual heritage of India and some of its ethical practice systems.
- The course will cover some basic doctrines of ethical practices in India including the Āśrama System and Jain and Buddhist practices
- The course will also cover the Purusarthas apart from other aspects of Indian thought about the goals of life

Learning Outcomes

- The students will understand the ethical aspects of Indian thought and their grounding in practice
- The students will be able to analyze for themselves the various practices and their contemporary relevance
- The students will have a better comprehension of the ethical practices in India since they will be reading about them from original sources

Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Prithvi Sutaka(Rg Veda) hymns 47 to 60
2. The concept of Rta, Satya and dharma.

Essential/Recommended Readings:

Pannikar,R. (2001), The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations. Motilal BanarsidassPublishers,pp.120-122; 126-129

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

Creel, Austin B. (1975). The reexamination of "Dharma" in hindu ethics. *Philosophy East and West* 25 (2):161-173.

Unit 2 Indian Moral Philosophy

(12 Hours, 4 Weeks)

1. The nature of Indian Moral Philosophy
2. Deconstructing a Myth of Morality in Classical Indian Thought

Essential/Recommended Readings

Kelkar, M (2002). "The Nature of Indian Moral Philosophy", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 13-26

Bhelke, S. E. (2002). "Deconstructing a myth of Morality in Classical Indian Thought", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp. 45-62

Unit 3 ThePurusarthas and Concept of Sreyas and Preyas (12 Hours, 4 Weeks)

1. The Purusarthas: Trivarga (purpose of life)
2. Concept of Sreyas and Preyas (KathoUpanisada Apph.2 Commentary by Sankara)

Essential/Recommended Readings:

Talghatti, S R (2002). "The Concept of Purusartha", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 93-103

Krishna, Daya (2001). The myth of the purusarthas. In Roy W. Perrett (ed.), *Theory of Value*. Garland. pp. 5--11.

Sharma, I.C.(1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII.

Unit4 Jain and Buddhist Ethics

(12 Hours, 4 Weeks)

1. Jaina Code of Conduct
2. Maitri, Karuna and Mudita (Buddhism)

Essential/Recommended Readings:

Kelkar, M (2002). "The Jaina Code of Conduct" In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 233-258

Narada (2009)The Buddha and His Teachings, Jaico Publishing House, pp 419-437

Suggestive Readings

- Bhelke, S. E and Gokhale, P. P. (2002). *Studies in Indian Moral Philosophy*, IPQ Publications, Pune
- Bilimoria, Purushottama& Prabhu, Joseph (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I*. Routledge.
- Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
- Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.
- Dahlke, P., Silacara, B., Oates, L.R., &Lounsbury, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.
- Tandon, Kiran. (2012), BharatiyaSanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.
- Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.
- Prasad, Rajendra, (1999), Varnadharm, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.
- Satyanarayana, Y.V.(2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.
- Hiriyana,(1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9,"Idea of Purusarthas, pp,65-68.

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

DEPARTMENT OF SANSKRIT
SEMESTER - IV
BA (Hons.) SANSKRIT: DSCs

DSC-10: Modern Sanskrit Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Modern Sanskrit Literature	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives

The purpose of this course is to expose students to the rich & profoundly active tradition of modern creative writing in Sanskrit, enriched by new genres of writing.

Learning Outcomes

This course will enable the students to appreciate the Mahākāvya and Charitakāvya, Gadyakāvya, Rūpaka, Gītikāvya and Other genres and General Survey of Modern Sanskrit Literature. It is supposed to create an awareness of historicity of modern Sanskrit literature.

Detailed Syllabus

Unit I 10 hrs

Mahākāvya and Caritakāvya:

Svāntaryasambhavam (Revaprasada Dwivedi)
Canto 2, Verses 21-45
Bhimāyanam (Prabha Shankar Joshi)
Canto X. Verses 20-29

Unit II 12 hrs

Gadya and Rūpaka:

Śataparvikā (Abhirāja Rajendra Mishra)
Śārdūla-Śakatam (1-3 Canto, Virendra Kumar Bhattacharya)

Unit III 13 hrs

Other genres:

Hariram Acharya (Sankalpa Gitih);
Pushpa Dikshit (Bruhi Ko'smin yuge.)
Radha Vallabh Tripathi (Dhivaragitih – Naukamiha saram saram...)

Harshdev Madhava: Haiku - Snanagrihe, Vedanā, Mrityuh 1, Mrtyuh 2;
Mathura Nath Shastri- Kundaliyan (durjana and sajjana maitri)

Unit IV

General Survey

10 hrs

Brief Introduction to Modern Sanskrit Literature,

Pandita Kshama Rao, S. B. Varnekar, Parmanand Shastri, Janaki Vallabh Shastri, Ram Karan Sharma, Jagannath Pathak, S. Sunderrajan, Haridas Siddhanta Vagish, Mula Shankar M. Yajnika, Mahalinga Shastri, Yatindra Vimal Chowdhury, V Raghavan, Mohan Lal Sharma Pandey, Ramakant Shukla, and their works.

Essential/Recommended Readings

1. मिश्र अभिराज राजेन्द्र, कल्पवल्ली (समकालीनसंस्कृतकाव्यसंकलन)—साहित्य अकादमी, 2013
2. प्रभाशंकर जोशी, भीमायनम्, शारदा गौरव ग्रन्थमाला, पुणे
3. त्रिपाठी राधावल्लभ, नवस्पन्दः, मध्य प्रदेश हिन्दी ग्रन्थ अकादमी
4. त्रिपाठी राधावल्लभ, आयतिः, राष्ट्रिय संस्कृत संस्थान, दिल्ली.
5. द्विवेदी, रेवाप्रसाद स्वातन्त्र्यसम्भवम् (द्वितीय सर्ग स्वातन्त्र्यसंकल्पोदय) अनु० सदाशिव द्विवेदी, व्या० शोभामिश्रा, भक्तिप्रकाशन, आर्यनगर, कानपुर. 2021
6. पन्त, गिरीश चन्द्र (सम्पा०), आधुनिकसंस्कृत-साहित्य-संचयन, विद्यानिधि प्रकाशन, दिल्ली, 2008.
7. श्रीनिवासस्थ, तदेव गगनं सैव धरा (काव्यसंग्रह), राष्ट्रिय संस्कृत संस्थान, दिल्ली.
8. मिश्र, अभिराज राजेन्द्र, विंशताब्दी- संस्कृत-काव्यामृतम्, (संक०) (भाग—1)

Additional Resources:

1. उपाध्याय, रामजी, आधुनिकसंस्कृतनाटक, चौखम्बासुरभारती प्रकाशन, वाराणसी, 1996.
2. त्रिपाठी, राधावल्लभ, संस्कृतसाहित्य : बीसवीं शताब्दी, राष्ट्रिय संस्कृत संस्थान, दिल्ली, 1999.
3. मीरा द्विवेदी, आधुनिक संस्कृत महिला नाटककार, परिमल पब्लिकेशन्स, दिल्ली, 2000.
4. रुचि कुलश्रेष्ठ, बीसवीं शताब्दी का संस्कृतलघुकथासाहित्य, राष्ट्रिय संस्कृतसंस्थान, दिल्ली, 2008.
5. कलानाथ शास्त्री, आधुनिक काल का संस्कृत गद्य—साहित्य, राष्ट्रिय संस्कृतसंस्थान, दिल्ली, 1995.
6. शुक्ल, हीरालाल, आधुनिकसंस्कृतसाहित्य, रचनाप्रकाशन, इलाहाबाद, 1971.
7. Joshi, K.R. & S.M. Ayachuit., Post Independence Sanskrit Literature, Nagpur, 1991.
8. Prajapati, Manibhai K., Post Independence Sanskrit Literature: A Critical Survey, Patna, 2005.

9. Usha Satyavrat Sanskrit Dramas of the Twentieth Century, Mehar Chand Lachmandas, Delhi, 1987.
10. द्विवेदी, रहस विहारी, आधुनिक महाकाव्य समीक्षणम्
11. त्रिपाठी, राधावल्लभ, संस्कृत साहित्य बीसवीं शताब्दी , 1999 दिल्ली .
12. मुसलगाँऊकार, केसावा राव, आधुनिक संस्कृत काव्य परम्परा, २००४
13. नारंग, स. प., कालिदास पुनर्नवा

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

DSC-11: Sanskrit and World Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit and World Literature	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives

This course aims to expose students to the spread & influence of Sanskrit literature and culture through the ages in various parts of the world.

Learning Outcomes

Scholars who pursue this course will learn about the cultural contacts between India on the one hand and Europe, West Asia and South East Asia on the other during different phases of history. They will also see how colonialism distorted India's achievements in knowledge production.

They will become aware of Indo European linguistic and cultural affinities, spread of Indian fables, the Upanishads, the Gita and Kalidasa's works in the west. They will be able to appreciate the close relation between Upanishadic thought and Sufism.

They will study how Sanskrit literature has impacted India's cultural ties with South East Asian countries.

Detailed Syllabus

Unit I

12 hrs

General Survey

The idea of World Literature

Approaches to Sanskrit literature: Romanticism to Utilitarianism and the colonialist agenda

Sanskrit words in Indo-European languages

Unit II

12 hrs

Indian Philosophical thought and its Global Spread

Vedantic Thought and its Global impact

Upanishadic thought and Sufism: Dara Shikoh's Persian Translation of Upanishads

Unit III

12 hrs

Sanskrit Kavya in World Literature

Ramayana in South East Asia

Mahabharata in South East Asian Cultures

Shakuntala in Europe

Journey of Panchatantra

Unit IV

09 hrs

Sanskrit Studies across the World

Sanskrit studies in the United States of America (USA) and Canada

Sanskrit studies in China and Japan

Sanskrit studies in Europe (United Kingdom (UK), Germany and France)

Books/Readings:

Compulsory Readings

1. Jurgen Lutt, Germany, India and the German Image of India – The Romantic and Utilitarian Image of India in Europe,
2. Ganeri Jonardon: Migrating Texts and Traditions :Dara Shukoh and the Transmission of the Upanishads to Islam
3. Neria H. Hebber; Influence of Upaniṣads in the West, Boloji.com. Retrieved on : 2012-03-02
4. arisebharat.com/2011/10/22/impact-of-bhagvad-gita-on-west/
5. Swami Tathagatananada, Bhagwadgita castes its spell on the West
6. Grigore George : Kalila wa Dimna and its Journey to the World literatures, Romano - Arabica, XIII, 2013, (University of Bucharest, Centre for Arab Studies)
7. Vijay Bedekar : History of Migration of Panchatantra
8. K. Satya Dev Prasad: Impact of Kalidasa on the West (adapted from Light from the Orient)
9. Mahulikar, Gauri : Effect of Ramayana On Various Cultures And Civilisations, Ramayana Institute
10. Dr. V. Raghavan Ed. : The Rāmāyana Tradition in Asia, Sahitya Akademi, New Delhi
11. रामकथा की विदेश यात्रा – ignca.gov.in
12. Mahabharat in South East Asia – You tube video by Veenus Jain
13. Sanskrit in the World: Rashtriya Sanskrit Sansthan, New Delhi
14. संस्कृत का वैश्विक परिदृश्य
15. Websites of various universities

Additional Readings

- 1 Swami Tathagatananda, Journey of the Upanishads in the West, Advaita Ashrama, Kolkata
- 2 Halbfass ; India and Europe, Moti Lal Banarasi Dass (free down load available)
- 3 Swami Tathagatananda, Light from the Orient,
- 4 Sinha Mishka: Corrigibility, Allegory, Universality: A History of the Gita's Transnational Reception, 1785-1945, Modern Intellectual History, 7, 2(2010) pp 297-317
- 5 Davis Richard M. : The Bhagawadgita – A Biography. Princeton University Press, 2015
- 6 Halbfass William – Europe and India, Motilal Banarasi Dass, Delhi, (free download available) Chapters on Schopenhaur and Hegel
- 7 Edgerton, Franklin : *The Panchatantra*, translated in 1924 from the Sanskrit by Franklin Edgerton, George Allen and Unwin, London, 1965,)

- 8 Amitabhbose.net : The Sakuntala Epoch in European Romanticism and Indian Classicalism
- 9 Swami Tathagatananda : Abhijnana Shakuntalam – A Wonder Coming from a Land of Wonders in Light from the Orient - pp 69 - 94

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

DSC-12: Indian Epigraphy II

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy II	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives

This course aims at acquainting the students with the basic knowledge of epigraphical resources in Sanskrit, the only source which directly reflects the society, politics, geography and economy of the time.

Learning Outcomes

After the completion of this course, the learners will be aware of the different types of inscription. He will have a sound idea about the relationship between Epigraphy and Historicity.

Detailed Syllabus

Unit I: Selected Inscriptions (Up to 400 AD)

12 hrs

1. First Pillar Edict Delhi Topra of Ashoka
2. Maski Rock Inscription of Ashoka
3. Girnar Inscription of Rudradaman
4. Naland Copper Inscription of Samudragupt
5. Mehrauli Iron-Pillar Inscription

Unit II Selected Inscriptions (Post 400 AD)

12 hrs

1. Mandsaur Rock-pillar Inscription of Yashodharman
2. Aihole Inscription of Pulkeshin II
3. Vignaraj Inscription of Kotla

Unit III: Importance of Epigraphy

12 hrs

1. Inscriptions as Historical Source Material
2. Proper dating of events
3. Understanding ancient culture and beliefs
4. Learning the social and economic life of ancient people
5. Learning new languages

Unit IV: Chronograms and Dating of Inscriptions

09 hrs

Essential/recommended readings

1. अभिलेख-मंजूषा, रणजीत सिंह सैनी, न्यूभारतीय बुक कार्पोरेशन, दिल्ली, 2000.
2. उत्कीर्णलेखपञ्चकम्, झा बन्धु, वाराणसी, 1968.

3. उत्कीर्णलेखस्तबकम्, जियालाल काम्बोज, ईस्टर्न बुकलिकर्स, दिल्ली.
4. भारतीय अभिलेख, एस.एस. राणा, भारतीय विद्याप्रकाशन, दिल्ली, 1978.
5. Select Inscriptions (Vol.I) - D.C. Sircar, Calcutta, 1965.
6. सहाय, शिवस्वरूप : भारतीय पुरालेखों का अध्ययन, मोतीलाल बनारसीदास, दिल्ली. Dani, Ahmad Hasan: *Indian Paleography*, Oxford, 1963.
7. Pillai, Swami Kannu & K.S. Ramchandran: *Indian Chronology (Solar, Lunar and Planetary)*, Asian Educational Service, 2003.
8. Satyamurty, K.: *Text Book of Indian Epigraphy*, Lower Price Publication, Delhi, 1992.

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

UGCF for Multidisciplinary Courses of Study
SANSKRIT AS MAJOR

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE A-4:
DSC-7: Dharmashastra Studies**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline A-4) Dharmashastra Studies DSC-7	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives:

In the course of understanding Indian knowledge traditions, to know the ancient Indian society and its vital institutions is essential and admirable. Ancient Indian Society, in terms of whole and it's parts, has been depicted in the texts compiled in Sanskrit known as 'Dharmashastra'. 'Dharmashastra Studies' course aims to make students acquainted with rich tradition of Indian Social, Political, Economical, Legal thoughts

Learning Outcomes:

With studying this course Students will know that Indians were not anarchic, they evolved well structured society where normative institutions were established. They will understand the real meaning of the term 'Dharma'. Students will find the great aim for the life of an individual. They will be acquainted with Indian methods of regularizing Society.

Detailed Syllabus

Unit-I:

09 hrs

Concept of Dharma

Society and Norms, Normative Social Institutions, Dharma as normative and ethical element in ancient India.

Survey of Dharmashastra texts: Sutra literature, Smriti literature, commentaries and Nibandha texts, Kautilyarthshastra, Ramayana, Mahabharata, Puranas.

Unit-II:

12 hrs

Content of Dharmashastra:

Three major categories; Achara, Vyavahara, Prayashchitta.

Achara: Structure of the society in the form of Varna system, managing individual life through Ashrama system, bringing balance in the society with the thought of

Purushartha chatushtya, Education and Marriage as ways of setting civilized society, Concept of performing yajna and sharing resources (Daana) for sensitive and collective efforts in the society. Code of Conduct for the members of society

Unit-III

12 hrs

Vyavahara and Polity:

Vyavahara: Ancient Indian Legal system: various types of disputes, Courts, Legal administration, Civil and Criminal Law, Legal Procedure, Evidences, Penal code, Judgement.

Polity: Monarchic Rulers, acquisition and protection of the State, Good Governance, Seven elements of State, essential qualification for the King and ministers, Internal and International affairs: Mandala theory, Shadgunya, four Upayas,

Unit-IV

12 hrs

Prayashchitta: Types of Sins, various Penances in the form of Fasting, sharing (Daana), Yajya, Pilgrimage, Shraddha.

Essential/recommended readings:

1. Apastamba Dharmasutra
2. Boudhayana Dharmasutra
3. Vasstha Dharmasutra
4. Manu Smriti
5. Yajnavalkya Smriti
6. Narada Smriti
7. Kautilyarthashastra
8. Mitakshra Commentary on Yajnavalkya Smriti
9. Viramitrodaya
10. Vyavaharamayukha
11. Smritichandrika
12. Ramayana
13. Mahabharata
14. Kane, P.V. History of Dharmashastra, B.O.R.I Pune
15. काणे, पी.वी.—धर्मशास्त्र का इतिहास (1—4 भाग) अनु० अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966—73.
16. तिवारी, शशि— संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013.
17. दीक्षित, प्रेमकुमारी— प्राचीन भारत में अन्तर्राष्ट्रीय सम्बन्ध, उत्तर प्रदेश, हिन्दी ग्रन्थ अकादमी, लखनऊ, 1977.
18. नाटाणी, प्रकाश नारायण — प्राचीन भारत के राजनीतिक विचारक, पोइन्टर पब्लिशर्स, जयपुर, 2002.

19. विघालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
20. सिन्हा विनोद एवं सिन्हा रेखा— प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन्स, दिल्ली, 1989
21. Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
22. Ghosal, U.N. — A History of Indian Political Ideas, Bombay, 1959.
23. Jayaswal, K.P.— Hindu Polity, Bangalore, 1967.
24. Law, N. S.— Aspect of Ancient Indian Polity, Calcutta, 1960.
25. Maheshwari, S. R. — Local Government in India, Orient Longman, New Delhi,
26. Prasad, Beni — Theory of Government in Ancient India, Allahabad, 1968.
27. Saletore, B.A. — Ancient Indian Political Thought and Institutions, Bombay, 1963.
28. Sharma, R. S.— Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996.
29. Sinha, K.N.— Sovereignty in Ancient Indian Polity, London, 1938.
30. Verma, V.P.— Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

Suggested Readings:

1. ठाकुर लक्ष्मी दत्त, प्रमुख स्मृतियों का अध्ययन
2. Olliville, Patrick, Dharmasutras
3. Mathur, A.D. Medieval Hindu Law
4. Kangle, R. P. Kautilyarthshastra
5. K.P. Jayaswal, Hindu Polity
6. pandey, Rajbali, Hindu Sanskara
7. Prabhu, P.H Hinduisation
8. सिंह चन्द्र देव, प्राचीन भारतीय समाज और चिंतन
9. Arthashastra of Kautilya—(ed.) Kangle, R.P. Delhi, Motilal Banarasidas 1965
10. Atharvaveda samhita— (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols) 1968.
11. Mahabharata (7 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
12. Manu's Code of Law—(ed. & trans.): Olivelle, P. (A Critical Edition and Translation of the Mānava- Dharmasāstra), OUP, New Delhi, 2006.
13. Ramayana of Valmiki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
14. Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
15. Satapatha brahmana— (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols) Book Linkers, Delhi, 2009.

16. कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली,1968.
17. महाभारत (1—6 भाग) — हिन्दी अनुवाद सहित, (अनु०) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर.
18. मनुस्मृति (1—13 भाग) — (सम्पा० एवं व्या०) उर्मिला रुस्तगी, जे.पी. पब्लिशिंग हाउस, दिल्ली, 2005
19. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 1968.
20. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.

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

UGCFC for Multidisciplinary Courses of Study

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B-4:
DSC-8: Readings from Vedas**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline B 4) Readings from Vedas DSC-8	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives:

This course on Vedic literature aims to introduce the great treasure of India i.e. the Vedic Samhitās to the bachelor degree students. While the course will enable the students to understand the various ways of reading Vedic hymns, they will also be able to understand the Aupanishadika view through the selected section on Kathopaniṣad about the Self, Knowledge, ātman and Mokṣa which propounds Indian Spiritual viewpoint. It will also facilitate the students to know about philosophical, moral, and scientific principles including the source of Indian Intellectual traditions of Vedic period.

Learning Outcomes:

By reading these texts, students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers are based on philosophical, moral, and scientific principles. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well. After completing this course students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form. Students will understand the strength of Unity, power of mind, and will realize the importance of earth in their life. From the study of Upaniṣad they will know about philosophical and Psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

Unit-I:

12 hrs

General introduction to Vedic Literature:

Samhitās, Brahmanas, Aranyakas, Upanishadas, Vedangas.

History of Vedic literature:

Date of vedas: Indian tradition, Western Historians/Thinkers.

Unit-II:**12 hrs****Readings from the Vedic Samhitās:****Rgveda:**

Agni Sūkta- 1.1, Akṣa Sūkta-10.34,

Yajurveda:

Śivasamkalpa Sūkta - 34.1-6

Unit-III**09 hrs****Readings from the Vedic Samhitās:****Atharvaveda:**

Bhūmi Sūkta - 12.1.1-12, Samjñāna Sūkta- 10.191.1-4

Unit-IV**12 hrs****Readings from the Upaniṣad:**

Kathopaniṣad - 1.1 to 2.3

Essential/recommended readings:

1. ऋग्वेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित, रामगोविन्द त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
2. शुक्लयजुर्वेदसंहिता, (उच्चट-महीधर भाष्य संवलित, तत्त्वबोधिनीहिन्दी व्याख्या सहित), रामकृष्ण शास्त्री, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली.
3. अथर्ववेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित, प्रो विश्वनाथ विद्यालंकार, अजमेर.
4. कठोपनिषद् (शाङ्करभाष्य संवलित), जिया लाल काम्बोज, ईस्टर्न बुक लिंक्स, दिल्ली.
5. कठोपनिषद् (शाङ्करभाष्य संवलित), शशि तिवारी, मेहरचन्द लछमनदास पब्लिकेशन्स, नई दिल्ली, प्रथम संस्करण 1981
6. वैदिक संग्रह, कृष्णलाल, इन्दु प्रकाशन, दिल्ली, प्रथम संस्करण 1973.
7. Atharvaveda (Saunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.
8. Suklayajurveda-Samhitā, (Vajasaneyi-Madhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.
9. संस्कृत साहित्य का इतिहास, उमाशंकर ऋषि, चौखम्बा भारती अकादमी, वाराणसी, 2017

Suggested Readings:

1. शर्मा, उमाशंकर ऋषि, ऋक्सूक्तनिकरः, चौखम्बा ओरियण्टलिया, वाराणसी.

2. सूर्यकान्त (अनु.)- वैदिक देवशास्त्र, (ए.ए.मैकडनल(, मेहरचन्द लछमनदास पब्लिकेशन्स, नई दिल्ली,

1962

3. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014

4. Velankar,H.D., Rksūktāvalī, Vaidika Sanshodhana Mandala, Pune, 1965.

5. Velankar,H.D., Rksūktavaijayanti, Bharatiya Vidya Bhavan, Bombay, 1972.

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

SANSKRIT AS NON-MAJOR / MINOR

UGCF for Multidisciplinary Courses of Study

DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE A-4: DSC-4: Dharmashastra Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline A-4) Dharmashastra studies DSC-4	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives:

In the course of understanding Indian knowledge traditions, to know the ancient Indian society and its vital institutions is essential and admirable. Ancient Indian Society, in terms of whole and its parts, has been depicted in the texts compiled in Sanskrit known as 'Dharmashastra'. 'Dharmashastra Studies' course aims to make students acquainted with rich tradition of Indian Social, Political, Economical, Legal thoughts

Learning Outcomes:

With studying this course Students will know that Indians were not anarchic, they evolved well structured society where normative institutions were established. They will understand the real meaning of the term 'Dharma'. Students will find the great aim for the life of an individual. They will be acquainted with Indian methods of regularizing Society.

Detailed Syllabus

Unit-I:

12 hrs

Concept of Dharma

Society and Norms, Normative Social Institutions, Dharma as normative and ethical element in ancient India.

Survey of Dharmashastra texts: Sutra literature, Smriti literature, commentaries and Nibandha texts, Kautilyarthshastra, Ramayana, Mahabharata, Puranas.

Unit-II:

12 hrs

Content of Dharmashastra:

Three major categories; Achara, Vyavahara, Prayashchitta.

Achara: Structure of the society in the form of Varna system, managing individual life through Ashrama system, bringing balance in the society with the thought of Purushartha chatushtya, Education and Marriage as ways of setting civilized society, Concept of performing yajna and sharing resources (Daana) for sensitive and

collective efforts in the society. Code of Conduct for the members of society

Unit-III

12 hrs

Vyavahara and Polity:

Vyavahara: Ancient Indian Legal system: various types of disputes, Courts, Legal administration, Civil and Criminal Law, Legal Procedure, Evidences, Penal code, Judgement.

Polity: Monarchic Rulers, acquisition and protection of the State, Good Governance, Seven elements of State, essential qualification for the King and ministers, Internal and International affairs: Mandala theory, Shadgunya, four Upayas,

Unit-IV

09 hrs

Prayashchitta: Types of Sins, various Penances in the form of Fasting, sharing (Daana), Yajya, Pilgrimage, Shraddha.

Essential/recommended readings:

1. Apastamba Dharmasutra
31. Boudhayana Dharmasutra
32. Vashshushtha Dharmasutra
33. Manu Smriti
34. Yajyavalkya Smriti
35. Narada Smriti
36. Kautilyarthashastra
37. Mitakshra Commentary on Yajyavalkya Smriti
38. Viramitrodaya
39. Vyvhaaramayukha
40. Smritichandrika
41. Ramayana
42. Mahabharata
43. Kane, P.V. History of Dharmashastra, B.O.R.I Pune
44. काणे, पी.वी.—धर्मशास्त्र का इतिहास (1—4 भाग) अनु० अर्जुन चौबे काश्यप, हिन्दी समिति, लखनऊ, 1966—73.
45. तिवारी, शशि— संस्कृत साहित्य में राष्ट्रवाद और भारतीय राजशास्त्र, विद्यानिधि प्रकाशन, दिल्ली, 2013.
46. दीक्षित, प्रेमकुमारी— प्राचीन भारत में अन्तर्राष्ट्रीय सम्बन्ध, उत्तर प्रदेश, हिन्दी ग्रन्थ अकादमी, लखनऊ, 1977.
47. नाटाणी, प्रकाश नारायण — प्राचीन भारत के राजनीतिक विचारक, पोइन्टर पब्लिशर्स, जयपुर, 2002.
48. विघालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.

49. सिन्हा विनोद एवं सिन्हा रेखा— प्राचीन भारतीय इतिहास एवं राजनैतिक चिन्तन, राधा पब्लिकेशन्स, दिल्ली, 1989
50. Altekar, A.S — State and Government in Ancient India, Motilal Banarsidass, Delhi, 2001.
51. Ghosal, U.N. — A History of Indian Political Ideas, Bombay, 1959.
52. Jayaswal, K.P.— Hindu Polity, Bangalore, 1967.
53. Law, N. S.— Aspect of Ancient Indian Polity, Calcutta, 1960.
54. Maheshwari, S. R. — Local Government in India, Orient Longman, New Delhi,
55. Prasad, Beni — Theory of Government in Ancient India, Allahabad, 1968.
56. Saletore, B.A. — Ancient Indian Political Thought and Institutions, Bombay, 1963.
57. Sharma, R. S.— Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1996.
58. Sinha, K.N.— Sovereignty in Ancient Indian Polity, London, 1938.
59. Verma, V.P.— Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

Suggested Readings:

21. Thakur, Laxmidutt, Pramukha smritiyon ka adhyayana
22. Olliville, Patrick, Dharmasutras
23. Mathur, A.D. Medieval Hindu Law
24. Kangle, R. P. Kautilyarthshastra
25. K.P. Jayaswal, Hindu Polity
26. Pandey, Rajbali, Hindu Sanskara
27. Prabhu, P.H Hinduisation
28. Singh, Chandradeva, Prachina Bhartiya samaj aur Chintan
29. Arthashastra of Kautilya—(ed.) Kangle, R.P. Delhi, Motilal Banarsidas 1965
30. Atharvaveda samhita— (Trans.) R.T.H. Griffith, Banaras, 1896-97, rept.(2 Vols) 1968.
31. Mahabharata (7 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
32. Manu's Code of Law—(ed. & trans.) : Olivelle, P. (A Critical Edition and Translation of the Mānava- Dharmaśāstra), OUP, New Delhi, 2006.
33. Ramayana of Valmiki — (Eng. Tr.) H.P. Shastri, London, 1952-59. (3 Vols)
34. Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore Printing & Publishing Co., Bangalore, 1946.
35. Satapatha brahmana— (with Eng. trans. ed.) Jeet Ram Bhatt, Eastern (3 Vols) Book Linkers, Delhi, 2009.
36. कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली, 1968.

37. महाभारत (1—6 भाग) — हिन्दी अनुवाद सहित, (अनु०) रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस, गोरखपुर.
38. मनुस्मृति (1—13 भाग) — (सम्पा० एवं व्या०) उर्मिला रुस्तगी, जे.पी. पब्लिशिंग हाउस, दिल्ली, 2005
39. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 1968.
40. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.

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

Pool of Discipline Specific Electives

DSE-5: Environmental Awareness in Sanskrit Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Environmental Awareness in Sanskrit Literature	04	3	1	0	Semester II Passed	Nil

Learning Objectives

The main objective of this course is to make the students acquainted with the basic concepts of Indian Environmental Science and salient features of environmental awareness as reflected in Vedic and Classical Sanskrit literature. The National culture of every country depends on its environmental and climatic conditions and human behavior towards natural resources. Nature-friendly thoughts reflected in Sanskrit Literature have benefited the human race for long. Many religious practices were framed by ancient thinkers as a tool to protect nature and natural resources.

Learning outcomes

After completing this course, students will realize themselves to be a part of Nature and Nature, intern, belongs to all creatures. They will learn to be a more careful about the utilization and preservation of natural resources. This will make them better citizens of the world.

Detailed Syllabus

Unit I

Science of Environment: Definition, Scope and Modern Crises:

Modern Challenges and Crises of Environment: Global warming, Climate change, Ozone depletion, explosively increase in Pollution, Decrease in underground water label, River pollution, Deforestation in large scale. Natural calamities such as flood, draft and earthquakes.

Environmental Consciousness in Sanskrit Literature:

Concept of 'Mother Earth' and worship of Rivers in Vedic literature; Brief survey of environmental issues such as protection and preservation of mother nature, planting trees, and water preservation techniques as propounded in the Sanskrit Literature. Buddhist and Jain concepts of ecology, protection of trees, love for animals and birds.

Unit II

Environment Awareness in Vedic Literature:

Environmental Issues and Eco-system in Vedic Literature

Divinity to Nature, Co-ordination between all natural powers of universe; Equivalent words **for Environment in Atharvaveda:** 'Vṛtavṛta' (12.1.52), 'Abhivarah,' (1.32.4.), 'Avṛtaḥ' (10.1.30), 'Parivṛta' (10.8.31); **five basic elements of universe covered by environment : Earth, Water, Light, Air, and Ether.** (*Aitāreya Upaniṣad* 3.3)
Three constituent elements of environment: Jala (water), Vāyu (air), and Oṣadhi (plants) (Atharvaveda, 18.1.17).
Natural sources of water in five forms: rain water (Divyah), natural spring (Sravanti), wells and canals (Khanitrimah), lakes (Svayamjah) and rivers (Samudrarthah) ṛgveda, 7.49.2).

Environment Preservation in Vedic Literature:

Five elementary sources of environment preservation: *Parvat* (mountain), *Soma* (water), *Vayu* (air), *Parjanya* (rain) and *Agni* (fire) (*Atharvaveda*, 3.21.10); Environment Protection from Sun (*Rgveda*, 1.191.1-16, *Atharvaveda*, 2.32.1-6, *Yajurveda*, 4.4.10.6); Congenial atmosphere for the life created by the Union of herbs and plants with sun rays (*Atharvaveda*, 5.28.5); Vedic concept of Ozone-layer *Mahat ulb'* (*rgveda*, 10.51.1; *Atharvaveda*, 4.2.8); Importance of plants and animals for preservation of global ecosystem; (*Yajurveda*, 13.37); Eco friendly environmental organism in Upaniṣads (*Bṛhadāranyaka Upaniṣad*, 3.9.28, *Taittiriya Upaniṣad*, 5.101)

Unit III

Environment Awareness in Puranas and Classical Sanskrit Literature:

Environmental Awareness and Tree plantation :

Planting of Trees in Purāṇas as a pious activity (*Matsya Purāṇa*, 59.159; 153.512 ; *Varāha Purāṇa* 172. 39), **Various medicinal trees to be planted in forest by king (śukranīti, 4.58-62)** Plantation of new trees and preservation of old trees as royal duty of king (*Arthaśāstra*, 2.1.20); **Punishments for destroying trees and plants (Arthaśāstra, 3.19)**, Plantation of trees for recharging under ground water (*Bṛhatsamhitā*, 54.119)

Environmental Awareness and Water management :

Various types of water canals 'Kulyā' for irrigation : canal originated from river 'Nādimatr mukha kulyā', canal originated from near by mountain 'Parvataparsva vartini kulyā', canal originated from pond, 'Hrdasṛta kulyā', **Preservation of water resources 'Vāpi -kūpa -taḍāga'** (*Agnipurāṇas*, 209-2; *V.Ramayana*, 2.80.10-11); **Water Harvesting system in Arthaśāstra (2.1.20-21); Underground Water Hydrology in Bṛhatsamhitā (Dakāgalādhyāya, chapter-54);**

Unit IV

Universal Environmental Issues in the Literature of Kalidasa:

Eight elements of Environment and concept of 'Aṣṭamūrti' Siva (*Abhijñānaśākuntalam*); Preservation of forest, water resources, natural resources; protection of animals, birds and plant in Kalidasa's works, Environmental awareness in *Abhijñānaśākuntalam* Drama, Eco- system of Indian monsoon in *Meghdūt*, Seasonal weather conditions of Indian sub continent in *ṛtusamhara*, Himalayan ecology in *Kumārasambhava*, Oceanography in *Raghuvamśa* (canto-13).

Essential/recommended readings

1. कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली,1968.
2. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
3. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
4. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
5. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
6. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ,1967.
7. तिवारी, मोहन चन्द —अष्टाचक्रा अयोध्या: इतिहास और परम्परा,उत्तरायण प्रकाशन,दिल्ली, 2006.
8. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
9. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012 कौटिलीय अर्थशास्त्र —हिन्दी अनुवाद —उदयवीर शास्त्री, मेहरचन्द लछमनदास, दिल्ली,1968.
10. बृहत्संहिता— वराहमिहिर विरचित, हिन्दी अनुवाद— बलदेव प्रसाद मिश्र, खेमराज श्रीकृष्णदास प्रकाशन, मुम्बई.
11. यजुर्वेद— हिन्दी अनुवाद सहित, सातवलेकर, श्रीपाद दामोदर, पारडी
12. शुक्रनीति — हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सीरीज, वाराणसी, 968.
13. श्रीमद्वाल्मीकिरामायण — हिन्दी अनुवाद सहित, (सम्पा०) जानकी नाथ शर्मा, (1 —2 भाग) गीताप्रेस, गोरखपुर.
14. ठाकुर, आद्यादत्त— वेदों में भारतीय संस्कृति, हिन्दी समिति, लखनऊ,1967.
15. विद्यालंकार, सत्यकेतु — प्राचीन भारतीय शासनव्यवस्था और राजशास्त्र, सरस्वती सदन, मसूरी, 1968.
16. सहायकचशिवस्वरूपकच प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास, मोतीलाल बनारसीदास, दिल्ली, 2012
17. अग्निपुराण - हिंदी अनुवाद तारिणीश झा एवं घनश्याम त्रिपाठी, हिंदी साहित्य सम्मलेन, इलाहाबाद, 1998
18. ईशोपनिषद - गीता प्रेस, गोरखपुर संस्करण
19. तैत्तिरीयोपनिषद - ईशादिदशोपनिषद, दिल्ली, 1964

20. बृहदारण्यकोपनिषद – (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार, 1997
21. ऐतरेयोपनिषद - (108 उपनिषद) ज्ञानखंड, सम्या० श्री एम. शर्मा, शांति कुंज, हरिद्वार, 1997
22. मत्स्यपुराण – आनंदाश्रय संस्कृत सीरीज, पूजा, 1907
23. ओझा, डी.डी., विज्ञान और वेड, साइंटिफिक पब्लिशर्स, जोधपुर, 2005
24. द्विवेदी, कपिल देव, वेदों में विज्ञान, विख्याति अनुसंधान परिषद, यदोई 2004
25. पंडा, पी. के. , कालिदास का साहित्य आधुनिक परिप्रेक्ष्य में, विद्यानिधि प्रकाशन, दिल्ली | 2009
26. सेमवाल, श्री कृष्णा (सम्या०), 'संस्कृत वाङ्मये कृषि विज्ञानम्' दिल्ली संस्कृत अकादमी, 2006
27. *Arthashastra of Kautilya*—(ed.) Kangale, R.P. Delhi, Motilal Banarasidas 1965
28. Atharvaveda samhita.(2 Vols — (Trans.) R.T.H. Griffith, Banaras 1968.
29. Ramayana of Valmiki (3 Vols)— (Eng. Tr.) H.P. Shastri, London, 1952-59.
30. Rgveda samhita (6 Vols)— (Eng. Tr.) H.H. Wilson, Bangalore, 1946
31. Bhandarkar, RG— *Vaishnavism, Saivism and Minor Religious Systems*, Indological Book House, Varanasi, 1965
32. Das Gupta, SP— *Environmental Issues for the 21st Century*, Amittal Publications, New Delhi, 2003
33. Dwivedi, OP, Tiwari BH — *Environmental Crisis and Hindu Religion*, Gitanjali Publishing House, New Delhi, 1987
34. Dwivedi, OP — *The Essence of the Vedas*, Visva Bharati Research Institute, Gyanpur, Varanasi ,1990
35. Pandya, Smta P. — *Ecological Renditions in the Scriptures of Hinduism – I* (article) *Bulletin of the Ramakrishna Mission Institute of Culture*.
36. Kiostermair, Klaus— *Ecology and Religion: Christian and Hindu Paradigms* (article) *Jornal of Hindu-Christian Studies*, Butler university Libraries, Vol.6, 1993

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

DSE-6: Art of Balanced Living

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Art of Balanced Living	04	3	1	0	Semester II Passed	Nil

Learning Objectives

This course aims at getting the students acquainted with the Art of living as found in Sanskrit literature . It also intends to make the students work on human resource management for being more effective and productive in day to day life situations.

Learning outcomes

After the completion of this course , the learners will be well informed about the various concepts, components and issues propounded by the philosophical and religious literature in Sanskrit

Detailed Syllabus

Unit I

Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara
Concentration: Concept of Yoga: (Yogasūtra, 1.2); Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya) :(Yogasūtra, 1.12-16)

Unit II

Eight aids to Yoga (aṣṭāṅgayoga): (Yogasūtra - 2.29, 30, 32, 46, 49, 50; 3.1-4).
Yoga of action (kriyāyoga): (Yogasūtra, 2.1)
Four distinct means of mental purity (cittaprasādāna) leading to oneness: (Yogasūtra - 1.33)

Unit III

Refinement of Behaviour : Means of improving behaviour:
Jñāna-yoga – Gita Ch. II – 14,15,16,19, Ch XIII- 11,12,14,15,16,19,20,21,23,29,31,32
dhyāna-yoga – VI – 24 to 27, 30, 32,

Unit IV

Bhakti-yoga – Gita Ch. IX – 17,22,23,27,29,34 ; Ch XI – 10,11,12, 13; Ch. - XII – 4, 6 to 12, 20 Karma : A natural impulse, essentials for life journey, harmony with the universe, an ideal duty and a metaphysical dictate - Gītā, Ch. – III 5, 8, 10-16, 20 & 21

Essential/recommended readings

1. वेदान्तसार: राममूर्ति शर्मा नैशनल पब्लिशिंग हाउस दिल्ली ।
2. पातञ्जल योग दर्शन: सुरेश चन्द्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन, वाराणसी 2008.
3. भगवद्गीता : गीताप्रेस, गोरखपुर
4. उपनिषद रहस्य, एकादश उपनिषद, महात्मा नारायण स्वामी, गोविन्द राम हासानन्द, दिल्ली

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

DSE-7: Introduction to Ancient Indian Scripts

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Ancient Indian Scripts	04	3	1	0	XII Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an introduction to the history, evolution, and usage of ancient Indian scripts. Students will explore the various scripts used in ancient India, including Brahmi, Kharosthi, and Devanagari, and will learn about the cultural, social, and religious significance of these scripts. The course will also cover the techniques used in the creation of ancient Indian manuscripts and the methods of preservation.

Learning outcomes

Upon completion of this course, students will be able to:

- Understand the history and evolution of ancient Indian scripts
- Identify and describe the various scripts used in ancient India
- Analyze the cultural and religious significance of ancient Indian scripts
- Understand the techniques used in the creation of ancient Indian manuscripts
- Learn about the methods of preservation used to protect ancient Indian scripts
- Develop an understanding of the connection between language and script

Detailed Syllabus

Unit I

12 hrs

- Introduction to Ancient Indian Scripts
 - Definition and significance of scripts
 - Historical overview of Indian scripts
 - Importance of scripts in Indian culture and society
 - Major Ancient Indian Scripts

Unit II

12 hrs

- Brahmi Script
 - Brahmi script and its evolution
 - Introduction to the Brahmi script
 - Writing system and pronunciation
 - Basic reading and writing exercises
- Kharosthi Script and its Usage

Introduction to Kharosthi script
Historical context and usage of Kharosthi script

Unit III

09 hrs

Introduction to Gupta script
Characteristics and evolution of Gupta script
Basic reading and writing exercises
Comparison with Brahmi and Kharosthi script

Unit IV

12 hrs

A. Techniques used in the creation of Ancient Indian Manuscripts

Introduction to ancient Indian manuscripts
Techniques used in manuscript creation
Preservation techniques

B. Social and Cultural Significance of Ancient Indian Scripts

Significance of ancient Indian scripts in social and cultural contexts
Analysis of manuscripts and scripts in different periods up to 8th century AD

Essential/recommended readings

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Dhavalikar, M.K. Indian Palaeography. Munshiram Manoharlal Publishers, 2006.
4. Ojha, G. H, Bharatiya Praçina Lipimāla (Hindi)
5. Pandey, R.B, Asoka ke Abhilekha (Hindi), Bharatiya Puralipi (Hindi)
6. Parpola, Asko. Deciphering the Indus Script. Cambridge University Press, 1994.
7. Rana, S.S., Bharatiya Abhilekha
8. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
9. Salomon, Richard. Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages. Oxford University Press, 1998.
10. Upadhyay, V., Praçina Bharatiya Abhilekha (Hindi)
11. Thapar, Romila, Asoka tatha Maurya Samrajya Ka Patana (Hindi)

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

DSE-9: Computer Applications for Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Computer Applications for Sanskrit	04	3	1	0	Semester IV Passed	Working Knowledge of Sanskrit

Learning Objectives

This course will introduce the current researches and developments in Sanskrit computing. The primary emphasis will be on tools and techniques developed under government and private funding and on exploring new technologies for Sanskrit.

Learning outcomes

The students will get an overview of computational works undertaken in the field of Sanskrit and a clear idea about how a range of practical linguistic tasks of Sanskrit can be done by developing CL systems. And, they will also know how CL tools can facilitate the learning and teaching process in the field of Sanskrit.

Detailed Syllabus

Unit I

12 hrs

Interactive Sanskrit Teaching Learning Tools

Introduction to Interactive Sanskrit Learning Tools, Why Interactive Tools for Sanskrit? E-learning, Basics of Multimedia, Web-based tools development, HTML, Web page, etc., Tools and Techniques

Unit II

09 hrs

Standard for Indian Languages (Unicode)

Unicode Typing in Devanagari Scripts, Typing Tools and Software

Unit III

12 hrs

Text Processing and Preservation Tools

Text Processing, Preservation Techniques, Text Processing, and Preservation, Tools, and Techniques, Survey

Unit IV

12 hrs

Optical Character Reader

Optical Character Reader (OCR), Applications of OCR for Sanskrit and Indian Languages, Tool and Techniques, Survey

Essential/recommended readings

1. Teacher's notes, ppt, and handout
2. Bharti A., R. Sangal, V. Chaitanya, "NL, Complexity Theory and Logic" in Foundations of Software Technology and Theoretical Computer Science, Springer, 1990.
3. E-Content suggested by Teacher
4. Tools developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi, Delhi-110007 available at: <http://sanskrit.du.ac.in>
5. Basic concept and issues of multimedia:
<http://www.newagepublishers.com/samplechapter/001697.pdf>
6. Content creation and E-learning in Indian languages: a model:
http://eprints.rclis.org/7189/1/vijayakumarjk_01.pdf
7. HTML Tutorial - W3Schools: www.w3schools.com/html
8. The Unicode Consortium: <http://unicode.org/>.

Additional Resources:

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

**DEPARTMENT OF SANSKRIT
SEMESTER - V**

DSC-13: Veda and Upanishad

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Veda and Upanishad	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course on Vedic literature aims to introduce two Vedic Samhitās (Rgveda-samhitā & Yajurveda-samhitā) to bachelor degree students. The students will also be able to read and know about the contents of one famous Upaniṣad, namely, Kathopaniṣad, which propounds basic Vedānta-view. It will also facilitate the students to know about philosophical, moral, and scientific principles including the source of Indian Intellectual traditions of Vedic period.

Learning Outcomes

By reading these texts, the students will have an impression of the depth of Vedic knowledge and will be able to realize that ideas of Vedic seers based on philosophical, moral, and scientific principles. The various commentators of the Vedas like Sayana, Uvata and Dayananda have also contributed in preserving and promoting the knowledge preserved in the Vedas. By understanding them, students will be able to know and achieve some higher attributes from Vedic heritage about our culture, morals, and thoughts. Thus they may develop curiosity to know more about other Vedic texts and concepts as well. After completing this course, students will surely be able to communicate about some important Vedic verses with their meaning and teaching, and thus fundamentals of religious life of India will be revealed to them in its true form. The students will be able to understand the strength of unity, power of mind, and will realize the importance of earth in their life. From the study of Upaniṣad, they will know about philosophical and Psychological insights of our ancestors and can develop this learning further for the benefit of themselves in particular and society in general.

Detailed Syllabus

Unit I	12 hrs
Introduction to Vedic Literature: Samhita (Period and Contents of Samhitas)	
Unit II	10 hrs
Introduction to Vedic Literature: Brahmana, Ayanyaka and Upanishad (Analysis of Contents)	
Unit III	10 hrs
Rgveda 1.1 (Agni), 1.81 (Indra)	
Unit IV	15 hrs
Kathopanishad (Second Valli)	

Essential/Recommended Readings

1. ऋग्वेदसंहिता (सायणभाष्यम्), केन्द्रिय संस्कृत विश्वविद्यालय, नई दिल्ली।
2. ऋग्वेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी व्याख्या सहित, रामगोविन्द त्रिवेदी, चौखम्बा संस्कृत प्रतिष्ठान, दिल्ली, 1990
3. ऋग्वेदसंहिता, सायणाचार्यकृत भाष्य एवं हिन्दी अनुवाद, कन्हैयालाल जोशी, परिमल पब्लिकेशन्स, दिल्ली, 2019
4. कठोपनिषद्, शाडकरभाष्य हिन्दी अनुवाद सहित, गीता प्रेस, गोरखपुर, 2015
5. कठोपनिषद्, शाडकरभाष्य संवलित, शशि तिवारी, मेहरचन्द लछमनदास पब्लिकेशन्स, नई दिल्ली, 1981
6. वैदिक संग्रह, कृष्णलाल, इन्दु प्रकाशन, दिल्ली, 1973.
7. शुक्लयजुर्वेदसंहिता, (उवट-महीधरभाष्यसंवलित), डॉ. रामकृष्ण शास्त्री, चौखम्बा विद्याभवन, वाराणसी, 2015.
8. RIG-VEDA, H. H. Wilson, The Bangalore Printing & Publishing Co. LTD, Bangalore City, 1946
9. New Vedic Selection, Telang and Choubey, Bharatiya Vidya Prakashan, Varanasi, 1997
10. Suklayajurveda-Samhitā (Vajasaneyi-Madhyandina), (Ed.) Jagadish Lal Shastri, MLBD, Delhi, 1978.

Additional Resources:

1. शर्मा, उमाशंकर ऋषि, ऋक्सूक्तनिकरः, चौखम्बा ओरियण्टालिया, वाराणसी. 2019
2. सूर्यकान्त (अनु.)- वैदिक देवशास्त्र, ए.ए.मैकडनल, मेहरचन्द लछमनदास पब्लिकेशन्स, नई दिल्ली, 1962
3. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014
4. Velankar, H.D., Rksūktāvalī, Vaidika Sanshodhana Mandala, Pune, 1965.
5. Velankar, H.D., Rksūktavajjayanti, Bharatiya Vidya Bhavan, Bombay, 1972.

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

DSC-14: Sanskrit Grammar: Laghusiddhāntkaumudī

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Grammar: Laghusiddhāntkaumudī	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

Sanskrit is much known for a long tradition of grammatical and semantic analysis of the language. Panini's grammar has always been highly respected for providing the best model for structural and semantic studies. This course intends to introduce to students the basic structure of Sanskrit language through the the Laghusiddhantakaumudi , the premier text of Sanskrit grammar by Varadaraj.

Learning Outcomes

After completion of this course students will understand the basic structural nuances of Panini's grammar. They will become familiar with fundamental sandhi and compounding patterns. They will also understand some most important primary and secondary suffixes of Sanskrit. The practice of the application of the rules learnt from the reading of the texts will further enhance their knowledge of the structural patterns of Sanskrit language.

Detailed Syllabus

Unit I

10 hrs

संज्ञा-प्रकरण

माहेश्वरसूत्र ।

प्रत्याहार बनाने की विधि ।

संज्ञाविधायक-सूत्रः हलन्त्यम्, अदर्शनं लोपः, तस्य लोपः, आदिरन्येन सहेता, ऊकालोऽञ्जस्वदीर्घप्लुतः, तुल्यास्यप्रयत्नं सवर्णम्, अणुदित् सवर्णस्य चाप्रत्ययः, मुखनासिकावचनोऽनुनासिकः, हलोऽनन्तराः संयोगः, सुप्तिङन्तं पदम्

Unit II अच्-सन्धि

10 hrs

यण् सन्धि - इको यणचि, परः सन्निकर्षः संहिता, तस्मिन्निति निर्दिष्टे पूर्वस्य, स्थानेऽन्तरतमः ।

दीर्घ सन्धि - अकः सवर्णे दीर्घः ।

अयादिसन्धि - एचोयवायावः, यथासंख्यमनुदेशः समानाम् ।

गुणसन्धि - अदेङ् गुणः, आद्गुणः, उरण् रपरः ।

वृद्धि सन्धि - वृद्धिरादैच्, वृद्धिरेचि, भूवादयो धातवः, उपसर्गाः क्रियायोगे ।

पूर्वरूप सन्धि - एङ् पदान्तादति ।

पररूप सन्धि - एङि पररूपम् ।

Unit III हल् सन्धि एवं विसर्ग सन्धि

10 hrs

हल् सन्धि:-

श्चुत्व - स्तोः श्चुना श्चुः ।

ष्टुत्व - ष्टुना ष्टुः ।

अनुनासिक - यरोऽनुनासिकेऽनुनासिको वा ।

छत्व - शश्छोऽटि ।

जश्त्व - झलां जशोऽन्ते ।

अनुस्वार- मोऽनुस्वारः ।

विसर्ग सन्धि:-

सत्व - विसर्जनीयस्य सः ।

उत्व - ससजुषो रुः ।

अतो रोरप्लुतादप्लुते, हशि च ।

लोप - भोभगोअघोअपूर्वस्य योऽशि, हलि सर्वेषाम्, ढ्रलोपे पूर्वस्य दीर्घोऽणः, रो रि ।

Unit IV समास प्रकरण

15 hrs

अव्ययीभाव समास - समर्थः पदविधिः, अव्ययं

विभक्तिसमीपसमृद्धिव्युद्ध्यर्थाभावात्ययासम्प्रतिशब्दप्रादुर्भावपश्चाद्यथानुपूर्व्ययौगपद्यसाह

श्यसम्पत्तिसाकल्यान्तवचनेषु, प्रथमानिर्दिष्टं समास उपसर्जनम्, उपसर्जनं पूर्वम्,

नाऽव्ययीभावादतोऽम्त्वपञ्चम्याः, नदीभिश्च ।

तत्पुरुष समास - - द्वितीया श्रितातीतपतितगतात्यस्तप्राप्तापन्नैः, तृतीया तत्कृतार्थेन

गुणवचनेन, चतुर्थी तदर्थार्थ बलिहितसुखरक्षितैः, पंचमी भयेन, षष्ठी, सप्तमी

शौण्डैः ।

तत्पुरुष के अन्य भेद - विशेषण विशेष्येण बहुलम्, नञ्, नलोपो नञः, तस्मान्नुडचि
बहुव्रीहि समास - अनेकमन्यपदार्थ, सप्तमीविशेषणे बहुव्रीहौ
द्वन्द्व समास - चार्थे द्वन्द्वः

Essential/Recommended Readings

Compulsory Readings:

1. धरानन्द शास्त्री, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, दिल्ली ।
2. भीमसेन शास्त्री, लघुसिद्धान्तकौमुदी भैमी व्याख्या) भाग-1), भैमी प्रकाशन, दिल्ली ।
3. चारुदेव शास्त्री, व्याकरण चन्द्रोदय) भाग-1,2 एवं 3), मोतीलाल बनारसीदास, दिल्ली ।
4. सत्यपाल सिंह) संपा. (लघुसिद्धान्तकौमुदी :प्रकाशिका हिन्दी व्याख्या सहिता, शिवालिक पब्लिकेशन, दिल्ली, 2014 ।
5. Kanshiram, Laghusiddhāntakaumudī (Vol. I), MLBD, Delhi, 2009.

Additional Resources:

1. Online Tools for Sanskrit Grammar developed by Computational Linguistics Group, Department of Sanskrit, University of Delhi: <http://sanskrit.du.ac.in>
2. M.R. Kale, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).
3. V.S. Apte, The Students' Guide to Sanskrit Composition, Chowkhamba Sanskrit Series, Varanasi (Hindi Translation also available).

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

DSC-15: Introduction to Nyaya-Vaisheshika Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Nyaya-Vaisheshika Philosophy	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course aims at getting the students acquainted with the cardinal principles of the Nyaya-Vaisheshika Philosophy and enabling students to understand Philosophical texts like Tarkasangraha. It also intends to give them an understanding of essential aspects of Indian Philosophy like Pluralism, Theory of Causation, Realism, etc.

Learning Outcomes

After completion of this course students will become familiar with the most important and influential schools of Indian Philosophy i.e. Nyaya-Vaisheshika. They will also be introduced to essential problems of Nyaya-Vaisheshika- Causation, Ontology and Epistemology. This will enable them to engage with other texts in Indian philosophy with some ease.

Detailed Syllabus

Unit I

10 hrs

Origin and Development of Nyaya-Vaisheshika Philosophy.

Introduction to prominent Acharyas (Gautam, Kanada, Prashasta-Pada, Vatsyayana, and Vachaspati Mishra) and their texts.

Introduction to Navya-Nyaya

UNIT II

10 hrs

Some Basic Tenets of Nyaya-Vaisheshika- Yatharthavada or Vastuvāda (Realism), Bahutattvavāda (Pluralism); Dharma (Property) Dharmi (Substratum) Karyakaraṇavāda (Causation) Asatkaryavada and Arambhavada (doctrine of non-pre-existence of effect in the cause)

Unit III Vaisheshika Ontology (Tarkasangraha)

10 hrs

Concept of Padartha, Three Characteristics of Padarthas,

Definition of Dravya, Definitions of All Nine Dravyas and their examination

Twenty Four types of Qualities, Five types of Karma.

Sāmānya, Viśesa, Samavāya, Abhāva,

Unit: IV

15 hrs

Nyaya-Epistemology (Tarkasangraha)

Buddhi (Jñāna)- Nature of Jñāna in Nyaya-Vaisheshika;
Karana and Kaarana
Definitions and types of Pramā
Pratyaksha, Anumana including Hetvabhāsa
Upamana and sabda Pramāṇa,
Types of Ayathartha Anubhava

Suggested Books/Readings:

Compulsory Readings:

1. Athalye & Bodas, **Tarkasamgraha of Annambhatta** (with Dipika & Nyayabodhini), (Ed. & Tr.) Mumbai, 1930.
2. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation available).
3. Mishra, Pankaj Kumar, **Tarkasamgraha of Annambhatta** (with Dipika and its Hindi Translation), (Ed. & Tr), Parimal Publication, Delhi-7, 2013,
4. Narendra Kumar, **Tarkasamgraha**, Hansa Prakashan, Jaipur.

Additional Resources:

1. Bhattacharya, Chandrodaya, The Elements of Indian Logic and Epistemology
2. Chatterjee, S. C., The Nyaya Theory of Knowledge, Calcutta, 1968.
3. Hiriyanna, M., Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
4. Kuppaswami Shastri, A Primer of Indian Logic, Madras, 1951.
5. Maitra, S.K., Fundamental Questions of Indian Metaphysics & Logic,
6. Radhakrishnan, S, Indian Philosophy, Oxford University Press, Delhi, 1990.

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

BA (Prog) with Sanskrit as Major
UGCF for Multidisciplinary Courses of Study

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE A 5:
DSC-9: Indian Epigraphy & Paleography**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline A 5) Indian Epigraphy & Paleography DSC-9	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives:

This course known as the Indian Epigraphy and Paleography provides background and basis of Indian history of ancient period. Students with no knowledge of Sanskrit but interested in acquiring historical facts direct from their source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

This course provides basics covered in ancient Indian inscriptions. Some of the terminologies available in inscriptions are introduced here. Unit II of this section provides historical facts through the inscriptions.

It introduces background of the Indian epigraphical study. Importance of inscriptions on the basis of contents, their impact and reflections of society, economy, religious, political instances can also be understood here. It helps to understand about prevailing theories of the origin of the Brahmi script. Development of the letters of this script in different regions in a span of time is introduced. Their causes of change are also made clear to illustrate different forms in the script. Unit III provides the history of study of inscriptions in India. A number of Indian and foreign scholars made attempts in this field. Students are made aware about some prominent scholars who made valuable efforts in this field.

Learning Outcomes:

Contents of this course are related to formation of history of ancient India, so it is an interdisciplinary course within Sanskrit. Students of Sanskrit can understand how important role Sanskrit based inscriptions play in preparing history, and their knowledge of the language can

help historians to make a perfect history, undoubtedly. Similarly students of History will find themselves on the positive ground and direct in touch with material related to history of ancient India.

Syllabus

Unit-I:

15 hrs

Inscription of Rudradāman.
Eran Pillar Inscription:
Status of Samudragupta
Iron Pillar Inscription of Āndra

Unit-II:

10 hrs

Antiquity of writing in India
Observations of foreign scholars
Literary evidences
Observations made by Indian Epigraphists.
Importance of the study of Inscriptions.
Geographical description
Historical evidences
Society, Religion, Literature
Economic Conditions
Administration

Unit-III

10 hrs

Types of Inscriptions:

Praśasti
Religious
Donations
Grants

Writing material:

Rocks
Pillars
Metal Plates
Statues
Pen, Brush, Chisel, Stylus, Paint/Colour

Unit-IV

10 hrs

Origin of the Brāhmī Script

Foreign Origin, Indian Origin, Greek origin, Phoenician origin
Theory of South Indian Origin
Theory of Aryan Origin.

History of reading of Indian Inscriptions.

Contribution of Epigraphists: G.H. Ojha, Fleet, Princep, D.C. Sircar, Cunningham, Buhler.

System of dating and use of eras:
Vikram Era, Śaka Era, Gupta Era, Harśa Era.

Essential/recommended readings:

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Ojha, G.H, Bhāratīya Prācīna Lipimāla (Hindi)
4. Pandey, R.B, Bhāratīya Purālīpi (Hindi)
5. Rana, S.S., Bhāratīya Abhilekha
6. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part-I)
7. Upadhyay, V., Prācīna Bhāratīya Abhilekha (Hindi)

Suggested Readings:

1. Classical Age by Altekar, Majumdar, Sircar
2. श्रेण्य-युग (हिंदी अनुवाद): अल्लेकर, मजुमदार, सरकार
3. गुप्त-सम्राट और उनका काल: उदित नारायण राय

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

UGCF for Multidisciplinary Courses of Study

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE A 6:
DSC-10: Basic Elements of Indian Philosophy**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline A 6) Basic Elements of Indian Philosophy DSC - 10	04	3	1	0	Passed in Semester-IV	Working Knowledge of Sanskrit

Learning Objectives:

The objective of the Syllabus is to study the basic issues in Indian Philosophy.

Learning Outcomes:

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyze the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

Syllabus

Unit-I:

09 hrs

Darśana - concept and aims, Classification of Indian Philosophical schools, Fundamental issues in Indian Philosophy - Epistemology: Six Pramanas

Unit-II:

12 hrs

Metaphysics: Realism, Idealism, Causation – Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada
Ethics: Karma & Punarjanma theory

Unit-III

12 hrs

Schools of Indian Philosophy

Heterodox Schools - Cārvāka – General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics (Based on Sarvadarshansamgrah)
Jainism – General introduction with emphasis on Anekāntavāda, Syādvāda, Saptabhaṅginyāya, Triratna

Buddhism- General Introduction with emphasis on Four Noble Truths

Unit-IV

12 hrs

Sāṃkhya – General Introduction with emphasis on Prakṛti, three Guṇas & Puruṣa
(Based on Sāṃkhyakārikā)

Yoga - Eight fold path of Yoga (Based on Yogasūtra Sādhana-pāda and Yogabhāṣya thereon)

Nyāya Vaiśeṣika - General Introduction with emphasis on Tarkasamgraha – seven padarthas
(overview only)

Mīmāṃsā – Concept of dharma

Advaita Vedānta – General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat (Based
on Vedāntasāra)

Essential/recommended readings:

1. Bhartiya, Mahesh - *Bhāratīya Darśana Kī Pramukha Samasyāerṃ*, Ghaziabad, 1999.
2. Chatterjee, S. C. & D. M. Datta - *Introduction to Indian Philosophy*, Calcutta University, Calcutta, 1968 (Hindi Translation also).
3. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
4. Shastri, Kuppaswami, *A Primer of Indian Logic*, 1951 (only introduction).
5. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
6. Pandey, Ram Chandra - *Panorama of Indian Philosophy* (also Hindi version), M.L.B.D., Delhi, 1966.
7. Raja, Kunnann - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
8. Rishi, Uma Shankar (Ed.), *Sarva-Darshana_Samgraha*, Chowkhamba Vidyabhawan, Varansi, 1984.

Suggested Readings:

1. Hiriyanna, M. - *Outline of Indian Philosophy*, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, *A Primer of Indian Logic*, 1951 (only introduction).
3. Bhartiya, Mahesh - *Causation in Indian Philosophy*, Ghaziabad, 1975.
4. O'Flaherty, Wendy Doniger – *Karma and Rebirth in Classical Indian Tradition*, MLBD, Delhi, 1983.
5. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.
6. Raja, Kunnann - *Some Fundamental Problems in Indian Philosophy*, MLBD, Delhi, 1974.
7. Chatterjee, S. C. – *The Nyāya Theory of Knowledge*, Calcutta, 1968.
8. Radhakrishnan, S. - *Indian Philosophy*, Oxford University Press, Delhi, 1990.

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

BA (Prog.) with Sanskrit as Non-Major

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE A 5:
DSC-5: Indian Epigraphy & Paleography**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline A 5) Indian Epigraphy & Paleography DSC - 5	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives:

This course known as the Indian Epigraphy and Paleography provides background and basis of Indian history of ancient period. Students with no knowledge of Sanskrit but interested in acquiring historical facts direct from their source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

This course provides basics covered in ancient Indian inscriptions. Some of the terminologies available in inscriptions are introduced here. Unit II of this section provides historical facts through the inscriptions.

It introduces background of the Indian epigraphical study. Importance of inscriptions on the basis of contents, their impact and reflections of society, economy, religious, political instances can also be understood here. It helps to understand about prevailing theories of the origin of the Brahmi script. Development of the letters of this script in different regions in a span of time is introduced. Their causes of change are also made clear to illustrate different forms in the script. Unit III provides the history of study of inscriptions in India. A number of Indian and foreign scholars made attempts in this field. Students are made aware about some prominent scholars who made valuable efforts in this field.

Learning Outcomes:

Contents of this course are related to formation of history of ancient India, so it is an inter-disciplinary course within Sanskrit. Students of Sanskrit can understand how important role Sanskrit based inscriptions play in preparing history, and their knowledge of the language can help historians to make a perfect history, undoubtedly. Similarly students of History will find

themselves on the positive ground and direct in touch with material related to history of ancient India.

Syllabus

Unit-I:

12 hrs

Inscription of Rudradāman.
Eran Pillar Inscription:
Status of Samudragupta
Iron Pillar Inscription of Āandra

Unit-II:

12 hr

Antiquity of writing in India
Observations of foreign scholars
Literary evidences
Observations made by Indian Epigraphists.
Importance of the study of Inscriptions.
Geographical description
Historical evidences
Society, Religion, Literature
Economic Conditions
Administration

Unit-III

12 hrs

Types of Inscriptions:

Praśasti
Religious
Donations
Grants

Writing material:

Rocks
Pillars
Metal Plates
Statues
Pen, Brush, Chisel, Stylus, Paint/Colour

Unit-IV

09 hrs

Origin of the Brāhmī Script

Foreign Origin, Indian Origin, Greek origin, Phoenician origin
Theory of South Indian Origin
Theory of Aryan Origin.

History of reading of Indian Inscriptions.

Contribution of Epigraphists: G.H. Ojha, Fleet, Princep, D.C. Sircar,
Cunningham, Buhler.
System of dating and use of eras:

Vikram Era, Śaka Era, Gupta Era, Harśa Era.

Essential/recommended readings:

8. Buhler, G, On the origin of the Indian alphabet & numerals.
9. Dani, A. H, Indian Paleography
10. Ojha, G.H, Bhāratīya Prācīna Lipimāla (Hindi)
11. Pandey, R.B, Bhāratīya Purālīpi (Hindi)
12. Rana, S.S., Bhāratīya Abhilekha
13. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part-I)
14. Upadhyay, V., Prācīna Bhāratīya Abhilekha (Hindi)

Suggested Readings:

4. Classical Age by Altekar, Majumdar, Sircar
5. श्रेण्य-युग (हिंदी अनुवाद): अल्लेकर, मजुमदार, सरकार
6. गुप्त-सम्राट और उनका काल: उदित नारायण राय

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

Pool of Discipline Specific Electives

DSE-09: Lexicographical Tradition in Sanskrit

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Lexicographical Tradition in Sanskrit	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course will introduce the theories of writing dictionaries in Sanskrit and its traditions.

Learning outcomes

After doing this course, students will learn the rich lexicographical tradition of Sanskrit field and they will get an outlook of the traditional and modern works in this field which will work as a great source of research tools for their future research endeavors.

Detailed Syllabus

Unit I

12 hrs

Introduction to Sanskrit Lexicography

Origin and Development

Brief Introduction to Major Lexicons

Types of Dictionaries

Unit II

12 hrs

Tradition of Sanskrit Lexicons

Early Sanskrit Lexicography:

Saravanukarmani, Nighaṇṭu and Nirukta

Dhātupāṭha, Gaṇapāṭha and Word lists in Śikṣās, Prāṭisākhya

Unit III

12 hrs

Classical Sanskrit Lexicons

Vācaspatyam:

Textual organisation, Commentaries, Translations and Digitized works

Śabdakalpadruma:

Textual organisation, Commentaries, Translations and Digitized works

Halāyudhakośa:

Textual organisation, Commentaries, Translations, and Digitized works

Amarakośa:

Textual organisation, Commentaries, Translations, and Digitized works

Mankhakośa:

Textual organisation, Commentaries, Translations and Digitized works

Medinīkośa:

Textual organisation, Commentaries, Translations and Digitized works

Unit IV

09 hrs

Modern Sanskrit Lexicographers

Monier William, Apte, Acharya Vishbandhu, Jainendra Siddhantakosha, Nyayakosha, M.
Bloom Field

Essential/recommended readings

Amarakosha compiled by B.L.Rice, edited by N.Balasubramanya, 1970, page

Additional Resources:

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

DSE-10: Introduction to Sanskrit Poetics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Sanskrit Poetics	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course on an introduction to Sanskrit Poetics aims at providing the students with the knowledge of fundamental principles of Sanskrit Poetics in the Indian tradition on the basis of Kāvya prakāśa and Sahityadarpana.

Learning outcomes

This course will make students aware of the fundamental principles of Sanskrit Poetics. They will be able to recognize the various genres of Sanskrit Poetics, appreciate the objectives of Sanskrit Poetics, and also analyze the structure of a work in terms of the essential ingredients of Sanskrit Poetics as propounded.

Detailed Syllabus

Unit I

09 hrs

Kāvya-Prayojana (objectives of poetry)

Kāvya-Prayojana (objectives of poetry) based on Bhāmaha and Mammaṭa.

Unit II

12 hrs

Kāvya-Hetu (causes of poetry)

Kāvya-Hetu (causes) of poetry based on Daṇḍī, Mammaṭa and Paṇḍitarāja Jagannātha.

Unit III

12 hrs

Kāvya-Lakṣaṇa (definition)

Kāvya-Lakṣaṇa (definition) based on Bhāmaha, Daṇḍī, Kuntaka, Mammaṭa and Vishvanath.

Unit IV

12 hrs

Figures of speech (Alaṅkāra)

Figures of speech based on Candrālōka -

Definition of Alaṅkāra, Anuprāsa, Yamaka, Upamā, Rūpaka, Utprekṣā, Bhrānti, Sandeha, Kāvyaṅga, Śleṣa, Aprastutaprasāsa, Arthāntaranyāsa, Vibhāvanā and Viśeṣokti,

Essential/recommended readings

1. Kāvyaṅga - Bhāmaha, Bhāṣyakāra, Devendra Nath Sharma, Bihaar rāṣṭrabhāṣā pariṣad, Patna, 1962.
2. Kāvyaṅga - Mammaṭa, Srinivas Shastri, Sahitya Bhandara Meerut.
3. Kāvyaṅga - Daṇḍī, Ramchandra Mishra, Chaukhamba Vidyabhavan, Varanasi.
4. Rasagaṅgādhara - Paṇḍitarāja Jagannātha, Chaukhamba Vidyabhavan, Varanasi
5. Vakroktijīvitam (1st Unmeṣa) – Kuntaka, Ved Prakash Dindoriya, Shivalik Prakashan, Delhi.
6. Sāhityadarpaṇa – Viśvanātha, Nirupan Vidyalankar, Sahitya Bhandara Meerut
7. Candrāloka – Jayadeva, Subodha Chandra Pant, MLBD, Delhi.

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
2. Kane P.V., *History of Sanskrit Poetics* pp.352-991,
3. Kane, P.V., 1961, *History of Sanskrit Poetics* and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

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

DSE-11: Phonetics in Sanskrit Tradition

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Phonetics in Sanskrit Tradition	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

The main objective of this course is to introduce basic concepts of phonetics in Sanskrit. This course aims at acquainting students with the mechanisms of speech production and to train them to perceive, identify and transcribe speech sounds. To make aware the students to phonetics in Indian tradition.

Learning outcomes

After completing this course the students will learn the basics of Sanskrit Phonetics. They will get acquainted with the sound systems, and the speech production mechanism of Sanskrit. They will also learn the traditional Sanskrit theories and principles of Phonetics.

Detailed Syllabus

Unit I 12 hrs

Brief Introduction to Phonetics

- Definition of Phonetics
- Origin and Development
- Indian Phonetic traditions
- Types of Phonetics

Unit II 09 hrs

General Introduction to Pratishakyas and Paniniya Shiksha

Unit III 12 hrs

Introduction to Paniniya Shiksha (Vridhapaatha)

- Sthana-prakarna
- Karana-prakarna
- Antahprayatna-prakrana
- Bahyaprayatna-prakrana
- Sthanapeedana-prakrana
- Vrittikars-prakrana
- Prakrama—prakrana

Nabhitala-prakrana

Unit IV

12 hrs

Introduction to Paniniya Shiksha (Shlokatika)

Paniniya Shiksha (Shlokatika)

Based on Shloks 1-22

Essential/recommended readings

1. Paniniya Shiksha- Somlekha, Chaukhamba Sanskrit Pratishthan, Delhi, 2014
2. पाणिनीयशिक्षा, शिवराज आचार्य कौडिण्णायन, CHAUKHAMBHA VIDYA BHAWAN, 2012

Additional Resources:

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

DSE-12: Ancient Indian Robotics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Robotics	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

Ancient Indian Robotics is a comprehensive course that delves into the rich history of robotics in ancient India. The course explores the fascinating world of ancient Indian engineering and automaton technology, shedding light on the remarkable achievements and advancements made by ancient Indian civilizations in the field of robotics. Students will study the principles, designs, and mechanisms of ancient Indian robots, and gain insights into the cultural, social, and scientific contexts that influenced their development. Through a combination of lectures, discussions, and hands-on activities, students will develop a deep understanding of ancient Indian Robotics and its relevance to contemporary technology.

Learning outcomes

After completion of this course, students will be able to

- Explore the historical and cultural background of ancient India and its contributions to the field of robotics.
- Study the principles, designs, and mechanisms of ancient Indian robots.
- Examine the cultural, social, and scientific contexts that influenced the development of ancient Indian Robotics.
- Analyze the impact of ancient Indian Robotics on contemporary technology.
- Foster critical thinking, research skills, and the ability to draw connections between historical developments and present-day technology.

Detailed Syllabus

Unit: I

Historical Background

Introduction to ancient Indian civilization and its technological advancements
Discussion on the significance of studying ancient Indian Robotics in the context of contemporary technology
Examination of ancient Indian texts and scriptures mentioning robots and automata
Exploration of ancient Indian scientific traditions relevant to Robotics

Unit: II

Types of Ancient Indian Robots

Study of various types of ancient Indian robots, such as humanoid robots, animal-shaped robots, and mechanical devices

Analysis of their designs, mechanisms, and functions

Case studies of notable ancient Indian robots, such as the Yantra Sarvasva.

Exploration of religious and mythological beliefs related to robots in ancient Indian society.

Unit: III

Scientific and Mathematical Foundations

Study of scientific concepts/knowledge utilized in ancient Indian Robotics.

Examination of the instruments developed by ancient Indian scientists

Unit: IV

Samarangan-sutrdhar

Verse 101-107, Chapter 31 (दृग्ग्रीवातल ,योगतस्ते गुणानाम् -Ed. T. Ganpati Shastri)

Essential/recommended readings

1. SamranganSutradhar by Shukla, Dr.dijendranath, भारत भारती प्रेस, 1 अन्सारी रोड दरयागंज दिल्ली-6 1965
2. SamranganSutradhar S.K.Jugnu. ISBN: 9788170803676. 2011. Publisher: Chaukhamba Sanskrit Series.
3. मयमतम्, डॉ॰ श्रीमती शैलजा पाण्डेय, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2007
4. **History of Mechanical Inventions in Ancient India** by Debiprasad Chattopadhyaya FIRMA KLM PRIVATE LIMITED 257-B, B. B. Ganguly Street Calcutta 700 012 INDIA
5. **Ancient India and the Indian Robotics** by Jayant Vishnu Narlikar
6. **The Wonder That Was India** by A.L. Basham
7. **Indian Scientific Heritage: An Introduction** by P.R. Sarkar
8. **Indian Civilization and Culture** by S.N. Sadasivan

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

**DEPARTMENT OF SANSKRIT
SEMESTER - VI**

DSC-16: Vedic Samhita & Grammar

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Vedic Samhita & Grammar	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course on Vedic literature aims to introduce two Vedic Samhitās (Samaveda & Atharvaveda) and Vedic Grammar to Bachelor Degree students. Also, the course has a special segment introducing Sri Aurobindo's Commentary on Vedas. It will also facilitate the students to know about philosophical, moral, and scientific principles including the source of Indian Intellectual traditions of the Vedic period.

Learning Outcomes

After completing this course students will be able to communicate some important Vedic verses with their meaning and teaching, and thus fundamentals of the religious life of India will be revealed to them in their true form. The students will be able to understand the strength of unity and power of the mind, and will realize the importance of the earth in their life.

Detailed Syllabus

Unit I	12 hrs
Rgveda: 10.34 (Aksha Sukta) 10.121 (Hiranyagarbha) Yajurveda 23.1-12 (Prajapati), 34.1-6 Sivasamkalpa Sukta	
Unit II	12 hrs
Atharvaveda 3-30 (Sammanasya Sukta), 12.1-12 (Pruthivi Sukta)	
Unit III	09 hrs
The Secret of the Veda (Sri Aurobindo)	

Chapter V–VII

Unit IV

12 hrs

Vedic Grammar

Padapatha, Vaidika Svāra, Let Lakara, Ktvarthaka & Tumarthaka pratyaya

Essential/Recommended Readings

1. अथर्ववेद संहिता, सुबोध भाष्य, पण्डित श्रीपाद दामोदर सातवलेकर, स्वाध्याय मण्डल, पारडी, जिला-बलसाड, गुजरात, 2010
2. अथर्ववेदसंहिता (सायणभाष्यसहिता हिन्दीभाषानुवादसंवलित), व्याख्याकार: सम्पादकश्च पण्डित रामस्वरूपशर्मागौडः, चौखम्बा विद्याभवन, वाराणसी, 2011
3. वैदिक संग्रह, कृष्णलाल, इन्दु प्रकाशन, दिल्ली, प्रथम संस्करण 1973.
4. सामवेदसंहिता (सायणभाष्यसहिता हिन्दीभाषानुवादसंवलित), व्याख्याकार: सम्पादकश्च पण्डित रामस्वरूपशर्मागौडः, चौखम्बा विद्याभवन, वाराणसी, 2011
5. सामवेदसंहिता, श्रीपाद दामोदर सातवलेकर, स्वाध्याय मण्डल, पारडी, गुजरात, 2000
6. Atharvaveda (Saunakīya): (Ed.) Vishva Bandhu, VVRI, Hoshiarpur, 1960.
7. Atharvavedasamhita, English Tr. By Dr. Tulsi Ram, Vijaykumar Govindram Hasanand, Delhi, 2013
8. Hymns of Samaveda, Translated with popular commentary by Ralph T.H Griffith, Benares, EJ Lazarus and Co., 1983
9. Samaveda, English Tr. By Dr. Tulsi Ram, Vijaykumar Govindram Hasanand, Delhi, 2013

Additional Resources:

1. शर्मा, उमाशंकर ऋषि, ऋक्सूक्तनिकरः, चौखम्बा ओरियण्टलिया, वाराणसी 2019.
2. सूर्यकान्त (अनु.)- वैदिक देवशास्त्र, (ए.ए.मैकडनल), मेहरचन्द लछमनदास पब्लिकेशन्स, नई दिल्ली, 1962
3. शशि तिवारी, वेदव्याख्यापद्धतयः, प्रतिभा प्रकाशन, दिल्ली, 2014
4. Velankar, H.D., Rksūktāvalī, Vaidika Sanshodhana Mandala, Pune, 1965.
5. Velankar, H.D., Rksūktavaijayanti, Bharatiya Vidya Bhavan, Bombay, 1972.

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

DSC-17: Sanskrit Composition and Communication

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Sanskrit Composition and Communication	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This paper aims at developing compositional and communicative skills in Sanskrit. Students will learn also learn the art of translation from Sanskrit into Hindi or English and vice versa.

Learning Outcomes

After the completion of this course the learners will be able to develop a critical, linguistic and scientific approach towards Sanskrit language. The practice of essay writing will make the students form ideas and express them in Sanskrit. This practice will also familiarize them with various shastric theories and doctrines of various knowledge domains.

Detailed Syllabus

Unit I

12 hrs

Compositional Sanskrit: Vibhaktyartha, Voice & Krt

Translation from/to Hindi/English to/from Sanskrit on the basis of cases, Compounds, Voices and krt suffixes.

Vibhaktyartha Prakarana of Laghusiddhantakaumudi

Vācya (Voice) – karṭṛ, Karma and Bhāva

Selected krt Suffixes - tavya, anīyar, yat, ṇyat, ṇvul, ṭṛ, kta, ktavatu, śatṛ, śānac, tumun, ktvā-lyap, lyuṭ, ghañ, ktin

Unit II

09 hrs

Communicative Sanskrit

Simple Conversations

Unit III

12 hrs

Essay on Traditional Subjects

Composition of long/detailed essay on Veda, Upanisad, Sanskrit, Ramayana, Mahabharata, Purana, Gita, prominent classical Sanskrit poets.

Unit IV

12 hrs

Essay on Comtemporary Subjects

Composition of short essay on contemporary issues and topics.

Essential/Recommended Readings

1. शास्त्री, धरानन्द, लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या, मोतीलाल बनारसीदास,
2. नौटियाल, चक्रधर, बृहद्- अनुवाद- चन्द्रिका, मोतीलाल बनारसीदास, दिल्ली.
3. द्विवेदी, कपिलदेव, रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी.
4. द्विवेदी, कपिलदेव, संस्कृत निबन्धशतकम् विश्वविद्यालय प्रकाशन, वाराणसी
5. Kale, M.R, Higher Sanskrit Grammar, MLBD, Delhi (Hindi Translation also available).

Additional Resources:

1. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, (भैमीव्याख्या) भाग-1), भैमीव्याख्या, दिल्ली.
2. पाण्डेय, राधामोहन, संस्कृत सहचर, स्टूडेण्ट्स फ्रेंड्स, पटना.
3. Apte, V.S., The Students' Guide to Sanskrit Composition, Chowkhamba Series, Varanasi (Hindi Translation also available).
4. Kanshiram, Laghusiddhantakaumudi (Vol. 1), MLBD, Delhi, 2009.

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

DSC-18: Poetics and Literary Criticism

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Poetics and Literary Criticism	04	3	1	0	12 th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course on Poetics and Literary Criticism aims at providing the students with the knowledge of fundamental principles of literary criticism in the Indian tradition on the basis of Kāvya prakāśa and Sāhityadarpaṇa.

Learning Outcomes

After completion of this course the students will be equipped with skills to assess the merits or demerits of works on poetry, prose and drama. They will be able to recognize various genres of poetry, appreciate the objectives of poetry and also analyze the structure of a work in terms of the essential ingredients of poetry as propounded. Students will be inspired and encouraged to compose.

Detailed Syllabus

Unit I Introduction to Sanskrit Poetics

12 hrs

Origin and development of Sanskrit poetics,

Its various names- kriyākalpa, alamkāraśāstra, sāhityaśāstra, saundryaśāstra.

Kāvya-Prayojana (objectives) and Kāvya-Lakṣaṇa (definition, based on Sāhityadarpaṇa)

Kāvya-Hetu (causes) of poetry (based on kāvyaprakāśa).

Unit II Forms of Poetry

10 hrs

Forms of poetry: Dṛśya, Śravya, Mīśra, (campū)

Mahākāvya, Khaṇḍakāvya, Gadya-Kāvya: Kathā, Ākhyāyikā (based on Sāhityadarpaṇa)

Unit III

14 hrs

Śabda-śakti

General introduction to Śabda-śakti (based on Kāvya prakāśa).

Abhidhā (expression/ denotative power),

Lakṣaṇā (indication/ indicative power) and

Vyañjanā (suggestion/ suggestive power).

Unit IV

09 hrs

Rasa-sūtra

Rasa: Rasa-sūtra of Bharata and its prominent expositions (based on Kāvya prakāśa):
Utpattivāda,
Anumitivāda,
Bhuktivāda and
Abhivyaktivāda.

Essential/Recommended Readings

1. Sāhityadarpaṇa: (Ch.VIth), Kārikā 6/1,2,313-37
2. Dwivedi, R.C, The Poetic Light:, Motilal Banarsidas, Delhi.1967.
3. Kāvya prakāśa, kārikās 4/27, 28 with explanatory notes.
4. Ray, Sharad Ranjan, Sāhityadarpaṇa; Viśvanātha, (Ch I, VI & X) with Eng. Exposition, Delhi.
5. नगेन्द्र, (सं०), काव्यप्रकाश : मम्मटकृत, आचार्य विश्वेश्वर की व्याख्या सहित, ज्ञानमंडल लि०, वाराणसी ।
6. शालिग्राम शास्त्री, साहित्यदर्पण : (व्या०), मोतीलाल बनारसीदास, दिल्ली ।

Additional Resources:

1. बलदेव उपाध्याय, संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
2. Kane P.V., History of Sanskrit Poetics pp.352-991,
3. Kane, P.V., 1961, History of Sanskrit Poetics and its Hindi translation by Indrachandra Shastri, Motilal Banarasidas, Delhi.

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

BA (Prog.) with SANSKRIT AS MAJOR

DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B 5: DSC-11: Sanskrit Literature: Katha-Kavya

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline B 5) Sanskrit Literature: Katha-Kavya DSC – 11	04	3	1	0	12 th Passed	Working Knowledge of Sanskrit

Learning Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Katha Kavya through texts Pañcatantram and Hitopadesh with the General Introduction to Sanskrit Literature

Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Katha Kavya of Sanskrit language & Literature. They will also learn various aspects and forms of Sanskrit as one of the modern Indian Language through the practice of easy and simple Sanskrit texts of Katha Kavya. The stories prescribed in the texts will help the students to develop an understanding of the moral and ethical values that will be useful in their day today life situations and asset of life. They will be familiar with the general history of Sanskrit Literature and with the style and contents of the works of eminent literary figures. This course will enhance the skill of chaste Sanskrit pronunciation as well as competence and performance of language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

Syllabus

Unit-I:

12 hrs

Panchatantram: Aparikshitakarakam (पञ्चतन्त्रम्: अपरीक्षितकारकम्)

Kshapanakakatha (क्षपणककथा), Brahmaninakulakatha (ब्राह्मणीनकुलकथा), Lobhavishta-Chakradharkatha (लोभाविष्टचक्रधरकथा)

Unit-II:	12 hrs
Sinha-Karakabrahmankatha (सिंहकारकब्राह्मणकथा)	
Murkha-brahmanakatha (मूर्खब्राह्मणकथा)	
Matsyamandukkatha (मत्स्यमण्डूककथा)	
Rakshashrgalkatha (राक्षसशृगालकथा)	
Unit-III	12 hrs
Hitopdeshah : Mitralabhah (हितोपदेश : मित्रलाभः)	
Vriddhavyagraha-Lubdhvirakatha (वृद्धव्याघ्र-लुब्धविप्रकथा)	
Unit-IV	09 hrs
Tradition of Kathakavya in Sanskrit Literature (संस्कृतसाहित्य में कथाकाव्य की परम्परा)	
Origin and Development of Kathakavya (कथाकाव्य का उद्भव और विकास)	
Panchtantra, Hitopdesa, Kathasaritsagar, Vetalphavimsatika, Simhasanadwatrimika and Purusapariksha (पञ्चतन्त्र, हितोपदेश, कथासरित्सागर, वेतालपञ्चविंशतिका, सिंहासनद्वान्त्रिशिका और पुरुषपरीक्षा)	

Essential/recommended readings:

1. पञ्चतन्त्रम्, श्रीविष्णुशर्माप्रणीत, व्याख्याकार-पाण्डेय, श्रीश्यामाचरण, मोतीलाल बनारसीदास, वाराणसी, दिल्ली, प्रथम संस्करण: वाराणसी, 1975
2. हितोपदेश, श्रीनारायणपण्डितविरचित, सम्पादक-प्रो. बालशास्त्री, चौखम्बा सुरभारती प्रकाशन, वाराणसी, संस्करण, 2015
3. हितोपदेश, पण्डित जीवानन्द विद्यासागर, सरस्वती प्रेस कलकत्ता ।
4. पञ्चतन्त्रम्, श्यामाचरण पाण्डेय (व्या.), विष्णु शर्मा, मोतीलाल बनारसीदास, दिल्ली, 1975
5. M.R. Kale, Pancatantram (ed. and trans.), Motilal Banarasidass, Delhi 1999
6. Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.

Suggested Readings:

1. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी
2. उमाशंकर शर्मा 'ऋषि', संस्कृत साहित्य का इतिहास, चौखम्बा सुरभारती, वाराणसी
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

4. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
5. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi
6. Dasgupta S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
7. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली)

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

UGCF for Multidisciplinary Courses of Study

**DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B 6:
DSC-12: Indian Aesthetics**

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline B 6) Indian Aesthetics DSC - 12	04	3	1	0	Passed in Semester-IV	Working Knowledge of Sanskrit

Learning Objectives:

Indian aesthetics is a potent field for the study of literary criticism. It has developed as an independent discipline today, which deals with the historically determined essence of human values, their creation, perception, appreciation and assimilation. It is the science and philosophy of essential analysis of all the fine arts. Indian perception accepts poetry, drama, music, architecture, iconography and painting as independent Arts. The main objective of this paper is to give its brief overview with reference to major trends of Indian Aesthetics.

Learning Outcomes:

This course will enable students to identify the real essence of Beauty propounded by Indian rhetoricians. After the completion of the course the learner will come across the Indian deliberation on aesthetic experience in the form of Rasa and its process. The participant will be able to appreciate the various artistic mods of expressions of Beauty in general and poetry in particular. The course will help the student peep into the historical evolution of the Indian science of aesthetics.

Syllabus

Unit-I:

12 hrs

Aesthetics (Saundaryaśāstra), its nature and components

Beauty (Saundarya): its definition, nature and components : vāya, rūpa, vacana, hāva, Discussion of synonyms of the term Beauty(Saundarya) : ramaṇīyatā, śucitā, lāvaṇya, cārutā, kānti, vicchitti, madhuratā, mugdhatā, manohāritā, śrī.

Unit-II:

09 hrs

Aesthetic experience (Rasa)

Nature of rasa (Aesthetic experience) according to Sāhityadarpaṇa, aesthetic enjoyment – eternal bliss, the ultimate reality (ānandamayātā, alaukikatā)

Unit-III

12 hrs

The process of Aesthetic experience (Rasa)

Constituents of rasa: bhāva (human feelings and emotions) vibhāva (causes or determinants), anubhāva (voluntary gestures), sātṭvika bhāva (Involuntary gestures), vyabhicāri bhava (transitory states) and sthāyibhāva (basic mental states), saḥṛdaya / sāmājika (Connoisseur / Spectator). anukārya, anukartā, sādharmaṇīkaraṇa (Generalization), four mental stages of rasa realization: vikāsa (cheerfulness), vistāra (exaltation), kṣobha (agitation), vikṣepa (perturbation). number of rasas according to Bharat

Unit-IV

12 hrs

Aesthetic elements (saundarya - tattva)

Art as the mode of expression of saundarya –in fine arts (Architecture, Sculpture and Painting), Main aesthetic elements of literary arts (Poetry and Drama) : alankāra, rīti, dhvani, vakrokti & aucitya.

Prominent thinkers of Indian Aesthetics

Bharata, Bhāmaha, Vāmana, Daṇḍī, Ānandavardhana Abhinavagupta, Kuntaka, Mahimabhaṭṭa, Kṣemendra, Vishvanātha and Jagannātha.

Essential/recommended readings:

1. Sāhityadarpaṇa of Vishvanatha, (Based on karikas 3/1-28).
2. Kane P.V., *History of Sanskrit Poetics* pp.352-391,
3. Upadhyaya, Baladeva, *Sanskrit Ālocanā* (for six schools)
4. Pandey, Kantichandra: *Comparative Aesthetics*, vol.1 Chowkhamba Sanskrit series office Varanasi, 2008
5. चतुर्वेदी ब्रजमोहन, भारतीय सौन्दर्यदर्शन, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, पृ० 5—12, 22—34, 37-42, 42-60, 61-76
6. पाण्डेय कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.
7. पाण्डेय कान्तिचन्द्र, स्वतन्त्र कलाशास्त्र, प्रथम भाग पृ. 593—625.

Suggested Readings:

1. Gnoli, R. : *The Aesthetic Experience according to Abhinavagupta*, Chowkhamba Sanskrit series office Varanasi.
2. उपाध्याय बलदेव संस्कृत—आलोचना, हिन्दी समिति, सूचना विभाग, उ. प्र., 1963.
3. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ, 1998
4. Coomarswami A: *Introduction to Indian Art*, Theosophical Society, Adyar, 1956.
5. कृष्णकुमार अलंकारशास्त्र का इतिहास, साहित्य भण्डार, मेरठ, 1998

6. पाण्डेय, कान्तिचन्द्र स्वतन्त्र कलाशास्त्र, प्रथम तथा द्वितीय भाग, चौखम्भा संस्कृत सीरीज वाराणसी 1967, 1978.

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

BA (Prog.) with SANSKRIT AS Non-Major/ Minor

DISCIPLINE SPECIFIC CORE COURSE, DISCIPLINE B 5: DSC-6: Sanskrit Literature: Katha-Kavya

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
(Discipline B 5) Sanskrit Literature: Katha-Kavya DSC – 6	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives:

This course aims to get the students acquainted with the outline of Sanskrit Katha Kavya through texts Pañcatantram and Hitopadesh with the General Introduction to Sanskrit Literature

Learning Outcomes:

The students will learn the essence of the ways of life depicted and enjoined in the Katha Kavya of Sanskrit language & Literature. They will also learn various aspects and forms of Sanskrit as one of the modern Indian Language through the practice of easy and simple Sanskrit texts of Katha Kavya. The stories prescribed in the texts will help the students to develop an understanding of the moral and ethical values that will be useful in their day today life situations and asset of life. They will be familiar with the general history of Sanskrit Literature and with the style and contents of the works of eminent literary figures. This course will enhance the skill of chaste Sanskrit pronunciation as well as competence and performance of language. This will help them translate and explain the prescribed Sanskrit texts in their native language.

Syllabus

Unit-I:

12 hrs

Panchatantram: Aparikshitakarakam (पंचतन्त्रम्: अपरीक्षितकारकम्)

Kshapanakakatha (क्षपणककथा), Brahmaninakulkatha (ब्राह्मणीनकुलकथा), Lobhavishta-Chakradharkatha (लोभाविष्टचक्रधरकथा)

Unit-II:**12 hrs****Sinha-Karakabrahmankatha (सिंहकारकब्राह्मणकथा)****Murkha-brahmanakatha (मूर्खब्राह्मणकथा)****Matsyamandukkatha (मत्स्यमण्डूककथा)****Rakshashrgalkatha (राक्षसशृगालकथा)****Unit-III****09 hrs****Hitopdesah : Mitralabhah (हितोपदेशः : मित्रलाभः)****Vriddhavyagraha-Lubdhvirakatha (वृद्धव्याघ्र-लुब्धविप्रकथा)****Unit-IV****12 hrs****Tradition of Kathakavya in Sanskrit Literature****(संस्कृतसाहित्य में कथाकाव्य की परम्परा)****Origin and Development of Kathakavya****(कथाकाव्य का उद्भव और विकास)****Panchtantra, Hitopdesa, Kathasaritsagar, Vetalphavimsatika, Simhasanadwatrimika and Purusapariksha****(पंचतन्त्र, हितोपदेश, कथासरित्सागर, वेतालपञ्चविंशतिका, सिंहासनद्वत्रिंशिकाश् और पुरुषपरीक्षा)****Essential/recommended readings:**

7. पञ्चतन्त्रम्, श्रीविष्णुशर्माप्रणीत, व्याख्याकार-पाण्डेय, श्रीश्यामाचरण, मोतीलाल बनारसीदास, वाराणसी, दिल्ली, प्रथम संस्करण: वाराणसी, 1975
8. हितोपदेश, श्रीनारायणपण्डितविरचित, सम्पादक-प्रो. बालशास्त्री, चौखम्बा सुरभारती प्रकाशन, वाराणसी, संस्करण, 2015
9. पञ्चतन्त्रम्, श्यामाचरण पाण्डेय (व्या.), विष्णु शर्मा, मोतीलाल बनारसीदास, दिल्ली, 1975
10. M.R. Kale, Pancatantram (ed. and trans.), Motilal Banarasidass, Delhi 1999
11. Chandra Rajan, Pancatantram (trans.) Penguin Classics, Penguin Books.
12. हितोपदेश, पण्डित जीवानन्द विद्यासागर, सरस्वती प्रेस कलकत्ता ।

Suggested Readings:

8. रमाशंकर त्रिपाठी, संस्कृत साहित्य का प्रामाणिक इतिहास, कृष्णदास अकादमी, वाराणसी ।
9. A Collection of Ancient Hindu Tales (ed.) Franklin Edgerton, Johannes Hertel, 1908.
10. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास, शारदा निकेतन, वाराणसी

11. Krishnamachariar, History of Classical Sanskrit Literature, MLBD, Delhi
12. उमाशंकर शर्मा 'ऋषि', संस्कृत साहित्य का इतिहास, चौखम्बा सुरभारती, वाराणसी
13. Dasgupta S.N., A History of Sanskrit Literature: Classical Period, University of Calcutta, 1977.
14. A.B. Keith, History of Sanskrit Literature (हिन्दी अनुवाद, मंगलदेव शास्त्री, मोतीलाल बनारसीदास, दिल्ली)

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

Pool of Discipline Specific Electives

DSE-13: Basic Principles of Pāṇinian Grammar

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Principles of Pāṇinian Grammar	04	3	1	0	Nil	Nil

Learning Objectives

This course introduces the basics of Pāṇinian grammar. It provides information related to the grammar written by Pāṇini. The core concept of Paninian grammar will be introduced. The main aim of this course is to introduce the structure of Ashtadhyayi and richness of the Indian linguistic tradition for those who are not Sanskrit scholars but are curious to know about the scientific literature in Sanskrit.

Learning outcomes

The students will get an overview of the Paninian grammar. Within the field of Sanskrit studies, the field of vyākaraṇa (grammar) is said to be the core foundation upon which everything else is built. It will be a deep exploration of the study of grammar starting from absolute scratch. Students will be able to learn how to study Paninian Grammar.

Detailed Syllabus

Unit I

Introduction to Ashtadhyayi

Introduction to Pāṇini

General information of his grammar

Current Pāṇinian tradition

Structure of the Ashtadhyayi

The Phonemic Components: Alphabest (Mahashwara Sutra)

Pratyaharas

Unit II

Core Concept of Ashtadhyayi

- Types of Sutras
- The concept of Anuvritti, Adhikara, Samjna
- Decoding the meaning of the sutras
- Technical Terms of Panini

Unit III

Core Concept of Ashtadhyayi

- Decoding the meaning of the sutras
- Role of Various types of Sutras
- Utsarga and Apavada
- Brief Introduction to Sanskrit Suffixes: Sup, Tin, Krit, Taddhita

Unit IV

Databases of Panini

- Sutrapatha
- Dhatupatha:
 - Classification Dhatus: Gana (10), Pada (3), Idagama (3), karma, ac numbers, anubandha, aadivarna, antyavarna, upadhavarba
 - Brief Introduction to Dhatus, Lakar
- Ganapatha

Essential/recommended readings

1. The Aṣṭādhyāyī Sūtrapāṭha of Panini, with Vārtikas, Gaṇa, Dhātupāṭha, Pāṇinīya-śikṣā and Paribhāṣāpāṭha, second edition, edited by C. Sankara Rama Shastri, printed and published by The Shri Bala Manorama Press, Mylapore, Madras, 1937.
2. The Aṣṭādhyāyī of Pāṇini, translated into English by Shrish Chandra Vasu, first published in 1891, reprinted by Motilal Benarsidass, Delhi, 1962.
3. The Ashtadhyayi of Panini. Vol. 6. Satyajnan Chaterji, 1897.
4. Pawate, Ishtalingappa Siddharamappa. The structure of the Ashtadhyayi. Amar Prakashan, 1987.
5. Mahalakshmi, A. Soumya, and Minal Moharir. "Ashtadhyayi—An Experimental Approach to Enhance Programming Languages and Compiler Design Using." *Recent Findings in Intelligent Computing Techniques: Proceedings of the 5th ICACNI 2017, Volume 3* 709 (2018): 3.
6. Subbanna, Sridhar, and Shrinivasa Varakhedi. "Computational structure of the Ashtadhyayi and conflict resolution techniques." *Sanskrit Computational Linguistics* (2009): 56-65.
7. Dr. Naresh Jha, Ashtadhyayi of Panini (Sanskrit With Hindi Text), 2014, Chaukhamba Surbharati Prakashan.
8. Jha, Girish N. "The system of Panini." *Language in India* 4.2 (2004).

9. Sharma, R. N. "Astadhyayi of Panini. Vol. 1-2. N." *Delhi. Voloshina, OA 2019a: [Types of Sutra Rules in the Grammar of Panini]. Indoevropskoe yazykoznanie i klassicheskaya filologiya [Indo-European linguistics and classical philology]* 23 (2000): 170-177.

Additional Resources:

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

DSE-14: Introduction to Ancient Indian Mathematics

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Ancient Indian Mathematics	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an in-depth exploration of the rich heritage of ancient Indian mathematics, covering various mathematical concepts, techniques, and achievements that emerged in the Indian subcontinent over centuries. Students will delve into the works of renowned mathematicians such as Aryabhata, Brahmagupta, and Bhaskara, among others. The course aims to highlight the significant contributions of ancient Indian mathematics to various branches of mathematics and its influence on contemporary mathematical thought.

Learning outcomes

By the end of this course, students will be able to:

1. Understand the historical and cultural context of ancient Indian mathematics.
2. Familiarize themselves with the fundamental mathematical concepts and techniques developed by ancient Indian mathematicians.
3. Analyze and interpret ancient Indian mathematical texts.
4. Recognize the contributions of ancient Indian mathematics to modern mathematical fields.
5. Appreciate the interconnectedness of ancient Indian mathematics with other areas of knowledge, including astronomy, philosophy, and linguistics.

Detailed Syllabus

Unit: I

Introduction to Ancient Indian Mathematics

Overview of ancient Indian mathematical traditions

Significance of ancient Indian mathematics in global mathematical history

Major mathematical works and their authors

Unit: II

Life and works of Aryabhata, Brahmagupta, Baskaracharya

Unit: III

Contribution of Aryabhata, Brahmagupta, Baskaracharya

Unit: IV

Some Essentials of ancient Mathematics

Decimal place value system and its origins

Numerical notations and symbols used in ancient Indian mathematics

Basic arithmetic operations (addition, subtraction, multiplication, division) in ancient Indian mathematics

Geometrical concepts and constructions in ancient Indian mathematics

Connection between astronomy and mathematics in ancient India

Essential/recommended readings

1. "Sulba Sutras" - These ancient texts, composed between 800 BCE and 200 BCE, present mathematical techniques for constructing altars and fire pits used in Vedic rituals. They contain geometric and algebraic methods, including the Pythagorean theorem.
2. "Aryabhatiya" by Aryabhata - Written in the 5th century CE, this work is a foundational text of Indian mathematics. It covers various mathematical topics, including arithmetic, algebra, trigonometry, and astronomy. It introduces the concept of zero and provides an approximation for the value of pi.
3. "Brahmasphutasiddhanta" by Brahmagupta - Composed in the 7th century CE, this treatise covers topics such as arithmetic, algebra, geometry, and astronomy. It introduces negative numbers and presents solutions to quadratic equations.
4. "Lilavati" by Bhaskara II - This 12th-century CE work focuses on arithmetic and algebra. It contains a wide range of mathematical problems and their solutions, along with geometric and combinatorial techniques.
5. "Ganita Sara Sangraha" by Mahaviracharya - Written in the 9th century CE, this treatise provides a comprehensive overview of arithmetic and algebra. It covers topics such as number theory, fractions, series, and solutions to linear and quadratic equations.
6. "Yuktibhasa" by Jyesthadeva - Composed in the 16th century CE, this work explores advanced topics in algebra and calculus. It introduces the Kerala school's method of calculating with infinite series and provides a comprehensive understanding of calculus in ancient India.
7. "Siddhanta Shiromani" by Bhaskara II - This monumental work, written in the 12th century CE, comprises four parts: Lilavati, Bijaganita, Grahaganita, and Goladhyaya. It covers arithmetic, algebra, geometry, and astronomy, offering insights into advanced mathematical concepts and calculations.
8. "Vedic Mathematics" by Bharati Krishna Tirtha - This modern compilation, published in the 20th century, presents the mathematical principles found in the Vedas. It provides techniques for mental calculations, quick multiplication, division, and square roots, highlighting the mathematical wisdom of ancient India.

Reference readings

1. "Mathematics in Ancient India" by T.K. Puttaswamy and S.K. Rangaswami - This comprehensive book explores the development of mathematics in ancient India, covering various mathematical concepts, techniques, and contributions by Indian mathematicians.

2. "A Source Book in Indian Mathematics" edited by K. Sarma - This anthology brings together translations of key texts in ancient Indian mathematics, providing direct access to original sources and mathematical concepts developed in the Indian subcontinent.
3. "The History of Hindu Mathematics: A Sourcebook" by Bibhutibhusan Datta and Avadhesh Narayan Singh - This book presents an in-depth examination of mathematical ideas and techniques from ancient Indian texts, including arithmetic, algebra, geometry, and astronomy.
4. "Mathematics in India" by Kim Plofker - Offering a scholarly analysis of Indian mathematical traditions, this book covers topics such as number systems, arithmetic, algebra, geometry, and trigonometry, with a focus on historical context and cultural influences.
5. "Indian Mathematics: Engaging with the World from Ancient to Modern Times" edited by Agathe Keller, Clemency Montelle, and Christine Proust - This collection of essays explores various aspects of Indian mathematics, from its ancient roots to contemporary developments, including contributions to astronomy, linguistics, and philosophical thought.
6. "History of Ancient Indian Mathematics" by C. N. Srinivasiengar - This book provides a historical overview of ancient Indian mathematics, tracing its evolution from the Indus Valley Civilization to the medieval period, highlighting the contributions of notable mathematicians and the impact on subsequent mathematical developments.

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

DSE-15: Basic Skills for Research Paper and Dissertation

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Basic Skills for Research Paper and Dissertation Writing	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course will introduce the basic methods and skills to write a research dissertation and paper.

Learning outcomes

The students will learn the basics of writing research dissertations or papers and they will acquire the skills needed for the same. They will get a clear idea about the standards to be followed and techniques to be used for their research writings.

Detailed Syllabus

Unit I 12 hrs

Theoretical concept of Research

Introduction, Objectives and Types of Research
 Outline of Research Work
 Topic Selection and Writing Methods
 Material Collection: Primary and Secondary
 E-Recourses and Research Tools

Unit II 09 hrs

Dissertation/Paper Editing Tools

Typing tools for Unicode Devanagari
 Editing Tools: Microsoft Word and Google Docs

Unit III 12 hrs

Basics of Research Paper Writing

Topic Selection
 Review of Literature
 Drafting the body

Revision/Editing

Major Components of a Research Papers

Abstract, Keywords, Background and Introduction, Review of Literatures,
Objective, Material (data) and methodology, result and discussions, conclusions, finding,
future direction of research, acknowledgement, references

Unit IV

12 hrs

Dissertation Writing Skill

Overview of the dissertation

Major steps: Proposal, Dissertation Writing, Editing/Review,
Presentation and Submission

Essential Elements of Research Proposal:

Research topic selection

A brief description of the proposed thesis

Preliminary outline of the proposed research

Survey

Reference list

Structure of Dissertation

Title Page

Acknowledgement

Abstract

Table of Contents

List of figures

List of Tables

List of Appendixes

Dissertation Chapters

References Lists

Essential/recommended readings

1. Teacher's notes, ppt, and handout
2. <http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/>
3. <https://www.slideshare.net/subagini/effective-presentation-skills-28512891>
4. <http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/>
5. Yelikar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.

Additional Resources:

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

DSE-16: Research Methodology for Sanskrit Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology for Sanskrit Studies	04	3	1	0	12th Passed	Working Knowledge of Sanskrit

Learning Objectives

This course will introduce the basics of research methodology and the methodologies followed in the research field of Arts or Sanskrit. The primary emphasis will be on the study of research methods applicable to undertaking research in Sanskrit.

Learning outcomes

After completing this course the students will get an overview of the various research methodologies. They will be able to understand the specific procedures or techniques to be used to identify, select, process, and analyze information about a research topic.

Detailed Syllabus

Unit I

12 hrs

Theoretical concept of Research

- Introduction, Objectives, and Types of Research
- Outline of Research Work
- Research Methodologies
- Topic Selection and Writing Methods
- Material Collection: Primary and Secondary
- E-Recourses and Research Tools

Unit II

12 hrs

Literature Review

- Brief Introduction of Survey
- Techniques/Methods of Survey
- Tools and Techniques of Survey
- Step of the Survey

Unit III
Referencing

12 hrs

- What is Referencing?
- Step of Referencing
- How to make references?
- Citation and Citation in Text, Various patterns of Citation in Text and Sample
- Various Software for Referencing
- Components of referencing, Book, Dictionary, Journal, Conference, News Paper, Magazine, Report, Government Publications, Thesis, Dissertation, Web pages, Internet Resources, Personal Communications (Written, oral and email), Lectures, Video, DVD, Films, etc.)
- Introduction of Various Style Sheets of Referencing.
- Detail Introduction of the above Style for Sanskrit.
- Creation Methods of Reference List and Samples.

Unit IV
Transliteration

09 hrs

- Transliteration Schemes
- International Alphabet of Sanskrit Transliteration (IAST)
- Indian languages Transliteration (ITRANS)
- Introduction to available computational tools for converting Devanagari Texts to IAST and TTRANS.

Essential/recommended readings

1. Teacher's notes, ppt, and handouts
2. <http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/>
3. <https://www.slideshare.net/subagini/effective-presentation-skills-28512891>
4. <http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/>
5. Yelikar, 2009, Essentials of Research Methodology & Dissertation Writing ((Fogsi), Jaypee Brothers Medical Publishers.

Additional Resources:

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

Common Pool of Generic Elective for SEMESTER – IV/V/VI

GE-7: Fundamentals of Indian Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Indian Philosophy	04	3	1	0	Semester II Passed	Nil

Learning Objectives

The primary objective of this course is to familiarize the students with the basic issues in Indian Philosophy. The course will give a hand on knowledge of various Fundamental concepts and Theories to enable them to learn the higher concepts and Theories of different Philosophical schools of Indian Philosophy

Learning outcomes

Indian Philosophy teaches critical thinking, close reading, clear writing, and logical analysis. It develops the tools of logic and reason to analyse the ways in which the individual experiences the Universe. It guides the student to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask. The most important reason to study philosophy is that it is of enormous and enduring interest. Philosophy is important, but it is also enormously enjoyable in which students are provided with the tools and the opportunity to develop and express their own philosophical views.

Detailed Syllabus

Unit I: Fundamentals of Philosophy

Darśana - concept and aims, Classification of Indian Philosophical schools, Fundamental issues in Indian Philosophy- Epistemology: Pramanas

Unit: II Metaphysics:

Satkaryavada, Asatkaryavada, Parinamavada, Vivartavada, Svabhavavada, Consciousness and matter, theories of self

Ethics: Karma & Punarjanma theory, Liberation

Unit: III Schools of Indian Philosophy

Heterodox Schools - Cārvāka - General introduction with emphasis on Challenge to Veda, Rejection of Transcendental Entities, Ethics

Jainism: General Introduction with emphasis on Anekantavāda, Syadvāda, Saptabhāṅginyaya.

Buddhism- General introduction with emphasis on Four Noble Truths

Unit : IV Orthodox Schools

Samkhya- General Introduction with emphasis on Prakṛti, three Gunas & Puruṣa (Based on Samkhyakārikā)

Yoga – Eight-fold path of Yoga

Nyaya Vaisesika - General Introduction Seven Padarthas (overview only) Mimamsa - Svataḥ Prāmāṇyavāda

Advaita Vedanta - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat

Essential/recommended readings

1. मिश्र, पंकज कुमार, तर्कसंग्रह तन्वी व्याख्या, परिमल पब्लिकेशन्स, शक्ति नगर, दिल्ली-7, 2013
2. मिश्र, पंकज कुमार, चार्वाक, शिवालिक प्रकाशन, 27/16, शक्ति नगर, दिल्ली-7, 2019
3. शर्मा, चन्द्रधर, भारतीय दर्शन, मोतीलाल बनारसीदास, जवाहर नगर, दिल्ली
4. Bhartiya, Mahesh Bharatiya Darśana Ki Pramukha Samasyaem, Ghaziabad, 1999.
1. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Calcutta University, Calcutta, 1968 (Hindi Translation also).
2. Hiriyanna, M.- Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
3. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
4. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
5. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
6. Raja, Kunnal - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Rishi, Uma Shankar (Ed.), Sarva-Darshana_Samgraha, Chowkhamba Vidyabhawan, Varansi, 1984.

Additional Resources:

1. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
2. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).
3. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
4. Radhakrishnan, S. Indian Philosophy, Oxford University Press, Delhi, 1990.
5. Pandey, Ram Chandra Panorama of Indian Philosophy (also Hindi version), M.L.B.D.,
6. Raja, Kunnal - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
7. Chatterjee, S. C.- The Nyaya Theory of Knowledge, Calcutta, 1968.

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

GE-8: Indian Epigraphy & Palaeography

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Epigraphy & Palaeography	04	3	1	0	Semester II Passed	Nil

Learning Objectives

This course provides the students with the knowledge of the Indian Epigraphy and Palaeography and basics of Indian history of ancient period. Learners interested in acquiring historical facts direct from the original source can be benefitted with this course. It is extremely helpful for those who are willing to involve in archaeological studies.

Learning outcomes

After completion of this course, the students will form a solid understanding of the various Inscriptions, antiquity of writing and other issues related to Indian Epigraphy and Palaeography.

Detailed Syllabus

Unit: I

Welfare state: repair of dam, mati-saciva, karma-saciva in Junagadh Inscription of Rudradāman.

Unit: II

1. Eran Pillar Inscription: Status of Samudragupta
2. Meharauli Iron Pillar Inscription of Candra: Victory, Recognition of Chandra

Unit: III

1. **Antiquity of writing in India**
 - a) Observations from foreign scholars
 - b) Literary evidences
 - c) Observations made by Indian Epigraphists.
2. **Importance of the study of Inscriptions.**
 - a) Geographical description
 - b) Historical evidences

- e) Society
- d) Religion
- e) Literature
- f) Economic Conditions
- g) Administration

1. Writing material:

- a) Rocks b) Pillars c) Metal Plates Brush, Chisel, Stylus, Paint/Colour d) Statues e) Pen

Unit: IV

1. Origin of the Brahmi Script

- a) Foreign Origin
- b) Indian Origin

2. Development of the script upto 700 A.D.

Essential/recommended readings

1. Buhler, G, On the origin of the Indian alphabet & numerals.
2. Dani, A. H, Indian Paleography
3. Ojha, G. H, Bharatiya Praçina Lipimāla (Hindi)
4. Pandey, R.B, Asoka ke Abhilekha (Hindi), Bharatiya Puralipi (Hindi)
5. Rana, S.S., Bharatiya Abhilekha
6. Sircar, D.C., Indian Epigraphy, Select Inscriptions (Part - I)
7. Upadhyay, V., Praçina Bharatiya Abhilekha (Hindi)
8. Thapar, Romila, Asoka tatha Maurya Samrajya Ka Patana (Hindi)

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

GE 9: Indian Legal System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Indian Legal System	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Course Objectives

- To provide an understanding of law in the Indian knowledge system
- To enable students to appreciate the practical and pragmatic aspects of Indian legal thought

Learning Outcomes

- Students will acquire a general understanding of various aspects of law
- They will understand the tensions between forces of change and status quo
- They will appreciate the role of people in the evolution of law
- They will learn how a legal system has to be sensitive to peoples' needs

Detailed Syllabus

Unit 1- Concept of law in the Indian knowledge system 09 hrs

- Vyavahara as Law, difference between dharma and vyavahara
- Survey of vyavahara literature – smritis, commentaries and nibandhas
- Peoples' Practices and the letter of law – Custom as a source of law
- Fundamental Principles of Vyavahara

Unit II- Wealth based Disputes 12 hrs

- Labour and Employment
- Market Operations
- Finance and Banking
- Commercial Enterprises
- Laws of Inheritance

Unit III- Violence based disputes

12 hrs

Law of Insolent speech
Law of injury and Death
Crimes against women

Unit IV- Procedure and Evidence

12 hrs

Types and hierarchy of courts
Legal procedure- Plaint, prima facie assessment, summons, injunctions,
Reply, Judgement
Laws of Evidence
Legal Interpretation and Growth of law

Suggested Readings

1. Kane P.V. : History of Dharma Shastra, Bhandarkar Oriental Research Institute, Pune
2. Lingat Robert : Classical Hindu Law,
3. Mathur A.D. : Medieval Hindu Law, Oxford University Press, New Delhi
4. Sarkar Kishori Lal : Mimamsa principles of Interpretation, 1924 (Revised by Matkandey Katju)

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

GE 10: Fundamentals of Buddhist Philosophy

Credit distribution, Eligibility, and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Fundamentals of Buddhist Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an introduction to the basic teachings, practices, and history of Buddhism. Students will learn about the key concepts and philosophical ideas in Buddhism, including the Four Noble Truths, the Noble Eightfold Path, and the concept of karma. The course will also cover the history and development of Buddhism in different regions of the world, including South Asia, Southeast Asia, East Asia, and the West.

Learning outcomes

- To introduce students to the fundamental teachings and practices of Buddhism
- To provide an overview of the historical development of Buddhism in different regions of the world
- To develop critical thinking skills by analyzing the philosophical and ethical ideas in Buddhism
- To enhance students' ability to articulate their own views on Buddhism

Detailed Syllabus

Unit: I

12 hrs

Introduction to Buddhism

- Basic concepts of Buddhism
- The development of Theravada Buddhism
- Historical context and cultural background
- The role of Buddhism in ancient India

Unit: II

09 hrs

Life of Buddha

- Buddha and his teachings
- The Four Noble Truths and the Noble Eight fold Path Buddhism- General Introduction with emphasis on Four Noble Truths Pratityasamutpadvad.

Unit: III

12 hrs

Buddhist Philosophy

- The nature of reality- Shunyavada, Kshanabhangvaad,
- Theory of Existence
- The concept of karma and rebirth

Unit: IV

12 hrs

Buddhist Ethics

- Five Precepts
- Practice of meditation
- Role of compassion and wisdom in Buddhist ethics
- Role of Buddhism in social justice movements and Environmentalism

Recommended Books/Readings:

1. Bhartiya, Mahesh - Bhāratīya Darśana Kī Pramukha Samasyāem, Ghaziabad, 1999.
2. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
3. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
4. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
5. O'Flaherty, Wendy Doniger – Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.
6. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
7. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
8. Raja, Kuhnian - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
9. Rishi, Uma Shankar (Ed.), Sarva-Darshana_Samgraha, Chowkhamba Vidyabhawan, Varanasi, 1984.
10. Shastri, Kuppaswami, A Primer of Indian Logic, 1951 (only introduction).

Suggested Reading :

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

GE 11: Introduction to Jain Philosophy

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Jain Philosophy	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course provides an introduction to Jainism, one of the oldest and most influential religious traditions of India. Students will learn about the history, beliefs, practices, and ethical principles of Jainism. The course will also explore Jain contributions to Indian culture, philosophy, and literature. By the end of the course, students will have a basic understanding of Jainism and its significance in Indian society and beyond.

Learning outcomes

- To familiarize students with the history and basic principles of Jainism
- To explore the role of Jainism in Indian society and culture
- To examine the ethical principles and practices of Jainism
- To introduce students to Jain literature and philosophy
- To encourage critical thinking and reflection on Jainism and its relevance to contemporary issues.

Detailed Syllabus

Unit I

Introduction to Jainism

12 hrs

- Historical background of Jainism
- Basic concepts of Jainism: karma, dharma, ahimsa,
- Introduction to Jain scriptures: Agamas and commentaries
- Major Texts and Philosophers of Jain Philosophy

Unit II

Jain Philosophy

12 hrs

- Jaina Ontology- Dravya, Guna, Paryaya, Concept of seven Dravyas, Astikaaya and Anastikaay
- Jain philosophy: the three principles (Anekantavada, Syadvada, and Nayavada)
- Contributions of Jainism to Indian philosophy
- Jain beliefs about the nature of the soul and the universe

Unit III**12 hrs****Jain Ethics**

- Jain practices: meditation, fasting, rituals, etc.
- Principle of ahimsa (non-violence) and its implications
- Jain ethics and environment

Unit IV**09 hrs****Jainism and Contemporary Society**

- Role of Jainism in Indian society and culture
- Jainism in the modern world

Essential/recommended readings

1. Bhartiya, Mahesh - Bhāratīya Darśana Kī Pramukha Samasyāem, Ghaziabad, 1999.
2. Bhartiya, Mahesh - Causation in Indian Philosophy, Ghaziabad, 1975.
3. Chatterjee, S. C. & D. M. Datta - Introduction to Indian Philosophy, Calcutta University, Calcutta, 1968 (Hindi Translation also).
4. Hiriyanna, M. - Outline of Indian Philosophy, London, 1956 (also Hindi Translation).
5. O'Flaherty, Wendy Doniger - Karma and Rebirth in Classical Indian Tradition, MLBD, Delhi, 1983.
6. Pandey, Ram Chandra - Panorama of Indian Philosophy (also Hindi version), M.L.B.D., Delhi, 1966.
7. Radhakrishnan, S. - Indian Philosophy, Oxford University Press, Delhi, 1990.
8. Raja, Kuhnian - Some Fundamental Problems in Indian Philosophy, MLBD, Delhi, 1974.
9. Rishi, Uma Shankar (Ed.), Sarva-Darshana Samgraha, Chowkhamba Vidyabhawan, Varanasi, 1984.
10. Shastri, Kuppuswami, A Primer of Indian Logic, 1951 (only introduction).

Additional Resources:

1. Jainism: An Introduction by Jeffery D. Long
2. The Jain Path: Ancient Wisdom for the West by Aidan Rankin

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

GE-12 Ancient Indian Polity

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Polity	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

Fundamental Concepts of Indian Political thought have been discussed in Dharma-śāstra literature as the scientific branches of knowledge in ancient India. The aim of this course is to make the students acquainted with various aspects of Indian Political Thought and institutions of Polity as propounded in the ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Kauṭilya's Arthaśāstra and other works known as Nītiśāstra.

Learning outcomes

This course will enable the students to appreciate the fundamental concepts of Indian political thoughts discussed in ancient Sanskrit texts such as Vedic Samhitas, Mahābhārata, Purāṇas, Arthaśāstra, and other works known as Nītiśāstra. It is supposed to create an awareness of the various aspects of Indian political thoughts and institutions of polity and at the same time make the people politically conscious from time to time.

Detailed Syllabus

Unit I

09 hrs

Basic Features of Ancient Indian Political Thought:

Name, Scope, and Sources of Ancient Indian Political Thought:

Various Names of Indian Polity: 'Daṇḍanīti', Arthshastra, 'Dharmaśāstra', Rajshastra 'Nītiśāstra'.

Sources of Ancient Indian Political Thought: Vedic Literature, Purāṇa, Rāmāyaṇa, Mahābhārata, Dharmaśāstra, Nītiśāstra Kauṭilya's Arthaśāstra and Rajaśāsana (Inscriptions).

Prominent Indian Political Thinkers: Manu, Śukrācārya, Kauṭilya, Kāmandaka, Somadeva Suri.

Unit: II

12 hrs

Ancient Indian Political Thought: Origin and Development:

Indian Political Thought from Vedic Period to Buddhist Period: Election of King by the People' Viśas 'in Vedic period: (Ṛgveda,10.173;10.174, Atharvaveda, 3.4.2; 6.87.1-2), Parliamentary Institutions: 'Sabhā, 'Samiti' and 'Vidatha'

Rgveda, 10.85.26),

Democratic practices in the Buddhist Period (Diggnikāya, Mahāparinibbāna Sūta, Anguttaranikāya, 1.213; 4.252, 256)

Unit: III

12 hrs

Nature, Types and Theories of the State:

Nature of the State in Arthaśāstra (6.1) and Manusmṛti (9.294) with Special Reference to Saptāṅga-Theory (Brief description)

Types of State: Rājya, Svarājya, Bhojya, Vairājya, Mahārājya, Sāmarājya (Aitreya Brāhmaṇa, 8.3.13-14; 8.4.15-16).

Kauṭilya's concept of the Welfare State (Arthaśāstra, 1.13); Essential Qualities of King (Arthaśāstra, 6.1.16-18); Duties of King and State 'Rajadharma' (Mahābhārata, Śāntiparva, 120.1-15; Manusmṛti, 7.1-15; Śukranīti, 1.1-15) Constituent Elements of Jain political thought (Somadeva's Nītivākyāmṛta, 9.1.18 and, 19.1.10)

Unit IV

12 hrs

Cardinal Theories and Ancient Indian Political Thinkers

Cardinal Theories of Indian Political Science:

'Saptāṅga' Theory of State: Svāmī, Amātya, Janapada, Pura, Kośa, Daṇḍa and Mitra (Arthaśāstra-6.1, Mahābhārata-Śāntiparva-56.5, Śukranīti, 1.61-62).

'Maṇḍala' Theory of Inter-State Relations:

'Sadguṇya' Policy of War and Peace Diplomacy:

'Caturvidha Upāya' for balancing the power of State: Śāma, Dāma, Daṇḍa, Bheda.

Three types of State power 'Śakti': Prabhu Śakti, Mantra Śakti, and Utsāha Śakti.

[A] References:

Compulsory Reading:

1. R.P Kangale (ed.) Arthashastra of Kautilya, Motilal Banarasidas, Delhi, 1965.
2. R.T.H. Griffith (Trans.), Atharvaveda Samhita, 1896-97, rept. (2 Vols) 1968.
3. H.P. Shastri, Mahabharata (7 Vols), London, 1952-59.
4. P. Olivelle (ed. & trans.), Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamashastra, OUP, New Delhi, 2006.
5. H.P. Shastri (trans.), Ramayana of Valmiki (3 Vols), London, 1952-59.
6. H.H. Wilson (trans.), Rgveda samhitā (6 Vols), Bangalore Printing & Publishing Co., Bangalore, 1946.
7. A.S. Altekar, State and Government in Ancient India, Motilal Banarsidas, Delhi,

2001.

8. S.K. Belvalkar, Mahabharata: Santi Parvam, 1954.
9. D.R. Bhandarkar, Some Aspects of Ancient Indian Hindu Polity, Banaras Hindu University.
10. J.R. Gharpure, Teaching of Dharmashastra, Lucknow University, 1956.
11. U.N. Ghosal, A History of Indian Political Ideas, Bombay, 1959.
12. K.P. Jayaswal, Hindu Polity, Bangalore, 1967.
13. N. S Law, Aspect of Ancient Indian Polity, Calcutta, 1960.
14. S.R. Maheshwari, Local Government in India, Orient Longman, New Delhi,

Additional Resources:

1. Beni Prasad, Theory of Government in Ancient India, Allahabad, 1968.
2. B.A. Saletore, Ancient Indian Political Thought, and Institutions, Bombay, 1963.
3. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1996.
4. K.N. Sinha, Sovereignty in Ancient Indian Polity, London, 1938.
5. V.P. Verma, Studies in Hindu Political Thought and its Metaphysical Foundations, Delhi, 1954.

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

GE 13: Introduction to Smṛti Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Smṛti Literature	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

The aim of this course is to make the students acquainted with salient ancient Indian social features and aspects propounded in various Smṛti texts. Smṛti literature is a corpus of ancient Indian society. One can find the root of Indian social, and administrative issues and ancient Indian jurisprudence in Smṛti literature. This course provides an opportunity to study and understand ancient Indian Institutions through the original text of Smṛtis.

Learning outcomes

After the completion of this course, students will be able to connect the theoretical model propounded by the Smṛti texts in the forms of the Varnaashram system, Education, marriage, and the Rights of women. The learners will be able to see Dharma as a dynamic institution. This will free them from the traces of fundamentalism and they should become more open-minded and liberal. Learning and developing a critical approach to the institution of caste and women's issues will make the participants sensitive to discriminating practices. Students will be able to understand the importance of Smṛti literature and they will become unbiased towards the myths regarding various Smṛtis.

Detailed Syllabus

Unit I

09 hrs

Smṛti Literature

Brief Introduction of Smṛti

Concept of Smṛti

Relation between Smṛti and Dharmshastra.

Some Prominent Smṛti and Author- Manu, Yajnyvalkyā, Shukracharya, Somdeva, Medhatithi, Vigyaneshwara

Unit II

12 hrs

Social Institutions

Dharma: Meaning of Dharma, sources of dharma (Manu.2.1, 6, 10, 12) Yaj. 1.7 Ten fold of Dharma & it's versions Manu. 6.91-94

Varna and Ashram System: An organized society, Concept, Composition, purpose and Relevance of Varnashram (Manu. 1.87, 10.4, 1.88, 1.89, 9.326, 1.90, 1.91, Manu.10.65, 9.335, 4.245, 2.103,2.168)

Ashram System: Bringing balance in human life

Ashram dharma (Mitakshra Teeka on Yaj. 1.1), Different Ashramas depicted in Smṛti-Literature. Marriage (Manu. 3.4), Panch-Mahayagya 3.69-76, 82, Importance of Grihastha ashram 3.77-81, 6.82-90, Social Responsibility of Grihastha.

Unit: III

12 hrs

Social Institutions

Education: Attaining knowledge: Beginning of education; Manu 2, Yaj. 1.10-115, Gurukul; Manu chap 2 and 3 Yaj 1.10-115, rules regarding dressing, eating, rising up, sleeping, behaving etc.

Marriage: Marriage as a social institution for the regulation of the relation between man & woman; forms of marriage; manu 3.27-37, Yaj. 1.58, a woman has right to select a suitable husband for herself; manu 9.90-91, Yaj. 1.89 Qualifications of bride and bridegroom; manu 3.2-11 Yaj- 1.35, 52-55 Narada 12.8-11, Dissolution of marriage; Manu 9.72-74 Yaj. 1.76 Narada 12.16-19

Unit IV

12 hrs

Women and society

Respect of Women: Manu 3.55-58, 62, 9.26, Yaj- 1.82, Women Safety Manu 9.3, 9.5-7, Yaj. 1.76,85, Women are not responsible for wicket progeny Manu 9.9,33,36,40, No selling of girl child Manu 3.51,53,54, 9.8,100, Yaj. 1.64

Property rights of women: Right of ownership of property; Manu 9.192-195, 9.217 Yaj. 1.76 Narada 4.14, Protection of her property; Manu 8.28-29, 8.350, Right of Inheritance; Manu 9.118, 130, 131 Narada 4.13 Yaj. 2.115 Never take property of a woman: Manu. 3.52, 9.200, Things can't be counted under women's property Manu. 9.92,199

Women's Empowerment; Manu 9.11 , Right of Education; Manu 5.150, Right of testimony; Manu 8.68, Narada 4.155, Responsibility of Women: Yaj. 1.83,87

References:**Compulsory Readings:**

1. नारदस्मृति: लेखक- ब्रजकिशोर स्वाई चौखम्बा संस्कृत संस्थान वाराणसी वि- सं- 2065
2. मनुस्मृति: श्री कुल्लुकभट्ट टीका सहित व्याख्याकार हरगोविन्दशास्त्री चौखम्बा संस्कृत संस्थान

वाराणसी 1992

3. याज्ञवल्क्यस्मृति: उमेशचन्द्रपाण्डेय
4. स्मृतिचन्द्रिका श्रीयाज्ञिकदेवणभट्टप्रणीत नागप्रकाशन 1988
5. काणे पी-वी- धर्मशास्त्र का इतिहास (हिन्दी अनुवादक-अर्जुन चौबे) हिन्दी समिति प्रभाग लखनऊ

Additional Resources:

1. काणे पी-वी- धर्मशास्त्र का इतिहास (हिन्दी अनुवादक-अर्जुन चौबे) हिन्दी समिति प्रभाग लखनऊ
2. जोशी- लक्ष्मण शास्त्री धर्मकोष प्रजनपथशाला मण्डल बई सतरा वि- सं 1994
3. ठाकुर- लक्ष्मीदत्त प्रमुख स्मृतियों का अध्ययन प्रथम संस्करण 1965 हिन्दी समिति सूचना विभाग लखनऊ
4. स्मृतिसंदर्भ, संशोधित संस्करण 1988 प्रकाशन नाग प्रकाशन
5. भारतीय संस्कृति, डॉ. किरण टण्डन, ईस्टर्न बुक लिंकर्स
6. भारतीय संस्कृति, डॉ. प्रीति प्रभा गोयल, राजस्थानी ग्रंथागार जोधपुर

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

GE-14: Philosophy of Yoga

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Yoga	04	3	1	0	Semester II Passed	Working Knowledge of Sanskrit

Learning Objectives

This course approaches Patanjali's Aphorisms on Yoga as philosophical psychology. The course aims to make students aware of the importance of balance in life and to make them aware of the theoretical and practical aspects of Balanced Living inherent in Sanskrit texts and apply them to live a better life. Graduates who read this course should be able to see that in order to bring balance in life, a proper understanding of one's life situation is necessary. For this understanding, Shravana, Manana, and Nididhyasana are important tools.

Learning outcomes

Graduates must know the true essence of listening (acquisition of information) manana (reflection) and nididhyasana (unflinching commitment). In this segment, students can learn how to improve concentration. They will be able to identify the causes of indecisiveness and confusion and will learn how emotional stability can lead to clearer thinking. This section should help students to understand the importance of Ashtang yoga and Kriyayoga for the purification mind. Teamwork and social cohesion require interpersonal skills. One needs to know that one's behavior can create conflicts. Students should learn how active engagement with action is most conducive to healthy and successful living. By reading this segment, learners should develop a more balanced approach to life.

Detailed Syllabus

Unit I

12 hrs

Introduction and History of Yoga Philosophy

Psychology of Yoga

Method of Self-presentation: Hearing (śravaṇa), Reflection (manana) & meditation (nididhyāsana) - (Bṛhadāraṇyakopaniṣad, 2.4.5) and Vedantasara

Unit II

12 hrs

Concept of Yoga: (Yogasūtra 1.2)

Restriction of fluctuations by practice (abhyāsa) and passionlessness (vairāgya): (Yogasūtra)

Concentration:

Unit III**12 hrs**

Eight Folds of Yoga (aṣṭāṅgayoga)

Yoga of action (kriyāyoga)

Four distinct means of mental purity (cittaprasādana) leading to oneness

Unit IV**09 hrs**

Pancha Kosha: Theory of Personality (5 Insights of great Indian psychology)

Sri Aurovindo's Integral Yoga.

Essential/recommended readings

1. Indian Philosophy
2. उपनिषद् रहस्य
3. एकादश उपनिषद्
4. *Yoga Sutras of Patanjali*

Additional Resources:

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

GE-15: Unveiling the Richness of the Indian Knowledge System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Unveiling the Richness of the Indian Knowledge System	04	3	1	0	Twelveth Passed	Working Knowledge of Sanskrit

Learning Objectives

This Course aims to shed light on the vast tapestry of the Indian knowledge system, highlighting its historical development, key dimensions, methods of knowledge acquisition, contributions, and its relevance in the modern era. By understanding and appreciating this ancient wisdom, we can foster cross-cultural dialogue, promote interdisciplinary research, and pave the way for a harmonious future that blends the best of traditional wisdom with contemporary knowledge and innovation.

Learning outcomes

The Indian knowledge system is a treasure trove of wisdom that has been nurtured and evolved over several millennia. Rooted in ancient scriptures, philosophical treatises, scientific discoveries, and artistic expressions, this knowledge system encompasses diverse fields such as philosophy, spirituality, mathematics, astronomy, medicine, literature, and more.

After completion of this course, students will be able to explore the intricacies and significance of the Indian knowledge system, its historical development, and its relevance in the modern world.

Detailed Syllabus

Unit: I		10Hrs.
	Introduction	
	1.1 Background and significance	
	1.2 Objective of the paper	
Unit: II		10Hrs.
	Historical Development of the Indian Knowledge System	
	2.1 Vedic Period: The Foundation of Indian Thought	
	2.2 Upanishadic Era: Quest for Ultimate Reality	
	2.3 Classical Age: Synthesis of Philosophy, Science, and Arts	
Unit: III		15Hrs.

Key Dimensions of the Indian Knowledge System

- 3.1 Philosophy and Spirituality
- 3.2 Mathematics and Astronomy
- 3.3 Medicine and Ayurveda
- 3.4 Linguistics and Grammar
- 3.5 Arts and Literature

Unit: IV

10Hrs.

Epistemology and Methods of Knowledge Acquisition

- 4.1 Shruti and Smriti: Oral and Textual Traditions
- 4.2 Guru-Shishya Parampara: Teacher-Student Tradition
- 4.3 Yoga and Meditation: Self-Realization and Higher States of Consciousness
- 4.4 Observation and Empirical Analysis

Essential/recommended readings

1. The Vedas
2. The Yoga Sutras of Patanjali
3. The Arthashastra by Chanakya
4. The Bhagavad Git
5. The Ramayana
6. The Mahabharata
7. The Science of Yoga by I.K. Taimni
8. Indian Architecture: Buddhist and Hindu Periods by Percy Brown
9. Indian Music: A Brief Introduction by Guy L. Beck

Reference readings

1. "India: A Sacred Geography" by Diana L. Eck -
2. "The Lost River: On the Trail of the Sarasvati" by Michel Danino
3. "Indian Philosophy: A Very Short Introduction" by Sue Hamilton.
4. "The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
5. "The Cultural Heritage of India" edited by Kapila Vatsyayan

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

GE-16: Contributions of the Indian Knowledge System

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Contributions of the Indian Knowledge System	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

This Course aims to Gain an understanding of the historical development of the Indian knowledge system, including its foundation in the Vedic period, evolution during the Upanishadic era, synthesis in the classical age.

It will explore the key dimensions of the Indian knowledge system, including philosophy and spirituality, mathematics and astronomy, medicine and Ayurveda, linguistics and grammar, arts and literature, and social sciences and governance.

It will recognize the relevance of the Indian knowledge system in the modern world, including its spiritual and philosophical significance, scientific and technological applications, integration with modern education, and the potential for global exchange and cross-cultural learning.

Learning outcomes

After completion of this course, students will be able to-

- Develop a deeper awareness and appreciation for the rich and diverse knowledge system that has evolved in India over thousands of years. They will gain insights into the historical development, key dimensions, and contributions of the Indian knowledge system, leading to a greater understanding of its cultural and intellectual significance.
- Promote cross-cultural dialogue by showcasing the Indian knowledge system to a wider audience. It highlights the potential for exchanging ideas, perspectives, and insights between different cultures and knowledge systems. This can foster mutual understanding and collaboration, promoting global learning and innovation.
- Recognize the value of integrating traditional wisdom with contemporary knowledge and practices. This can inspire the development of new interdisciplinary approaches and solutions to complex problems.
- Become more aware of the importance of safeguarding traditional knowledge. This may lead to initiatives aimed at preserving and reviving traditional practices and teachings, ensuring their continuity for future generations.
- Gain insights into the need for responsible adaptation, taking into account cultural sensitivity, intellectual property rights, and the preservation of indigenous knowledge systems.

The comprehensive overview of the Indian knowledge system provided in the paper can serve as a foundation for further research and study. It can inspire scholars, researchers, and students to delve deeper into specific areas of interest within the Indian knowledge system and contribute to the ongoing exploration and understanding of this vast body of wisdom.

Detailed Syllabus

Unit: I **15Hrs.**

Contributions of the Indian Knowledge System

- 1.1 Metaphysical and Philosophical Insights
- 1.2 Advancements in Mathematics and Astronomy
- 1.3 Holistic Approach to Medicine and Well-being
- 1.4 Linguistic Analysis and Grammar Structures
- 1.5 Artistic Expressions and Literary Masterpieces

Unit: II **15Hrs.**

Relevance of the Indian Knowledge System Today

- 2.1 Spiritual and Philosophical Relevance
- 2.2 Scientific and Technological Applications
- 2.3 Integrating Traditional Wisdom
- 2.4 Global Exchange and Cross-Cultural Learning

Unit: III **15Hrs.**

Challenges and Future Directions

- 3.1 Preservation and Documentation
- 3.2 Reviving Traditional Knowledge in Contemporary Contexts
- 3.3 Ethical Considerations and Responsible Adaptation
- 3.4 Embracing the Past to Shape a Harmonious Future

Essential/recommended readings

10. "The Vedas"
11. "The Yoga Sutras of Patanjali"
12. "The Arthashastra" by Chanakya
13. "The Bhagavad Gita"
14. "The Ramayana" by Valmiki
15. "The Mahabharata"
16. "The Science of Yoga" by I.K. Taimni
17. "Indian Architecture: Buddhist and Hindu Periods" by Percy Brown
18. "Indian Music: A Brief Introduction" by Guy L. Beck

These reference books and essential readings will serve as valuable resources for unveiling the richness of the Indian knowledge system, covering various aspects of philosophy, literature, spirituality, arts, and sciences. They offer insights into the profound wisdom and multidimensional heritage of India

Reference readings

1. "India: A Sacred Geography" by Diana L. Eck -
2. "The Lost River: On the Trail of the Sarasvati" by Michel Danino
3. "Indian Philosophy: A Very Short Introduction" by Sue Hamilton.
4. "The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
5. "The Cultural Heritage of India" edited by Kapila Vatsyayan

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

GE-17: Ancient Indian Medicinal Science: Unveiling the Secrets of Ayurveda

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ancient Indian Medicinal Science: Unveiling the Secrets of Ayurveda	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

This course offers a comprehensive study of ancient Indian Medicinal Science, focusing on Ayurveda, the traditional system of medicine. Students will explore the foundational principles, concepts, and practices of Ayurveda as documented in ancient texts, such as Charaka Samhita and Sushruta Samhita. Through a combination of lectures, discussions, and practical sessions, students will gain a deep understanding of Ayurvedic principles, diagnosis techniques, treatment modalities, herbal medicine, dietary guidelines, and lifestyle recommendations. The course will also delve into the historical development, philosophical underpinnings, and contemporary relevance of Ayurveda.

Learning outcomes

By the end of the course, students will be able to:

Understand the historical development and cultural context of ancient Indian medicinal science, with a particular focus on Ayurveda.

Identify and explain the fundamental principles and concepts of Ayurveda, such as the five elements (Pancha Mahabhutas), three doshas (Vata, Pitta, Kapha), and the concept of Prakriti (individual constitution).

Analyze the Ayurvedic approach to health and disease, including the concepts of Samprapti (pathogenesis), Tridosha theory, and the role of Agni (digestive fire) and Ama (toxicity).

Apply diagnostic techniques in Ayurveda, including Nadi Pariksha (pulse diagnosis), Jihva Pariksha (tongue examination), and examination of the body constitution.

Evaluate the role of Ayurveda in promoting holistic well-being, preventive healthcare, and the management of specific diseases.

Analyze the philosophical underpinnings of Ayurveda, including the concepts of Prana (life force), Dharma (ethical living), and the interconnectedness of mind, body, and spirit.

Critically assess the contemporary relevance and challenges faced by Ayurveda, including integration with modern healthcare systems, evidence-based research, and ethical considerations. Engage in scholarly discussions and presentations on various aspects of ancient Indian medicinal shastra and Ayurveda.

Detailed Syllabus

Unit: I **10Hrs.**

Introduction

- 1.1 Historical development and cultural context
- 1.2 Overview of Ayurveda and its branches

Unit: II **10Hrs.**

Ayurvedic Philosophy and Principles

- Five elements (Pancha Mahabhutas)
- Three doshas (Vata, Pitta, Kapha)
- Concept of Prakriti (individual constitution)

Unit: III **15Hrs.**

Ayurvedic Diagnosis Techniques

- Nadi Pariksha (pulse diagnosis)
- Jihva Pariksha (tongue examination)
- Examination of body constitution
- Samprapti (pathogenesis)
- Role of Agni (digestive fire) and Ama (toxicity)

Unit: III **10Hrs.**

Ayurvedic Treatment Modalities

- Diet and nutrition in Ayurveda
- Lifestyle recommendations
- Yoga and meditation practices

Essential/recommended readings

Reference readings

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

GE-18: Basics of Hindu Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the Course			Eligibility criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Hindu Studies	04	3	1	0	Twelfth Passed	Working Knowledge of Sanskrit

Learning Objectives

Hindu Studies is an interdisciplinary course that explores the rich traditions, beliefs, practices, and philosophies of Hinduism. This course provides a comprehensive understanding of Hinduism, one of the world's oldest and complex religions. Students will delve into the historical, cultural, philosophical, and social aspects of Hinduism, examining its scriptures, rituals, deities, festivals, and ethical teachings. Through a combination of lectures, readings, discussions, and experiential learning, students will gain a deep appreciation for the diverse facets of Hinduism and its relevance in the modern world.

Learning outcomes

After completion of this course, students will be able to

- Develop a comprehensive understanding of the origins, historical development, and diversity within Hinduism.
- Examine the major philosophical schools and concepts within Hinduism, such as Vedanta, Yoga, and Bhakti.
- Explore the scriptures, including the Vedas, Upanishads, Bhagavad Gita, and Puranas, and their significance in Hinduism.
- Investigate the practices, rituals, and symbolism associated with Hindu worship and daily life.
- Analyze the social, cultural, and ethical dimensions of Hinduism and their impact on individuals and communities.
- Foster critical thinking, research skills, and the ability to engage in respectful dialogue about Hinduism.

Detailed Syllabus

Unit: I

10Hrs.

Introduction to Hinduism

- Introduction to key terms and concepts in Hinduism
- Historical background and cultural context of Hinduism

Sacred Scriptures of Hinduism

- Vedas and their significance in Hinduism
- Introduction to the Upanishads and their philosophical teachings,
- Examination of the Bhagavad Gita and its role in Hindu thought.

Unit: II

10Hrs.

Hindu Philosophical Systems

- Overview of the major philosophical schools in Hinduism
- Analysis of key concepts, including Atman, Brahman, Karma and Moksha

Hindu Deities and Mythology

- Exploration of the major deities in Hinduism, including Brahma, Vishnu, Shiva, Devi, and their manifestations

Unit: III

15Hrs.

Hindu Rituals and Worship

- Study of Hindu rituals and their role in religious and social life
- Examination of major Hindu festivals and their significance
- Exploration of sacred spaces, temples, and pilgrimage in Hinduism

Ethics and Morality in Hinduism

- Analysis of Hindu ethical principles- dharma and karma
- Discussion on the concept of moral responsibility and the pursuit of righteousness in Hinduism.

Unit: IV

10Hrs.

Contemporary Issues and Hinduism

- Exploration of the challenges and adaptations of Hinduism in the modern world
- Analysis of Hindu nationalism, secularism, and religious pluralism
- Reflection on the relevance of Hindu teachings and practices in addressing global challenges

Essential/recommended readings

1. The Hindus: An Alternative History" by Wendy Doniger
2. Hinduism: A Very Short Introduction" by Kim Knott
3. Introduction to Hinduism" by Gavin D. Flood
4. The Bhagavad Gita" translated by Eknath Easwaran
5. The Upanishads" translated by Swami Prabhavananda and Frederick Manchester
6. Indian Philosophy: An Introduction to Hindu and Buddhist Thought" by Richard King
7. The Cambridge Companion to Hinduism edited by Gavin D. Flood
8. Hinduism: A Sourcebook edited by Wendy Doniger
9. The Hindu World: An Encyclopedic Survey of Hinduism edited by Sushil Mittal and Gene Thursby
10. Hinduism: Beliefs and Practices by Jeanine Miller

Reference readings

1. The Rig Veda.
2. The Upanishads
3. The Bhagavad Gita
4. Hinduism: A Very Short Introduction by Kim Knott
5. The Hindus: An Alternative History by Wendy Doniger
6. Indian Philosophy: An Introduction to Hindu and Buddhist Thought" by Richard King
7. The Concept of the Goddess" by David Kinsley
8. The Illustrated Encyclopedia of Hinduism" edited by James G. Lochtefeld
9. A Sourcebook in Indian Philosophy" edited by Sarvepalli Radhakrishnan and Charles A. Moore
10. Hindu Gods and Goddesses" by Swami Harshananda

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

B.A. (HONS.) PSYCHOLOGY

SEMESTER IV

Category I

B.A. (Hons.) Psychology Courses for Undergraduate Programme of study with Psychology as a Single Core Discipline

(B.A. Honours in Psychology Category I)

DISCIPLINE SPECIFIC CORE COURSE DSC-10 UNDERSTANDING MENTAL AND BEHAVIOURAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-10 UNDERSTANDING MENTAL DISORDERS	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

After doing this course the student will be able to:

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS OF DSC-10

UNIT – I

(18 hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment

UNIT – II**(18 hours)**

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder

UNIT – III**(9 hours)**

Depressive Disorder & Bipolar Disorders (Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

Practical Component**(30 hours)****Suggestive Practicals:**

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component: Nil**Essential/Recommended Readings**

American Psychological Association (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17thed.). New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive Readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016). *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt .Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

DISCIPLINE SPECIFIC CORE COURSE DSC-11 POSITIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 11 POSITIVE PSYCHOLOGY	4	3	0	1	Class 12TH Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To understand the core concepts of positive psychology pertaining to Eastern and Western perspectives.
- To develop an understanding of positive states and processes.
- To equip the students with strategies to enhance their happiness and well-being

Learning Outcomes

After doing this course the student will be able:

- To understand and appreciate the meaning and conceptual approaches to positive psychology.
- Understand the importance of positive states and processes
- Learn various strategies to enhance happiness and well-being.

SYLLABUS OF DSC-11

UNIT 1

(12 hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Hinduism, Buddhism, Jainism and Islam, Character Strengths and Virtues- Values In Action (VIA) Classification System.

UNIT 2

(12 hours)

Positive States and Processes I: Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience

UNIT 3 (12 hours)

Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

UNIT 4 (9 hours)

Positive Psychological Interventions: Positive thinking, Meditation, Gratitude, Kindness

Practical Component (30 hours)

Suggestive Practicals

- Identifying and enhancing one's character strengths
- Enhancing happiness/ well-being through an intervention based on positive thinking/meditation/gratitude/kindness
- Cross-sectional comparisons on Optimism/Wisdom/Flow/Mindfulness OR Intervention based on Optimism/Wisdom/Flow/Mindfulness
- Analysis of data from secondary sources- movies, books, news articles/ editorials or any other media sources

Tutorial Component : Nil

Essential/Recommended Readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. London, UK: Routledge.

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

Suggested Readings

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology, 9*, 103-110.

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment*. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology, 13*, 111.

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

DISCIPLINE SPECIFIC CORE COURSE DSC-12 INFERENTIAL STATISTICS IN PSYCHOLOGY

CREDIT DISTRIBUTION, CREDIT VALUE AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 12 INFERENTIAL STATISTICS IN PSYCHOLOGY	4	3	0	1	Class 12th Pass	Knowledge of Descriptive Statistics

Learning Objectives

- The advanced statistics course will assist students in grasping the techniques of inferential statistics necessary for carrying out research.
- They should be able to analyze and interpret statistical data obtained in research.

Learning Outcomes

After doing this course the student will be able:

- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

SYLLABUS OF DSC-12

UNIT – I

(15 hours)

Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t): Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t ; Degrees of freedom; Assumptions of t -test; Levels of significance versus p -values.

UNIT – II**(15 hours)**

Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test; Difference between Two Means (*t*-test) - Independent and Dependent Groups; Confidence Intervals.

Unit-III**(15 hours)**

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of *t* and *F*. *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations.

Suggestive Practicals**(30 hours)**

- Comparison of two groups using *t*-test
- Comparison of more than two groups using ANOVA
- Use of chi-square

Data sets available online or those from other sources can be used for this purpose.

Tutorial Component :Nil

Essential/Recommended Readings

Dyer, C. (2001). *Research in psychology: A practical guide to research methodology and statistics* (2nd ed.). Oxford: Blackwell Publishers.

King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical reasoning in the behavioral sciences*. (7th Ed.). USA: John Wiley.

Mangal, S.K. (2010). *Statistics in psychology and education* (2nd Ed.). PHI Learning.

Suggestive Readings

Garrett, H.E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feffer and Simons Private Ltd.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE-DSE-3 ADVANCED SOCIAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE:3 ADVANCED SOCIAL PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Social Psychology

Learning Objectives

- Acquaint the students with contemporary developments and methods in the field of social psychology.
- Enhance the critical thinking skills of the students.
- Understand the concepts of collective behaviour, identity and social inequalities.

Learning Outcomes

After doing this course the student will be able :

- To understand concepts of sociological social psychology and various associated methods.
- To think critically about contemporary issues in the field of social psychology.
- To develop an insight into the dynamics of social and collective behaviour.

SYLLABUS OF DSE -3

UNIT – I

(10 hours)

Contemporary Perspectives and Methods: Social Psychology as History, Psychological and Sociological Social Psychology, Symbolic Interactionism, Social representations, Discursive Psychology, Ethnomethodology

UNIT – II

(12 hours)

Collective Behaviour: Constructing Collective Behaviour: Mass Hysteria Theory, Rational Choice in Collective Behaviour: Emergent Norm Theory, Value-Added Theory, Perception Control Theory; Structure of Crowds and Social Movements; Behaviour during Collective Events

UNIT – III**(11 hours)**

Culture and Identity: Perspectives on Identity: Social Identity Theory, Self-Categorization Theory, Social Dominance Theory and Intersectionality; Influence of Status and Power: Effects of subordination; Violence and Social Practices in Human History; Role of Culture

UNIT – IV**(12 hours)**

Inequalities and Social Justice: Constructing Inequality: Social Stratification, Structures of Inequality and Social Stratification Processes in Groups; Systems Justification Theory, Social Justice: Idea and Ideal of Social Justice & Diversity, Distributive, Retributive & Procedural Justice, Principles of Social Psychology of Social Justice.

Practical Component - Nil

Tutorial Component**(15 hours)**

Suggestive Tutorial Activities: *(This is a suggestive not an exhaustive list of activities)*

- Analysis of media products (*like movies, documentaries, social media posts among others*) on the various themes of Collective Behaviour, Identity and Social Justice.
- Selecting an event from history that can be analysed using the various constructs in Social Psychology.
- Group Discussions to understand the idea of Inequality, Social Justice and Diversity.
- Book reviews for relevant themes (e.g.; *The Argumentative Indian by Amartya Sen, India: A Million Mutinies Now by V.S. Naipaul, Intimate Enemy by Ashis Nandy, Colors of Violence by Sudhir Kakar, Indian Identity by Sudhir Kakar, Being Indian by Pavan K. Varma, Tomb of Sand by Geetanjali Shree, Joothan by Om Prakash Valmiki, Pinjar by Amrita Pritam, Tamas by Bhisham Sahni, Maila Aanchal by Phanishwar Nath Renu among others.*)
- Analysis of popular speeches of social and political leaders.
- Working in groups and adapting any event from Indian History into a skit and presenting.

Essential/Recommended Readings

- Cassidy, C., Hopkins, N., Levine, M., Pandey, J., Reicher, S., & Singh, P. (2007). Social identity and collective behaviour: Some lessons from Indian research at the Magh Mela at Prayag. *Psychological Studies*, 52(4), 286–292.
- Clayman, S. E. (2015). Ethnomethodology, General. In J.D. Wright (Ed.) *International Encyclopedia of the Social & Behavioral Sciences*, 203–206. doi:10.1016/b978-0-08-097086-8.44020-1
- Crawford, L. A., & Novak, K. B. (2018). *Individual and society: Sociological social psychology*. Routledge.

- Elcheroth, G., Reicher, S., Elcheroth, G., & Reicher, S. (2017). Riots, religion and the mobilisation of communal hatred in India (with-Rakshi Rath). *Identity, violence and power: Mobilising hatred, demobilising dissent*, 155-181.
- Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.
- Hammack, P. L. (2018). Social psychology and social justice: Critical principles and perspectives for the twenty-first century. In P. L. Hammack (Ed.), *The Oxford Handbook of Social Psychology and Social Justice* (pp. 3-39). New York: Oxford University Press.
- Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27. doi:10.1111/j.2044-8309.1994.tb01008.x
- Krishnan, L. (2014). Research on distributive justice: Implications for social policy. *Psychology, development and social policy in India*, 223-255.
- Rohall, D. E., Milkie, M. A., & Lucas, J. W. (2014). *Social psychology: Sociological perspectives*. Waveland Press.
- Rosenberg, M., & Turner, R. H. (Eds.). (1990). *Social psychology: Sociological perspectives*. Transaction Publishers.
- Singh, P. (2009). Justice and diversity: The twin concerns for developing societies. *Psychology and Developing Societies*, 21(1), 1-11.
- Thrift, E., & Sugarman, J. (2019). What is social justice? Implications for psychology. *Journal of Theoretical and Philosophical Psychology*, 39(1), 1.
- Van der Toorn, J., & Jost, J. T. (2014). Twenty years of system justification theory: Introduction to the special issue on "Ideology and system justification processes". *Group Processes & Intergroup Relations*, 17(4), 413-419.
- Worchel, S. (2003). Come one, come all: Toward understanding the process of collective behaviour. In M. Hogg & J.M. Cooper (Eds.) *The SAGE Handbook of Social Psychology*. SAGE Publications.

Suggestive Readings

- Babu, N., Prakash, A. & Bharadwaj, I.U. (Eds.), (2021). *Understanding vulnerabilities in contemporary society. Psychological insights and reflections*. New Delhi: SAGE.
- Darley, J., Tyler, T.R., & Bilz, K. (2003). Enacting Justice: The Interplay of Individual and Institutional Perspectives. In M. Hogg & J.M. Cooper (Eds.) *The SAGE Handbook of Social Psychology*. SAGE Publications.
- Hollander, J. A., & Howard, J. A. (2000). Social psychological theories on social inequalities. *Social Psychology Quarterly*, 338-351.

Jena, S.P.K..(2020) *Homelessness: Research, practice and policy*. Routledge (Taylor Francis).

Kakar, S. (1996). *The colors of violence: Cultural identities, religion, and conflict*. University of Chicago Press.

Lester, J. N., & O'Reilly, M. (2021). The social construction of stigma: Utilizing discursive psychology for advancing the conceptualization of stigma in mental health. *Stigma and Health*, 6(1), 53–61.

Krishnan, L. (2004). Attitudes, social cognition and justice. In J. Pandey (Ed.), *Psychology in India revisited: Developments in the discipline, Vol. 3. Applied social and organisational psychology* (pp. 19–68). Sage Publications, Inc.

Maynard, D. W., & Clayman, S. E. (2003). Ethnomethodology and conversation analysis. In L.T. Reynolds & N.J. Herman-Kinney (Eds). *Handbook of symbolic interactionism*, 173-202.

Nandy, A. (1989). *Intimate enemy*. Oxford: Oxford University Press.

Sambaraju, R. (2020). "I would have taken this to my grave, like most women": Reporting sexual harassment during the #MeToo movement in India. *Journal of Social Issues*, 76(3), 603-631.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-4 GROUP DYNAMICS IN ORGANIZATIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 4 GROUP DYNAMICS IN ORGANIZATIONS	4	3	1		Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- Help students understand the principles and dynamics of group interactions in organizations from a psychological perspective.
- Develop an understanding of issues that groups and teams face, including communication, power and politics in workplaces, and conflict.

Learning Outcomes

After doing this course the student will be able to:

- Recognize and understand the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics shape organizational outcomes.
- Identify and analyze the dynamics of organizational communication, power and politics, sexual harassment, and conflicts and negotiations in organizations.

SYLLABUS OF DSE- 4

UNIT - I

(12 hours)

Understanding Work Teams: Groups and Teams; Stages of Group Development (Tuckman Model); Characteristics of effective teams; Types of teams; High-Performing Work Teams; Team-effectiveness model; Team-building.

UNIT - II

(12 hours)

Organizational communication: Functions of communication; Communication model; Direction of communication; Informal communication network; Electronic communication; Barriers to effective communication; Enhancing communication effectiveness.

UNIT - III

(12 hours)

Power and Politics in Organizations: Classifications of Power (French & Raven); Power Tactics; Sexual Harassment; Causes and consequences of Political Behavior.

UNIT - IV

(9 hours)

Conflict and Negotiation: Nature of conflict in organizations; Conflict process; Negotiation (Process, Bargaining strategies); Conflict management; Indian approach to resolving conflicts.

Practical Component: Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Self and other awareness exercises that encourage constructive feedback
- Experiential exercises to enhance team building
- Presentations on contemporary topics to enhance communication skills
- Role plays to practice skills of communication, negotiation, etc.
- Team building and problem-solving exercises to demonstrate various stages of Tuckman's model
- Use of icebreakers for conflict management
- Encourage students to think of real-life power and influence tactics to use, e.g. different teachers in classroom situations, and asking them to reflect on how and why it benefited them or backfired.
- Review of literature, e.g. on power in organizations
- Critical discourse analysis to explore communication of organizations

Essential/ Recommended Readings

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach*(14thedn.). IAP.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behaviour* (18 th ed). Noida: Pearson Education India.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: SAGE.

Suggestive Readings

Ahuja, K. K., Padhy, P., & Srivastava, G. (2019). MeToo at the workplace: exploring sexual harassment experienced by female employees in private sector organisations in Delhi-NCR. *OPUS: HR Journal*, 10(2), 21-45.

Ahuja, K. K., & Padhy, P. (2021). The Cyber avatar of Sexual Harassment at the workplace: Media Analysis of Reports During COVID-19. *Journal of Psychosexual Health*, 3 (4) 322-331.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). New York, NY: Penguin.

French, J. R. P., Jr., & Raven, B. (1959). The bases of social power. In D. Cartwright (ed.), *Studies in social power* (pp. 150–167). University of Michigan.

Levi, D., & Askay, D. A. (2020). *Group dynamics for teams*. Sage Publications.

Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of organizational behavior*, 265-274.

Wheeler, M. (2013). *The art of negotiation: How to improvise agreement in a chaotic world*. Simon and Schuster.

Wood, J. D. (1990). New Haven Nighthawks. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 265- 279). San Francisco: Jossey-Bass Publishers.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-5 PSYCHODIAGNOSTICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE: 5 PSYCHODIAGNOSTICS	4	2	0	2	Class 12th Pass	Basic knowledge of Introductory Psychology and familiarity with concepts of test standardization, reliability, validity etc.

Learning Objectives

- To impart conceptual knowledge of psychodiagnostics, its domains, and purposes.
- To acquaint the students with the procedure of psychological testing of intellectual - cognitive abilities and personality in the clinical setting.
- To develop an understanding of the multiple methods of clinical assessment.
- To underscore the strengths and weaknesses of different methods of clinical assessment.
- To critically evaluate the psychological assessment through the lens of cultural context and ethics.

Learning Outcomes

After doing this course the student will be able to:

- Learn which kinds of tests are used for intellectual, cognitive and personality assessment in clinical contexts.
- Understand the key descriptive features of tests used in the clinical contexts.
- Know salient interpretive possibilities of psychological tests for diagnostic purposes.
- Evaluate the role of multiple methods of assessment in clinical settings.
- Assess the cultural and ethical issues in psychological assessment.

SYLLABUS OF DSE-5

UNIT – I**(12 hours)**

Introduction to Psychodiagnostics of Intellectual and Cognitive Function- Definition and Relevance of Psychodiagnostics; Domains of Assessment: Performance variables, Personality variables; Wechsler's Adult Intelligence Scale- IV; Vineland Social Maturity Scale; NIMHANS Neuropsychological Battery; Montreal Cognitive Assessment; Mental Status Examination.

UNIT - II**(12 hours)**

Tests used in Clinical Setting: Assessment of Personality- Minnesota Multiphasic Personality Inventory (MMPI); Temperament and Character Inventory (TCI); Rotter's Incomplete Sentence Blank; Rorschach Inkblot Test; Thematic Apperception Test.

UNIT - III**(6 hours)**

Critical Considerations in Clinical Assessment- Multi-method assessment (use of interview and observation in clinical settings); Assessment of immediate contexts (school, family, peers); Assessment of strengths.

Practical Component**(60 hours)****Suggestive Practicals**

- Administration and interpretation of rating scales
- Preparation of interpretive report using tests of intelligence/tests of cognitive functions
- Personality testing using self report inventories and semi projective/projective techniques
- Conducting mini Mental status examination in the community/ for an individual
- Conducting clinical interviews
- Behavioural observations and assessment

Tutorial Component: Nil

Essential/Recommended readings:

Cohen, R. J. & Swerdlik, M. E. (2017). *Psychological testing and assessment* (9th ed.). McGraw Hill.

Dwyer, P. (2022). the neurodiversity approach: What are they and what do they mean for researchers? *Human Development*; 66: 73-92.

Geisinger, K. F., Bracken, B. A., Carlson, J. F., Hansen, J.-I. C., Kuncel, N. R., Reise, S. P., & Rodriguez, M. C. (Eds.). (2013). *APA handbook of testing and assessment in*

psychology: (Vol. 2): Testing and assessment in clinical and counselling psychology. American Psychological Association.

Kaplan, R. M. & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications and issues* (10 ed). Cengage Learning.

Korchin, S. (1986). *Modern clinical psychology: Principles of intervention in the clinic and community.* CBS Publishers and Distributors.

Strauss, E., Sherman, E.M.S. & Spreen, O. (2006). *A compedium of neuropsychological tests: Administration, norms and commentary.* Oxford University Press.

Suggestive Readings:

Kellerman, H. & Burry, A. (2007). *Handbook of psychodiagnostic testing: Analysis of personality in the psychological report.* Springer Science

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE GE-12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-12 IDENTIFYING AND DEALING WITH PSYCHOLOGICAL DISORDERS	4	3	0	1	Class 12th Pass	None

Learning Objectives

- To impart preliminary knowledge about psychological disorders prevalent in society
- To develop an understanding of diagnostic criteria for psychological disorders
- To acquaint the students with the importance of psychological assessment
- To attain an overview of the role of various therapies in dealing with psychological disorders

Learning Outcomes

After doing this course the student will be able:

- To identify clinical picture of various psychological disorders using DSM-5 Classification
- To understand the importance of clinical assessment in diagnosis of psychological disorders
- To understand and appreciate the role of psychological first aid and therapies in treatment of psychological disorders

SYLLABUS OF GE -12

UNIT – I

(15 hours)

Psychological Disorders: Criteria, Perspectives, Classification (DSM – 5), Psychological Assessment (Clinical Interview, Case History, Tests, Behavioral Assessment).

UNIT – II

(21 hours)

Clinical Picture of Psychological Disorders: Generalized Anxiety Disorder; Obsessive Compulsive Disorder; Depressive Disorders (Major Depressive Disorder, Persistent Depressive Disorder); Bipolar and related Disorders (Bipolar I Disorder, Bipolar II Disorder, Cyclothymia); Suicide, Schizophrenia, Intellectual Developmental Disorder, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder.

UNIT – III

(9 hours)

Dealing with Psychological Disorders: Psychological First Aid; Biological Intervention (Pharmacological treatment and Electroconvulsive Therapy); Psychotherapy (Brief Description of Psychoanalysis, Behavior Therapy, Cognitive-Behavior Therapy, Client-centered Therapy, Family Therapy, Group Therapy)

Practical component

(30 hours)

Suggestive Practicals:

- Using the clinical interview to take the case history of a client.
- Visual Media and/or text analysis as an approach to understanding mental disorders.
- Screening for psychological disorders such as Generalized Anxiety Disorder, Major Depressive Disorder, Obsessive Compulsive Disorder, Intellectual Disability, Attention Deficit Hyperactivity Disorder using tests, checklists.
- Conducting demographic surveys to identify individuals at risk of developing psychological disorder/s.

Tutorial component : Nil

Essential/Recommended Readings

- Arora, M.K. (2022). *Neurodevelopmental Disorders in the Indian Context: Different Disorders speak Different Stories*. New Delhi: Prestige Publications.
- Barlow, D. H., & Durand, V. M. (2021). *Abnormal psychology: An Integrative Approach*. Thomson Brooks/Cole Publishing Co.
- Butcher, J. N., Hooley, J. M., Mineka, S. (2019). *Abnormal Psychology* (17th ed), New Delhi: Pearson.
- Corey, G. (2012). *Theory and Practice of Counseling and Psychotherapy* (11th ed), Cengage Learning.
- Kring, A. M., Johnson, S. L., Davison, G. C., Neale, J. M., & (2013). *Abnormal psychology* (12th ed). John Wiley & Sons Inc.
- Ruzek, J., Brymer, M., Jacobs, A., Layne, C., Vernberg, E., & Watson, P. (2007). Psychological First Aid. *Journal of Mental Health Counseling*. 29(1), 17-49.

Suggestive Readings

Ahuja, N. (2011). *A short textbook of psychiatry*. Jaypee Brothers Medical Publishers.

Gladding, S. T. (2021). *Theories of counseling*. (3rd ed.). Rowman & Littlefield.

Seligman, L. and Reichenberg, L.W. (2009) *Theories of counseling and psychotherapy: Systems, strategies, and skills*. (4th ed.). Pearson.

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

GENERIC ELECTIVE COURSE GE-13 PSYCHOLOGY AT THE WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-13 PSYCHOLOGY AT THE WORKPLACE	4	3	1	0	Class 12th Pass	None

Learning Objectives

After doing this course the student will be able to:

- Understand the need and scope of application of psychological concepts and theories in organisations.
- Become aware of different challenges and trends that influence people management practices in contemporary organisations.
- Appreciate the evolution of the field of I/O Psychology.
- Understand the key theories of motivation and leadership in the organisations.

Learning Outcomes

After doing this course the student will be able to:

- Apply the basic principles of psychology in work-settings.
- Critically evaluate the contemporary issues that shape management practices in organisations.
- Apply theories and concepts of motivation and leadership in organisations.

SYLLABUS OF GE- 13

UNIT - I

(9 hours)

Introduction to I/O Psychology: Definition, Evolution of the field, Major Fields of I/O psychology: Personnel Psychology, Organizational Psychology, Human Factors/Ergonomics.

UNIT - II**(9 hours)**

Contemporary Opportunities and Challenges: Telecommuting, Green Business Practices & Sustainability, Workforce Diversity, Gender Discrimination & Sexual Harassment,, Technology, Corporate Social Responsibility, Mental Health and Well being.

UNIT - III**(12 hours)**

Work Motivation: Theories and applications: Maslow's Need-Hierarchy, Herzberg's Two Factor Theory, Goal-Setting Theory, Expectancy Theory, Equity Theory, Job Characteristics Model.

UNIT - IV**(15 hours)**

Leadership: Early approaches to leadership (Trait, Behavioural), Contingency- (Fiedler's contingency model), Contemporary Approaches to Leadership- (Charismatic, Transformational & Transactional Leadership), Managing Diversity as a Core Leadership Competency, Indian Perspective (Nurturant Task Leadership).

Practical Component: Nil

Tutorial Component:

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Presenting videos on Hawthorne Studies
- Class debates to develop critical thinking, e.g., pros and cons of use of technology in organizations, workplace diversity
- Analysis of corporate social responsibility across different sectors or nations
- Film analysis (character mapping and plot lining) using a theoretical framework, for e.g., Bombshell, She Said, The Assistant
- Case study of effective leaders
- Experiential exercises on what motivates students to come to college
- Review of literature, e.g. on theories of motivation across cultures
- Class presentations on contemporary topics
- Role plays to practice leadership skills

Essential/ Recommended Readings

De Cenzo and Robbins, S.P. (2006). *Fundamentals of human resource management* (8th ed.). New York: Wiley.

Greenberg, J. ,& Baron, R.A. (2007). *Behaviour in organizations* (9th ed.). Noida: Dorling Kindersley.

Griffin, R.W., & Moorhead, G. (2009). *Organizational behaviour: Managing people and organizations*. New Delhi: Biztantra publishers.

Robbins, S. P., & Judge, T.A. (2007). *Organizational behaviour* (12th ed.). New Delhi: Prentice Hall of India.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA, US: Sage Publications.

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Carnevale, J. B., & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research*, 116, 183–187. <https://doi.org/10.1016/j.ibusres.2020.05.037>.

Herzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing Company.

Hubbard, E. E. (2004). *The manager's pocket guide to diversity management*. US: HRD Press.

Kotler, P., & Lee, N. (2004). *Corporate social responsibility: Doing the most good for your company and your cause*. NY: John Wiley & Sons.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Locke, E.A. (1968). Toward a theory of task motivation and incentives. *Organizational Behaviour and Human Performance*, 3(2), 157-189.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

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

GENERIC ELECTIVE COURSE GE-14 PSYCHOLOGY OF ADJUSTMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-14 PSYCHOLOGY OF ADJUSTMENT	4	3	1	0	Class 12th Pass	None

Learning Objectives

- To learn the nature and relevance of adjustment in everyday life.
- To understand the different factors shaping adjustment.
- To understand healthy adjustment strategies in different contexts: relationships, digital world, and work settings.

Learning Outcomes

After doing this course the student will be able to:

- Gain greater grounding in concepts related to psycho-social-emotional adjustment.
- Apply their knowledge to attain better levels of adjustment in different life situations.

SYLLABUS OF GE- 14

UNIT – I

(9 Hours)

Introduction: Concept of Adjustment, Adjustment as a Lifelong Process, Need for Adjustment, Factors affecting Adjustment, The Role of Psychology in Promoting Adjustment

UNIT – II

(12 Hours)

Adjustment in Relationships:- Self in a Relational Context (need to belong, affiliation, isolation, social exclusion), Strategies for Adjustment in Varied Relational Contexts: Familial Contexts (Dealing with Family Dynamics, Negotiating Autonomy and Agency), Friendships (Peer Pressure, Bullying, and Social exclusion), Romantic

Relationships (Identity, Intimacy & Isolation and Equity), Conflict Management; Dealing with Loss: Dissolution of Relationships and Bereavement.

UNIT – III

(12 Hours)

Adjustment In The Digital Age: The Self in a Technological World (Immersion in tech spaces, multiple selves, and information overload), Challenges in the Digital Age (Illusion of choice, social comparison, cyber-victimization, and intrusive social media), Strategies for Adjustment: Self care, digital detox, reconnecting with nature, meaningful digital engagement.

UNIT – IV

(12 Hours)

Adjustment in Work Settings: Adjustment in the Workplace: Job Satisfaction and its Enhancement; Gender at Work: Diversity Issues, Job satisfaction and subjective well being in a multicultural workplace; Occupational hazards: Work Stress, Sexual harassment, Unemployment, and Burnout; Well-being in Work Settings: Work-life balance (Leisure and Recreation), Mindfulness based stress reduction at work.

Practical Component: Nil

Tutorial Component

(15 Hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Media Analysis (documentaries, short stories, songs, social media posts etc.)
- Group Discussions on topics such as experiences of bullying and social exclusion
- Book Reviews
- Journal keeping
- Reflective writing exercises on past adjustment experiences of self and others
- Research based presentations
- Activities and exercises focussed on the development of skills needed for better adjustment (e.g, assertiveness, self care)
- Self administration of standardized questionnaires to increase self awareness

Essential/ Recommended Readings

Hefner, D., & Vorderer, P. (2017). Digital stress: Permanent connectedness and multitasking. In L. Reinecke & M. B. Oliver (Eds.), *The Routledge handbook of media use and well-being: International perspectives on theory and research on positive media effects* (pp. 237–249). Routledge/Taylor & Francis Group.

Kirsh, S.J., Duffy, K.G. & Atwater, E. (2014). *Psychology for living: Adjustment, growth, and behavior today*, (11th ed.). Pearson.

- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.
- Rathus, S. A., & Nevid, J. S. (2019). *Psychology and the challenges of life: Adjustment and growth*. John Wiley & Sons.
- Riba, M. B., Parikh, S. V., & Greden, J. F. (Eds.). (2019). *Mental health in the workplace: Strategies and tools to optimize outcomes*. Springer.
- Rozkwitalska, M., Sulkowski, L., & Magala, S. (2017). *Intercultural interactions in the multicultural workplace*. Springer: Cham, Switzerland.
- Sinha, J. B. (2009). *Culture and organizational behaviour*. SAGE Publications India.
- Takahashi, T. (2016). Creating the self in the digital age: young people and mobile social media. *The good life in Asia's digital 21st Century. Digital Asia Hub, Hong Kong*, 44-50.
- Tuli, M., & Chaudhary, N. (2010). Elective interdependence: Understanding individual agency and interpersonal relationships in Indian families. *Culture & Psychology, 16(4)*, 477-496.
- Weinstein, E. C., Selman, R. L., Thomas, S., Kim, J. E., White, A. E., & Dinakar, K. (2016). How to cope with digital stress: The recommendations adolescents offer their peers online. *Journal of Adolescent Research, 31(4)*, 415-441.
- Weiten, W. (2021). *Psychology: Themes and variations*. Cengage Learning
- Weiten, W., Dunn, D. & Hammer, E. (2018). *Psychology applied to modern life*. Cengage Learning

Suggestive Readings

- Chan, K. T. (2022). Emergence of the 'Digitalized Self' in the age of digitalization. *Computers in Human Behavior Reports, 6*, 100191.
- Toffler, A. (1970). *Future shock*. Sydney. Pan.
- HBR *guide to dealing with conflict (HBR Guide Series)*. Harvard Business Review Press.- 2014.

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

DEPARTMENT OF PSYCHOLOGY

Category II

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Major discipline)

DISCIPLINE SPECIFIC CORE COURSE – 7: STATISTICAL METHODS AND PSYCHOLOGICAL TESTING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Statistical Methods and Psychological Testing	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To foster an understanding of the techniques of descriptive statistics.
- To familiarize students with the statistical skills necessary to interpret scores obtained from psychological tests.
- To learn the fundamentals of psychological testing.

Learning Outcomes

After completing this course, the student will be able to:

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

SYLLABUS OF DSC - 7

Unit- I Hours)

(10

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon)

Unit- II Hours)

(10

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores

Unit- III
Hours)

(15

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications
Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores

Unit- IV

(10 Hours)

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

Essential/recommended readings

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

King, B.M., Rosopa, P.J., & Minium, E.W.: (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

Suggestive readings

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

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

DISCIPLINE SPECIFIC CORE COURSE - 8 EMERGENCE AND GROWTH OF PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-8 Emergence and Growth of Psychology	4	3	1	0	Passed Class 12th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are:

- To understand the key tenets and historical and contemporary relevance of different schools of Psychology.
- Critically evaluate the limitations of underlying assumptions of psychological theories and principles.

Learning Outcomes

By studying the course students will be able to:

- Appreciate the changing nature and of subject matter and methodologies in the evolution of the discipline.
- Apply psychological concepts and principles in a more informed manner in diverse settings

SYLLABUS OF DSC-8

UNIT – I:

(9

Hours)

Early Schools of Psychology- Structuralism, Functionalism and Gestalt Psychology (tenets and contributions), Core and Context of Indian Psychology

UNIT – II:

(12

Hours)

Behaviourism - Watsonian Behaviourism, Skinnerian Behaviourism; Emergence of Information Processing Approach of Cognitive Psychology

UNIT – III: (12 Hours)

Psychoanalysis - Classical Freudian Approach (Models and Critique), Adlerian Perspective (Central concepts), Feminist Critique of Freudian Psychoanalysis: Contributions of Karen Horney

UNIT – IV: (12 Hours)

Third Force Psychology- Rogerian Self Psychology, Maslow's Hierarchy of Needs, Existentialism (Tenets and Contributions)

Tutorial Component – (15 Hours)

Suggestive Tutorial Activities:

- Role playing a psychologist
- Turncoat debate on debates in psychology
- Position paper on perspectives in psychology
- Group discussion on applications in psychological theories

Practical Component – NIL

Essential/recommended readings

Dalal, A. K. & Mishra G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22, 1 (2010): 121-155.

Hergenhahn, B.R. & Henley, T.B. (2014). *An introduction to history of psychology*. London: Wadsworth, Cengage Learning.

Lawson, R.B., Anderson, E.D., & Cepeda-Benito, A. (2017). *A History of Psychology: Globalization, Ideas, and Applications* (2nd edition). New York: Routledge

Schultz, D.P. & Schultz, S.N. (2011). *A history of modern psychology*. London: Wadsworth, Cengage Learning.

Suggestive readings

King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context* London, UK: Pearson Education.

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

Category III

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 7. STATISTICAL METHODS AND PSYCHOLOGICAL TESTING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-7 Statistical Methods and Psychological Testing	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To foster an understanding of the techniques of descriptive statistics.
- To familiarize students with the statistical skills necessary to interpret scores obtained from psychological tests.
- To learn the fundamentals of psychological testing.

Learning Outcomes

After completing this course, the student will be able to:

- Apply the knowledge of descriptive statistics in psychological testing
- Present numerical data graphically.
- Administer and interpret objective psychological tests

SYLLABUS OF DSC-7

Unit- I (Hours)

(10

Relevance of Statistics in Psychology; Descriptive and Inferential Statistics; Scales of Measurement; Graphical Representation of Data (Histogram, Bar Diagram, Frequency Polygon)

Unit- II (Hours)

(10

Measures of Central Tendency: Definition; Properties and Comparison; Calculation of Mode, Median and Mean from Raw Scores; Measures of Variability: Range; Variance; Standard

Deviation (Properties and Comparison); Calculation of Range, Variance and Standard Deviation from Raw Scores

Unit- III

(15 Hours)

Standard (z) Scores: Standard Scores; Properties of z-Scores; Transforming Raw Scores Into z-Scores, Determining Raw Scores From z-Scores, Some Common Standard Scores, Comparison of z- Scores and Percentile Ranks; The Normal Probability Distribution: Nature, Properties and Applications

Meaning of Correlation; Correlation and Causation; Calculating Pearson's Correlation Coefficient from Raw Scores

Unit- IV

(10 Hours)

Defining features of a psychological test, Reliability, Validity, Norms, Types of tests, Applications and Ethical issues.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Graphical presentation of data
2. Problems based on mean, median, mode
3. Problems based on variance and standard deviation
4. Problems based on Pearson's correlation
5. Intelligence test
6. Personality test

Essential/recommended readings

Chadha, N. K. (2009). *Applied Psychometry*. SAGE Publications India.

Gregory, R.J. (2017). *Psychological Testing: History, Principles, and Applications* (7th Ed.). Pearson Education.

King, B.M., Rosopa, P.J., & Minium, E.W. (2018). *Statistical Reasoning in the Behavioral Sciences* (7th Ed.). Wiley.

Murphy, K.R. & Davidshofer, C.O. (2019). *Psychological Testing: Principles & Applications* (6th Ed.). Pearson Education.

Suggestive readings

Aron, A., Coups, E.J. & Aron, E.N. (2013). *Statistics for Psychology* (6th Ed.). Pearson Education.

Garrett, H.E. (2005). *Statistics in Psychology and Education*. Paragon International Publishers.

Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

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

SEMESTER - V

B.A. (HONS.) PSYCHOLOGY

Category I

B.A. (Hons.) Psychology Courses for Undergraduate Programme of study with Psychology as a Single Core Discipline

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

DISCIPLINE SPECIFIC CORE COURSE DSC -13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 13 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12 th Pass	Basic knowledge of Mental Disorders

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning Outcomes

After doing this course the student will be able to:

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC-13

UNIT – I

(15 hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia, Antisocial Personality Disorder, Borderline Personality Disorder

UNIT – II

(18 hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT – III

(12 hours)

Neurodevelopmental Disorders (Clinical Picture Only) -- Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical Component

(30 hours)

Suggestive Practicals

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component : Nil

Essential/Recommended Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive Readings

- Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.
- Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.
- Singh, A.K. (2016). *Modern abnormal psychology*. (Hindi), Motilal Banarsidass Pvt Ltd.

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

DISCIPLINE SPECIFIC CORE COURSE DSC – CHILD AND ADOLESCENT DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-14 CHILD AND ADOLESCENT DEVELOPMENT	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To trace human development from conception to adolescence.
- To inculcate sensitivity to socio-cultural context of human development.

Learning Outcomes

After doing this course the student will be able to:

- Recognize various issues in human development.
- Identify the milestones in different domains of human development
- Understand the cognitive and socio-emotional factors that influence development
- Comprehend the contributions of various socio-cultural contexts toward shaping human development
- Design a practicum in the area of developmental psychology.

SYLLABUS OF DSC-14

UNIT - I

(9 hours)

Introduction: Concepts; Themes; Theoretical Perspectives of Human Development (Psychoanalytic, Behavioural, Ethological, Evolutionary, Ecological Perspective); Research Designs.

UNIT - II

(18 hours)

Stages of Development: Prenatal Development, Birth and Infancy, Adolescence; Developmental stages and child-rearing practices in the Indian context; Socio-cultural contexts of development.

UNIT - III

(18 hours)

Domains of Human Development: Cognitive Development (Piaget, Vygotsky); Language Development; Emotional Development; Moral Development (Kohlberg).

Practical Component:

(30 hours)

Suggestive Practicals

- Study on child-rearing practices using test/ case study
- Impact of family environment on socio-emotional development/ cognitive growth.
- Application of Piaget's theory of cognitive development
- Assessment of moral development using test/ dilemmas
- Language assessment using Multilingual Assessment Instrument for Narratives (MAIN)
- Assessment of attachment style and socio-emotional development

Tutorial Component: Nil

Essential/Recommended Readings

- Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers Macmillan Learning.
- Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.
- Feldman, R.S. & Babu, N. (2023). *Development across the lifespan* (9th ed.) . New-Delhi: Pearson.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th ed.). New Delhi: Oxford University Press.
- Rangaswamy, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicines*, 15 (1), pp. 77-82.
doi:[10.1177/0975156419920112](https://doi.org/10.1177/0975156419920112)
- Santrock, J.W. (2019). *Life-span development* (17th ed.). New-Delhi: Tata McGraw-Hill.

Suggestive Readings

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.

Kapur, M. (n.d.). Child care in ancient India: A life span approach. *Indian Psychological Institute*. <https://ipi.org.in/texts/others/malvikakapur-childcare-sp.php>

Patra, S. (2022). *Adolescence in India: Issues, challenges and possibilities*. New Delhi: Springer.

Sharma, N. & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.). *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.

Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi.

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

DISCIPLINE SPECIFIC CORE COURSE DSC-15 APPLYING PSYCHOLOGY TO WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 15 APPLYING PSYCHOLOGY TO WORK	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Develop an awareness of how psychology can be applied to the workplace
- Help students appreciate the evolution of the field of Industrial/Organizational Psychology
- Develop a deeper understanding of conceptual and theoretical bases of motivation and understanding how to apply them.
- Understand how cultures of organizations affect behaviour at the workplace
- Understand leadership from different theoretical perspectives, especially the Indian approach

Learning Outcomes

After doing this course the student will be able to:

- Become familiar with the underlying concepts of Industrial /Organizational Psychology.
- Understand the evolution of the field of Industrial/Organizational Psychology
- Explain organizational ethics, corporate social responsibility and various other opportunities and managerial challenges managers at the contemporary workplace.
- Apply the understanding of work motivation, leadership and organizational culture in real world settings.
- Critically examine the impact of gender on leadership.
- Identify and assess best practices relating to leadership across various organizational contexts and cultures.

SYLLABUS OF DSC-15

UNIT - I

(12 hours)

Introduction to the Field: The organizational context; Sub-fields of Industrial/Organizational Psychology; Historical evolution of the field of Industrial/Organizational Psychology; Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics & Corporate Social Responsibility, Opportunities and Challenges for managers.

UNIT - II

(16 hours)

Motivation, Stress & Well-being at Work: Motivation at work: Theoretical approaches (Maslow's need hierarchy, Herzberg's two-factor theory; Expectancy, Equity, Goal Setting); Ways to motivate people at the workplace; Indian Perspective; Work stress; Managing stress and well-being in organizations.

UNIT - III

(17 hours)

Dynamics of Workplace : Organizational culture: Models (Schein and Pareek); Managing Organizational Culture; Leadership: Theories (Trait, Behavioural, Contingency); Indian Perspective; Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership.

Practical Component

(30 hours)

Suggestive Practicals

- Formulation of the research problem based on concepts of Organizational Behaviour
- Data gathering using appropriate methods and /or tools. Reviewing literature/ Locating external sources to design solutions to the research problem chosen.
- Analysis of information using appropriate methods and/or tools and drawing conclusions and implications for organizations.

Following is the list of illustrative topics on which practicum may be designed:

- Organizational Stress
- Well-being at Workplace
- Organizational Ethics
- Corporate Social Responsibility
- Diversity at the Workplace
- Work Motivation
- Organizational Culture
- Leadership

Tutorial component- Nil

Essential/ Recommended Readings

- Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinius (Ed.). *Gender differences in different contexts*. In Tech Open.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.
- Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.
- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work. An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.
- Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.
- Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.
- Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.
- Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive Readings

- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.
- Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.
- Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE- 6 PSYCHOLOGY OF DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 6 PSYCHOLOGY OF DISABILITY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To learn the nature and concerns related to disability in India
- To assess definition based conundrums around the concept of disability.
- To understand the heterogeneous nature of disabilities
- To comprehend the scope and relevance of Psychology of Disability as a field, especially in India
- To critically examine models relevant to the Psychology of Disability and understand their manifestations in everyday life.

Learning Outcomes

After doing this course the student will be able to:

- Gain greater grounding in concepts related to disability
- Identify the psycho-socio-cultural phenomena associated with disability.
- Analyze disability related phenomena through a lens of critical consciousness
- Recognize and challenge ableist notions in society

SYLLABUS OF DSE- 6

UNIT – I

(12 hours)

Conceptualizing Disability: An Introduction: Defining disability and its conundrums; Diagnosis, assessment, certification and its critique; Disability Law and Policy in India: Mental Health Care Act 2017, RPwD Act 2016, National Trust Act, 1999, PwD Act 1995, Rehabilitation Council of India Act, 1992.

UNIT – II**(12 hours)**

Theories and Debates: Models: Charity Model, Medical Model, Social Model, Empowerment Model; Issues of language; Disability and Gender in India; Contemporary debates: Euthanasia and prenatal selection

UNIT - III**(12 hours)**

Accessibility: Built and Digital Spaces, Education, Employment, Mental Health Services: Practising disability inclusive counselling

UNIT - IV**(9 hours)**

Personal Spaces: Family and Marriage, Friendships and Peer Relationships, Sexuality and Reproductive health

Practical component – Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Research based presentations (either by individual students or small groups of students)
- Reviewing published research papers on themes related to the course content
- Documentary screenings
- Book Reviews
- Analysis of media content (films, short stories, songs, social media posts etc.)
- Group discussions on topics such as issues of language, disability and gender in India
- Reflective writing exercises
- Short quizzes

Essential/Recommended Readings

Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255–264.

Ghai, A. (2015). *Rethinking disability in India*. Routledge.

Ghosh, N. (2016). *Interrogating disability in India*. Springer.

- Hemlata (2016). A critical analysis of various legislations and policies on disability in India. *MIER Journal of Educational Studies, Trends and Practices, 1*.
- Henderson, G., & Bryan, W. V. (2004). *Psychosocial aspects of disability*. Charles C Thomas Publisher.
- Karki, J., Rushton, S., Bhattarai, S., & De Witte, L. (2023). Access to assistive technology for persons with disabilities: a critical review from Nepal, India and Bangladesh. *Disability and Rehabilitation: Assistive Technology, 18*(1), 8-16.
- Kulkarni, M. (2019). Digital accessibility: Challenges and opportunities. *IIMB Management Review, 31*(1), 91-98.
- Olkin, R. (2016). Disability-affirmative therapy. In I. Marini & M. A. Stebnicki (Eds.), *The professional counselor's desk reference* (pp. 215–223). Springer Publishing Company.
- Sharma, S., & Sivakami, M. (2019). Sexual and Reproductive concerns of persons with disability in India: An issue of deep-rooted silence. *Journal of biosocial science, 51*(2), 225–243.

Suggestive Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers, *autism in adulthood*.
- Goodley, D. & Lawthom, R. (2006). *Disability and psychology: Critical introductions and reflections*. London: Palgrave Macmillan.
- Jamal, G. (2019). Stereotypes about adults with learning disabilities: Are professionals a cut above the rest? *Disability, CBR & Inclusive Development, 30* (2), 7-36.
10.5463/dcid.v30i2.811.
- Kunnath, S. K., & Mathew, S. N. (2019). Higher education for students with disabilities in India: Insights from a focus group study. *Higher Education for the Future, 6*(2), 171-187.
- Riley, A., Daruwalla, N., Kanougiya, S., Gupta, A., Wickenden, M., & Osrin, D. (2022). Intimate partner violence against women with disability and associated mental health concerns: A cross-sectional survey in Mumbai, India. *BMJ Open, 12*(4), e056475

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE - 7 ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE -7 ESSENTIALS OF MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To educate learners about media and its impact.
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media.

Learning Outcomes

After doing this course the student will be able to:

- Understand the concept of media and its interface with psychology.
- Distinguish between fantasy and reality.
- Analyse the relationship between advertising and persuasion.
- Critically examine the psychosocial influences of media.

SYLLABUS OF DSE- 7

UNIT – I

(9 hours)

Introduction to Media Psychology: Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology.

UNIT – II**(12 hours)**

Media and the User: Fantasy and Reality; Expressing self and identity through social media; Finding communities (Fandoms, Virtual Communities); Use and Abuse of Internet

UNIT – III**(12 hours)**

Social Impact of Media: Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (Social Comparisons, Body Image, Substance Use).

UNIT – IV**(12 hours)**

Critical Issues in Media Psychology: Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and Sexuality, Religious Minorities, Disability); Ethics and Media

Practical component (if any) – Nil

Tutorial component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Essential/Recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi Dorling Kindersley (India).

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and mass persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

Dill, K. E. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.

- Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.
- Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge
- Giles, D. (2008). *Media psychology*. Lawrence Erlbaum
- Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.
- Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.
- Mc Mahon, C. (2019). *The psychology of social media*. Routledge.
- McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.
- Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*, 4 (3): 221–227
- Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.
- Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive Readings

- Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org
- Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.
- Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity. Wiley
- Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).
- Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1),1-18.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE-8 PSYCHOLOGY OF GENDER

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE - 8 PSYCHOLOGY OF GENDER	4	3	1	0	Class12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

After doing this course the student will be able:

- To be able to define and evaluate gender as a social construct
- To understand the ways gender, power, privilege, and oppression play out across a range of human experiences.

Learning outcomes

- Examine the growth of gender as a construct in psychological research and its methods.
- Critically analyse the different perspectives highlighting the development of the concept of gender in a child.
- Reflect on issues and challenges faced by women, men and LGBTQA+ communities and their resulting mental health outcomes.
- Develop gender sensitivity and learn to apply the principles of promoting equality and equity in various facets of life.

SYLLABUS OF DSE- 8

UNIT - I

(9 hours)

Conceptualizing Gender: Social construction of gender; History of gender in psychology; Common features of feminist research methodology.

UNIT - II

(12 hours)

Theories of Gender Development: Psychoanalytic, Cognitive-developmental, Gender schema, Biological and Social Cognitive Theory.

UNIT - III

(12 hours)

Gender Heterogeneity: Issues and Challenges: Discrimination against gender spectrum, Gender based violence; Mental health concerns.

UNIT - IV

(12 hours)

Current Frontiers in Psychology of Gender; Gender Sensitization; Prevention of sexual harassment; Promoting equality and equity; Gender neutral parenting.

Practical component– Nil

Tutorial component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Literature review on topics such as LGBTQ community in India, Sexual harassment at workplace, gender neutral parenting etc.
- Movie screening and discussion based on themes of diversity issues and gender
- Constructing childhood memoirs that shaped sensibilities around the students' gender roles.
- Tracing the activities of an NGO who is working towards gender empowerment.
- Group projects and/or based on gender based concerns.
- Case study analysis of an Indian case around the themes of gender.

Essential/Recommended Readings

Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676.

Etaugh, C. A., & Bridges, J. S. (2015). *Women's lives: A psychological exploration*. Psychology Press.

Haig, B. D. (1997). Feminist research methodology. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (2nd ed.). Pergamon.

Helgeson, V. S. (2015). *The psychology of gender*. Psychology Press.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy?. *Gender & Development*, 24(1), 53-68.

Lorber, J. (1994). Night to his day": The social construction of gender. *Paradoxes of gender*, 1, 1-8.

Martin, K. A. (2005). William wants a doll. Can he have one? Feminists, child care advisors, and gender-neutral child rearing. *Gender & Society*, 19(4), 456-479.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer affirmative counselling practice – A resource book of Mental health practices in India*, Mumbai: Mariwala Health Initiative.

Sharma, M. (2019). Ambedkar's feminism: Debunking the myths of Manu in a quest for gender equality. *Contemporary Voice of Dalit*, 11(1), 17-24.

Vyas, A. N., Malhotra, G., Nagaraj, N. C., & Landry, M. (2020). Gender attitudes in adolescence: Evaluating the girl rising gender-sensitization program in India. *International Journal of Adolescence and Youth*, 25(1), 126-139.

Suggestive Readings

Bailyn, L. (2003). Academic careers and gender equity: Lessons learned from MIT. *Gender, Work & Organization*, 10(2), 137-153.

Bhasin, K. (2000). *Understanding gender: Gender basics*. Kali for women.

Chrisler, J. C., & Mc Creary, D. R. (2010). *Handbook of gender research in psychology* (Vol. 1, p. 558). New York: Springer.

Dawar, B.V. & Ravindran, T.K.S. (2015). *Gendering Mental Health: Knowledges, identities and institutions*. Oxford University Press.

Hesse-Biber, S. N. (Ed.). (2011). *Handbook of feminist research: Theory and praxis*. SAGE publications.

Hyde, J. S. (1990). Meta-analysis and the psychology of gender differences. *Signs: Journal of women in culture and society*, 16(1), 55-73.

Mills, M. (2010). Gender roles, gender (in) equality and fertility: An empirical test of five gender equity indices. *Canadian Studies in Population [ARCHIVES]*, 37(3-4), 445-474.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16, 9-19.

Pandey, P. (2014). Equality: As a social principle described in vedic tradition. *Veda-Vidya*, 24, 149-158.

Parri, M., & Ceciliani, A. (2019). Best Practice in PE for gender equity-A review. *Journal of Physical Education and Sport*, 19, 1943-1952.

Sweetman, C. (Ed.). (2001). *Men's involvement in gender and development policy and practice: Beyond rhetoric*. Oxfam.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE GE -15 MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE -15 MEDIA PSYCHOLOGY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To develop an understanding of media, media literacy and their psychological implications.
- To examine how we interact with media on the psychological level.
- Understand the benefits of applying media psychology.
- Appreciate the interaction of media and culture.
- Examine media contents and effects and socialization.

Learning Outcomes

After doing this course the student will be able to:

- Understand the psychological power of media and its effects
- Discuss the psychological role of media in creating realities
- Discuss the effect of media on identity, youth and violence
- Demonstrate knowledge and skills for media psychology, media effects and media content
- Describe the relationship between media and social change

SYLLABUS OF GE- 15

UNIT - I

(12 hours)

Understanding Media Psychology: Defining Media Psychology; Media Influence in everyday life, Media and social Interaction, Media Theories (Linguistic and Communicative theories).

UNIT - II**(12 hours)**

Mass Media and Society: Paradigms in media sociology; Mass Media and Family, Youth Empowerment and Media; Gender Representation in the Media; Critical Evaluation of Mass Media and Indian Society.

UNIT - III**(9 hours)**

Media and Culture: Mass Media and Culture; Communities and sub-cultures; Intercultural Communication; Ideology and Media Representations; Realistic Conflict Theory.

UNIT - IV**(12 hours)**

Effects of Media: Media Effects Theories; Media Effect on Identity; Media Effect on Women; Social Learning Theory; Media Violence and its Effect on Youth.

Practical Component – Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Reflections on everyday experiences in the light of Theories of Media.
- Panel Discussion (e.g. gender and media, youth and media, family systems and media).
- Analysing the variation of information disseminated in media across cultures and understanding the nuances of communication.
- Learning the effects of media through debates.
- Class projects related to effects of media on Individual and group behaviour.

Essential/Recommended Readings

Giles, D, (2010). *Psychology of the media*. Basingstoke: Palgrave Macmillan.

Kumar, N. (2020). *Media psychology: Exploration and application*. Routledge India.

Stever, G. S., Giles, D. C., Cohen, J., Myers, M. E. (2021) *Understanding media psychology*. Routledge.

Suggestive Readings

Bandura, A. (2001). Social cognitive theory of mass communication. *Media psychology*, 3 pp. 265-299.

Brewer, G. (2011). *Media psychology*. Basingstoke: Palgrave Macmillan.

Dill, K. E. (2012). *Oxford handbook of media psychology*. New York: Oxford University Press.

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

GENERIC ELECTIVE COURSE GE-16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE GE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE – 16 FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To equip the learner with an understanding of the concepts and issues of human development
- To examine and discuss major theories of development such as those of Piaget, Vygotsky, Kohlberg, Erikson, Freud and Bronfenbrenner.
- To enumerate stages and types of development .

Learning Outcomes

After doing this course the student will be able to:

- Develop an understanding of various issues related to human development.
- Understand different domains of development.
- Develop an understanding of human growth from conception to Adulthood.

SYLLABUS OF GE-16

UNIT - I

(9 hours)

Introduction: Nature, issues and theoretical perspectives – Psychoanalytic, Psychosocial and Ecological perspective. Indian model of human development.

UNIT – II

(12 hours)

Domains of Development: Cognitive development – Piaget and Vygotsky, Moral development – Kohlberg and Emotional development – Attachment and temperament

UNIT - III

(12 hours)

Stages of Development I: Prenatal development, Birth and Infancy (Physical and Motor Development).

UNIT - IV

(12 hours)

Stages of Development II: Adolescence – Physical changes, Socioemotional development – Self, Identity, Family, Peers

Adulthood – Physical changes, Socioemotional development – Career issues, Attraction & Love and Family

Practical Component

(30 hours)

Suggestive Practicals

- Conservation tasks – Piaget's theory
- Attachment style assessment
- Observation of a 2/3/4 years old baby for progress in developmental domains
- Assessment of emotional expression or regulation
- Assessment of family environment /Assessment of marital adjustment
- Heinz dilemma – Kohlberg's theory
- Assessment of Identity status – Marcia's theory
- Cross-sectional study for crisis experienced – based on Erickson's theory
- Developmental record and its analysis of a new born upto 6 months

Tutorial component: Nil

Essential/Recommended Readings:

Berk, L. E. (2010). *Child development* (9th ed.). New Delhi: Prentice Hall.

Feldman, R.S. & Babu, N. (2023). *Development across the lifespan*. Pearson.

Rangaswami, K. (1992). Indian model of stages in human development and developmental tasks. *Indian Journal of Psychological Medicine*, 15 (1) pp 77 – 82.

Santrock, J.W. (2012). *Lifespan development* (13 th ed.) New Delhi: McGraw Hill.

Suggestive Readings

Belsky, J. (2022). *Experiencing the lifespan* (6th ed.). New York: Worth Publishers
Macmillan Learning.

Khalakdina, M. (2008). *Human Development in the Indian context. A socio-cultural focus*
(Vol 1.) New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child development: An Indian Perspective*. New Delhi: NCERT.

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

GENERIC ELECTIVE COURSE GE-17 NEGOTIATING INTIMATE RELATIONSHIPS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-17: NEGOTIATING INTIMATE RELATIONSHIPS	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To understand the construct of friendship and intimate relationship
- To develop an understanding of the psychology behind love
- To understand how and when relationships go wrong.
- To establish positive relationships.

Learning Outcomes

After doing this course the student will be able to:

- Recognize the complex nature of romantic love
- Understand the theoretical implication of love
- Identify distress in intimate relationships
- Build and foster a positive relational attitude

SYLLABUS OF GE- 17

UNIT - I

(12 hours)

Psychology of Friendships and Intimate Relationships: Making friends, Effects of friendships, Factors affecting friendships, Dating, Marriage.

UNIT - II

(12 hours)

Understanding Love: Types of love; Theories of love (two-factor theory of love; Sternberg's triangular theory); Sexuality.

UNIT - III

(12 hours)

Signs of Relationship Going Sour: Jealousy; Romantic transgressions; Breakup; Intimate Partner Violence.

UNIT - IV

(9 hours)

Flourishing Relationships: Positive Families; Building Relationship Satisfaction.

Practical Component (if any)- Nil

Tutorial Component: *(This is a suggestive and not an exhaustive list of tutorial activities)*
(15 hours)

- Focus Group Discussion
- Movie Review, e.g. Kabir Singh, Titanic
- Class debates to develop critical thinking, e.g. use of Apps like Tinder
- Analysis of the student's social network of friends and followers on social media
- Self and other awareness exercises that encourage constructive feedback
- Experiential exercises to enhance gratitude, practice forgiveness
- Review of Contemporary Art: Music, Painting etc.
- Review of literature or papers in journals or book, e.g. impact of stressors like natural disasters, pandemic, etc. on love and relationships
- Presentations on contemporary topics
- Use of Sternberg's Triangular Love Scale to assess one's love towards a romantic partner

Essential/Recommended Readings

Branscombe, N.R. & Baron, R.A. (2022). *Social psychology* (15th ed.). Pearson.

Compton, W.C. & Hoffman, E. (2020). Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, (3rd ed.). New Delhi: Sage.

Hojjat, M. & Moyer, A. (2016) (Eds.). *The Psychology of friendships*. UK: Oxford University Press.

Jewkes, R. (2002). Intimate Partner Violence: Causes and prevention. *The Lancet- Violence against women III*, 359, 1423-1429.

Rudman, L.A., & Glick, P. (2021). Love and Romance (pp. 204-230). In L.A. Rudman & P. Glick (2021). *The Social Psychology of gender: How power and intimacy shape gender relations*. Guilford publications.

Wilerton, J. (2010). *The Psychology of relationships*. New York: Red Globe Press.

Suggestive Readings

Ahuja, K.K. & Khurana, D. (2021). Locked-down love: A study of intimate relationships before and after the COVID lockdown. *Family Relations*, 70(5), 1343-1357.

Belus, J.M., Wanklyn, S., Iverson, K.M., Pukay-Martin, N.D., Langhinrinchen-Rohling, J. & Monson, C.M. (2014). Do Anger and jealousy mediate the relationship between adult attachment styles and intimate violence perpetration? *Partner Abuse*, 5, 388-406.

Field, T., Diego, M., Pelaez, M., Deeds, O., & Delgado, J. (2010). Breakup distress and loss of intimacy in university students. *Psychology*, 1(03), 173-177.

Gala, J., & Kapadia, S. (2013). Romantic relationships in emerging adulthood: A developmental perspective. *Psychological Studies*, 58(4), 406-418.

Gordon, A. M., Impett, E. A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive psychology: The Scientific and practical explorations of human strengths*. New Delhi, India: Sage Publication.

Sternberg, R.J. & Weis, K. (2008)(Eds.). *The new psychology of love*. New Haven, CT, US: Yale University Press.

Varma, S. (2017). Non-violent ways of relating: Love, healing, and beyond. In W. Shukla (Ed.), *Annals of Hindi Studies*. New Delhi: JBS Publications India.

<https://www.youtube.com/watch?v=LLXX8wzvT7c>. John Gottman talk on how to make relationships work (part 1).

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

**B.A. (PROGRAMME) | PSYCHOLOGY COURSE
STRUCTURE, COURSES & SYLLABUS OF SEMESTER-V**

Category II

(B.A. Programme with Psychology as Major Discipline)

DISCIPLINE SPECIFIC CORE COURSE - 9: ORGANIZATIONAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

After completing this course, the student will be able to:

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.
- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

- Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinius (Ed.). *Gender differences in different contexts*. In Tech Open.
- Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.
- Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.
- Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.
- Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonça, M. (1994) (Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.

Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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

DISCIPLINE SPECIFIC CORE COURSE – 10 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10 – Perspectives in Mental and Behavioral Disorders	4	3	0	1	Passed Class 12 th	Basic understanding of mental disorders

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning outcomes

After completing this course, the student will be able to:

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS OF DSC- 10

Unit – I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

Unit – II

(18 Hours)

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion

Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

Unit – III

(12 Hours)

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical component –

(30 Hours)

Suggestive list of practicals:

- Visual Media and/or text analysis as an approach to understanding mental disorders.
- Using the case study approach to understanding clinical picture of mental disorders.
- Assessment of a mental disorder using a psychometric test.
- Using Review of literature to understand schizophrenia/substance related disorders/Personality disorders/Neurodevelopmental disorder.
- Assessment of IQ/ADHD using a psychometric test.
- Correlational study of demographic variables and a mental disorder.

Essential/recommended readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.

Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Shah, S. (2012). *Asamanya Manovigyan*. Rajkumar Prakashan

Suggestive readings

Gururaj, G. et. al. (2016) *National Mental Health Survey of India, 2015-16: Prevalence, Patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (*Modern Abnormal Psychology - Hindi*), Motilal Banarsidass Pvt Ltd.

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

COURSE TITLE

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 9: ORGANIZATIONAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-9 Organizational Behaviour	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an awareness of the concepts related to organizational behaviour.
- Help students appreciate the evolution of the field of organizational behaviour and the role of organizational ethics, especially corporate social responsibility.
- Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
- Understanding attitudes at work, motivation, leadership processes from different theoretical perspectives.
- Provide practical guidelines to develop entrepreneurial leadership qualities.
- Help the students develop a connection between concepts and practices of organizations.

Learning Outcomes

After completing this course, the student will be able to:

- Familiarise themselves with the underlying concepts of organizational behaviour.
- Understand the evolution of the field of organizational behaviour and recognize the role of organizational ethics, especially corporate social responsibility.
- Apply the understanding of employee attitudes, motivation leadership and organizational culture in real world organizational settings.
- Examine the relationship between gender and leadership.
- Develop an ability to adapt leadership approaches/ practices in a variety of organizational contexts and cultures.
- Identify best practices relating to entrepreneurial leadership.

SYLLABUS OF DSC- 9

Unit- I

(11 Hours)

Introduction to Industrial/Organizational Psychology- Scope of the Field; Historical Antecedents of Organizational Behaviour; Scientific Management and Human Relations

Movement; Organizational Ethics and Corporate Social Responsibility.

Unit- II

(16 Hours)

Work Related Attitudes and Motivation- Job Satisfaction (Antecedents and consequences of Job Satisfaction); Organizational Commitment.

Early Theories of Work Motivation: Maslow, Herzberg; Contemporary Theories and Applications: Expectancy, Equity, Goal Setting; Indian Approach to Work Motivation.

Unit- III

(18 Hours)

Organizational Culture and Leadership- Models (Schein and Pareek); Managing Organizational Culture; Leadership Approaches: Overview of Trait Theories and Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership); Gender and Leadership; Indian Perspective on Leadership (Nurturant Task Leadership); Entrepreneurial leadership and leadership in startups.

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Understanding contemporary challenges faced by organizations using surveys and interviews.
2. Exploring work motivation in the Indian workplace
3. Studying the impact of organizational citizenship behaviour among employees in different industries and sectors in India.
4. Using standardized psychological tests and scales, students may study work-related attitudes such as job satisfaction, organizational commitment, and organizational justice among different employees and organizations.
5. Using secondary sources of data, case studies or psychological scales, students may study the leadership styles of organizational leaders.
6. Students may also work on relationship between different concepts related to organizational psychology.

Essential/recommended readings

Eklund, K.E., Barry, E.S. & Grunberg, N.E. (2017). Gender and leadership. In A. Alvinus (Ed.). *Gender differences in different contexts*. In Tech Open.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Griffin, R.W., Phillips, J.M. & Gully, S.M. (2019). *Organizational behavior: Managing people and organizations* (13th ed.). Boston, MA: Cengage.

Luthans, F. (2011). *Organizational behaviour: An evidence based approach* (11th ed.) New York: McGraw-Hill/Irwin.

Nelson, D.L. & Quick, J.C. (2018). *ORGB: Organizational behavior* (6th ed.). NY: Cengage.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2004). *Understanding organizational behavior*. New Delhi: Oxford University Press.

Robbins, S. P. Judge, T.A & Vohra, N. (2019). *Organizational behavior* (18th ed.). New Delhi: Pearson.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Singh, K. (2010). *Organizational behavior: Texts & cases*. Noida: Dorling Kindersley.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: Sage.

Suggestive readings

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.

Jones, J. & Hill, R. (2021). *The great resignation: Why millions are leaving their jobs and who will win the battle for talent*. Minnesota: Lone Rock Publishing.

Kumar, G. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.

Griffin, R.W. & Moorhead, G. (2009). *Organizational behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for developing countries*. New Delhi: Sage.

Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organizational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organizational Members? *Vikalpa. The Journal for Decision Makers*, Vol. 35(3), 19-35.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and organizational Psychology*. New Jersey: John Wiley.

Peterson, J. (2020). *Entrepreneurial leadership: The art of launching new ventures, inspiring others, and running stuff* (Illustrated edition). Harper Collins.

Smith, P., Farmer, M., & Yellowley, W. (2012). *Organizational behavior*. Routledge/Taylor & Francis Group.

Wilson, E. (2001): *Organizational behavior reassessed: The impact of gender*. London: Sage.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester V:

DSE 1: Positive Psychology

DSE 2: Diversity and Inclusion in Institutions

DSE 3: Self and Personal Growth

DISCIPLINE SPECIFIC ELECTIVE COURSE - 1: POSITIVE PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any).
		Lecture	Tutorial	Practical/ Practice		
DSE-1 Positive Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the core concepts of positive psychology pertaining to Eastern and Western perspectives.
- To develop an understanding of positive states and processes.
- To equip the students with strategies to enhance their happiness and well-being

Learning outcomes

After completing this course, the student will be able to:

- To understand and appreciate the meaning and conceptual approaches to positive psychology.
- Understand the importance of positive states and processes
- Learn various strategies to enhance happiness and well-being.

SYLLABUS OF DSE - 1

Unit - I

(12 Hours)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Judeo-Christian, Athenian, Islam, Hinduism, Buddhism, and Jainism, Character Strengths and Virtues (VIA Classification System)

Unit - II (12 Hours)
Positive States and Processes I: Happiness and Well-being, Indian concepts of happiness and well-being (Sukha, Ananda, Panchakoshas), Resilience

Unit - III (12 Hours)
Positive States and Processes II: Optimism, Wisdom, Flow, Spirituality

Unit - IV (9 Hours)
Positive psychology interventions: Positive thinking, Meditation, Gratitude, Kindness

Tutorial component (15 Hours)

Suggestive Tutorial Activities:

- Review of relevant articles on Indian views of happiness and well-being
- Role plays to demonstrate the role of positive states and processes
- Group discussion on any secondary source like a book, movie or a podcast related to positive psychology concepts
- Report writing on experiential exercises related to positive psychology interventions in the class

Practical component – NIL

Essential/recommended readings

Baumgardner, S.R., & Crothers, M.K. (2010). *Positive psychology*. Upper Saddle River, New Jersey.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. London, UK: Routledge.

Davis, E. B., Worthington, E. L., Jr, & Schnitker, S. A. (2022). *Handbook of positive psychology, religion, and spirituality*. Springer Nature.

Gotise, P., & Upadhyay, B. K. (2018). Happiness from ancient Indian perspective: Hitopadeśa. *Journal of Happiness Studies*, 19(3), 863-879.

Jeste, D. V., & Vahia, I. V. (2008). Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita. *Psychiatry: Interpersonal and Biological Processes*, 71(3), 197-209.

Parks, A. C., & Titova, L. (2016). Positive psychological interventions: An overview. In A. M. Wood & J. Johnson (eds.), *The Wiley handbook of positive clinical psychology* (pp. 307–320). Wiley Blackwell.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical exploration of human strengths*. Thousand Oaks, CA: Sage.

Suggested readings

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9, 103-110.

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic happiness: Using the new positive psychology to realise your potential for lasting fulfilment*. New York: Free Press/Simon and Schuster.

Singh, K., Bandyopadhyay, S., & Saxena, G. (2022). An exploratory study on subjective perceptions of happiness from India. *Frontiers in Psychology*, 13, 111.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE -2: DIVERSITY AND INCLUSION IN INSTITUTIONS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-2 Diversity and Inclusion in Institutions	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To facilitate an understanding and acknowledgment of building the morale for diversity in institutions.
- To build an understanding of the best practices and policies for creating more inclusive environments.

Learning Outcomes

After completing this course, the student will be able to:

- Understand the key principles around diversity, equity, and inclusion; and advocate for the need of building more inclusive institutional places.
- Examine the opportunities and challenges related to diversity issues in institutions, e.g., educational institutions.
- Reflect upon the various strategies used to manage diversity.

SYLLABUS OF DSE-2

Unit - I (9 Hours)
Introduction: Understanding diversity, equity, and inclusion; Paradigms of Diversity Management

Unit - II (12 Hours)
Differences between EEO, Affirmative Action, and Diversity; Opportunities and challenges of working with diversity

Unit - III (12 Hours)
Types of diversity: Disability, Sexual orientation, Caste

Unit - IV (12 Hours)
Creating an inclusive environment- Case studies.

Tutorial component (15 Hours)

Suggestive Tutorial Activities

- Encourage students to peer mentor minority groups in classroom in a mutually collaborative project.
- Presentations and discussions on diversity and focused concerns across diverse institutions
- Collaboration may be done with other institutions for Diversity, Equity and Inclusion (DEI) activities, e.g., weekly virtual book club meetings may be organized to share books on inclusion.
- Reflective exercises and journal writing
- Film and documentary screening on DEI

Practical component – NIL

Essential/recommended readings

Barak, M. (2017). *Managing Diversity toward a Globally Inclusive Workplace* (4th ed.). London: SAGE Publications Ltd.

Hubbard, E. E. (2004). *The Manager's Pocket Guide to Diversity Management*. Human Resource Development.

Noronha, E. (2021). Caste and workplace bullying: A persistent and pervasive phenomenon. *Dignity and Inclusion at Work*, 489-512.

Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review*, 74(5), 79-90.

Suggestive readings

Bourke, J., Garr, S., van Berkel, A., and Wong, J. (2017). Diversity and inclusion: The reality gap. Deloitte University: <https://www2.deloitte.com/in/insights/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>

Lup, D. (2017). Becoming a manager increases men's job satisfaction, but not women's. <https://hbr.org/2017/11/research-becoming-a-manager-increases-mens-job-satisfaction-but-not-womens>

Phillips, K. W. (2014). How diversity makes us smarter, *Scientific American*, 311 (4). <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter>

Stockton, H. & Bourke, H. (2014). From diversity to inclusion: Shift from compliance to diversity as a business strategy. Deloitte University: <https://www2.deloitte.com/global/en/pages/humancapital/articles/diversity-to-inclusion.html>

Thomas Jr, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, 68(2), 107-117.

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

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
DISCIPLINE SPECIFIC ELECTIVE COURSE - 3: SELF AND PERSONAL
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-3 Self and Personal Growth	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To explore and understand the concept of self.
- To identify the meaning of self in a social world.
- To help the students understand the idea of self from the Indian and Western perspective.
- To facilitate personal growth and the development of an individual.

Learning Outcomes

After completing this course, the student will be:

- Able to understand the idea of self; its antecedents and place in the social world.
- Able to understand the notion of self from an Indian and western perspective.
- Equipped with skills of self-management.

SYLLABUS OF DSE - 3

Unit – I

(12 Hours)

Understanding Self

Self-concept: Nature; Factors shaping the self-concept; Sources of self-concept; Impact of culture, gender, and other social factors on the self-concept.

Self and Identity in the social world/context; Influence of social media and technology on self-identity and self-presentation.

Unit – II

(12 Hours)

Theories of Self

Concept of Self in the Indian context (Ātman, Purusha, Jiva); and its relation to personal growth; The concept of Sat-chit-ananda and its relationship to self-realization and personal growth; Carl Rogers' theory on self; Carl Jung's concept of self: Jung's concept of the self as an archetype and its relationship to individuation; Neuroscience of Self

Unit – III

(6 Hours)

Managing Self

Self-regulation: Importance and Strategies; Self-presentation: Strategies for enhancing self-presentation skills; Subjective wellbeing: Definition; contributing factors.

UNIT – IV

(15 Hours)

Personal Growth

Developing character strengths and virtues;

Hope, Optimism and Resilience: Role in coping with adversity and promoting personal growth; Strategies for developing these qualities and enhancing personal growth and well-being; Understanding the challenges and potential barriers to personal growth and strategies for overcoming them.

Tutorial component

(15 Hours)

Suggestive Tutorial Activities:

- Group Discussion
- Case Study Analysis
- Comparative Analysis
- Self-Reflection Journal
- Strengths Assessment

Practical component – NIL

Essential/recommended readings

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge

Cornelissen, M., Varma, S., Mishra, G., & Paranjpe, A. C. (1999). *Self and identity in modern psychology and Indian thought*. New York: Plenum Press

Dalal, A. K. & Mishra, G. (Ed) (2011). *New Directions in Health Psychology*. Sage.

Mishra, G. (2017). *Psychosocial Interventions for Health and Well-Being*. Springer.

Popper, K. R. & Eccles, J.C. (2012). *The Self and its Brain*. Springer Science & Business Media.

Stevens, R. (1996). *Understanding the Self*. Sage Publications.

Weitan, W. & Lloyd, M. A. (2007). *Psychology Applied to Modern Life*. 8th Ed. Wadsworth Publishing Company.

Suggestive readings

Luft, J. & Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness". *Proceedings of the Western Training Laboratory in Group Development*. Los Angeles: University of California.

Kahneman, D. (2011). *Thinking, Fast and Slow*. New York.

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

B.A. (HONS.) PSYCHOLOGY

SEMESTER - VI

DEPARTMENT OF PSYCHOLOGY

Category I

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

DISCIPLINE SPECIFIC CORE COURSE DSC-16 HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-16: HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To recognize and appreciate the salient role played by Human Resource Management (HRM) in managing organizations.
- To familiarize students with key concepts, policies, and practices relevant to managing human resources in organizations.
- To orient students to the basics of International HRM.
- To develop an analytical and strategic orientation to addressing HRM issues through course readings, discussions, case studies, and in-class exercises.

Learning Outcomes

After doing this course the student will be able to:

- Understand key concepts, principles, and practices of HRM.
- Develop the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training
- Critically examine organizational policies and practices in the context of new realities of the workforce.

SYLLABUS OF DSC-16

UNIT - I

(12 hours)

Introduction to Human Resource Management (HRM): HRM and HRD, Strategic and Traditional HRM; HRM Challenges; Overview of International HRM.

UNIT - II (21 hours)
Staffing and Maintaining High Performance: Recruitment (sources of recruitment) and Selection - Process and Methods (resume, interviews, testing).
Performance Appraisal – Performance Management Systems, Methods.

UNIT - III (12 hours)
Training Process: Identification of training needs- - Training Need Analysis (TNA);
Techniques of Training, Overview of Training Evaluation.

Practical Component (30 hours)

Suggestive Practicals

- Identification of research gaps in the field
- Gathering and measuring information
- Evaluate outcomes and work out recommendations for HR managers

Following is the list of illustrative topics on which practicum may be designed :

- Challenges faced by HRM managers (work from home, sexual harassment, downsizing, etc.)
- International HRM
- Recruitment
- Selection
- Performance Appraisal
- Training

Tutorial Component: Nil

Essential/ Recommended Readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning.

Deb, T. (2009). *Managing human resource and industrial relations*. Excel Books India.

De Cenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). *Fundamentals of human resource management*. John Wiley & Sons.

Dessler, G., & Varkkey, B. (2011). *Human resource management* (12th ed.). New Delhi, India: Pearson Education.

Jex, S.M. & Britt, T.W. (2014). *Organizational psychology: A scientist-practitioner approach* (3rd ed.). New York: Wiley.

Tarique, I., Briscoe, D. R., & Schuler, R. S. (2015). *International human resource management: policies and practices for multinational enterprises*. Routledge.

Suggestive Readings

Ahuja, K. K. (2021). (In) Sincerely Yours: Ingratiation tactics in job cover letters on selection. *Indian Journal of Industrial Relations*, 57(1), 86-98.

Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd ed.). New Delhi: Oxford University Press.

Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.

Chadha, N.K. (2005). *Human resource management: Issues, case studies and experiential exercises*. (3rd edn.) .New Delhi: Sai Printographers.

Smither, R. D. (1988). *The psychology of work and human performance*. NY: Harper & Row

Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E. (2022). Artificial intelligence, robotics, advanced technologies and human resource management: A systematic review. *The International Journal of Human Resource Management*, 33(6), 1237-1266.

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

DISCIPLINE SPECIFIC CORE COURSE - 17: COUNSELLING PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 17: COUNSELLING PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To develop an understanding of basic concepts, processes, and techniques of Counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After doing this course the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance acting as peer counsellors in the college/community.

SYLLABUS OF DSC-17

UNIT - I (9 hours)

Introduction: Nature and Goals; Ethics in counseling; Characteristics of a Professional Counselor; Status and Practice of Counselling Psychology in India.

UNIT - II (12 hours)

Therapeutic Process: Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT - III (24 hours)

A. Techniques of Counseling: Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

B. Applications: Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

Practical Component

(30 hours)

Suggestive Practicals

- Need for Counselling among college students/ children/ adolescents using any standardized test.
- To study the self-efficacy of counsellors using any scale for better understanding of personality characteristics of a professional counsellor.
- Information-oriented first interview (Cormier & Hackney, 2008).
- Practical based on any three micro skills (Pre-post design).
- Construction of a Genogram.
- Aptitude & Interest Assessment in Career Counselling.

Tutorial Component: Nil

Essential/ Recommended Readings

- Corey, G. (2017). *Theory and practice of counseling And psychotherapy* (10th ed.). New Delhi: Cengage Learning.
- Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.
- Nystul, M.S. (2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.
- Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.
- Seth, S., Bhatia, H. & Chadha, N.K. (2018). *Counselling skills: Knowing self and others*. Delhi: The Readers Paradise.
- Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive Readings

- Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw H

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DISCIPLINE SPECIFIC CORE COURSE – 18: HEALTH PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC- 18: HEALTH PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Understanding Health Psychology and its theoretical perspectives.
- Identifying the characteristics of health behaviours.
- Promoting health enhancing behaviours by using exercise, nutrition and emotional regulation.
- Developing an understanding of interlinkages between culture, health and healing systems.

Learning Outcomes

After learning the course the student will be able to:

- Understand the core concepts of Health Psychology
- Apply of Health Psychology theories and concepts (e.g. health behaviour) in everyday life.
- Analyse the role of Ayurveda, Folk healing and Homeopathy in the creation of health.
- Evaluate the efficacy of various health promotion strategies including nutrition, exercise and emotional management.
- Create inter-linkages between culture and health
- Develop readiness to pursue a specialised degree in Health psychology.

SYLLABUS OF DSC-18

UNIT - I

(12 hours)

Introduction to Health Psychology: Nature, Goals of Health Psychology, Relationship Between Health and Psychology, Models (Bio-medical Model, Bio-Psychosocial Model of Health, Indian Model of Health).

UNIT - II**(12 hours)**

Behaviour and Health: Characteristics of Health Behaviour; Barriers to Health Behaviour; Theories of Health Behaviour (Health –Belief Model, Theory of Planned Behaviour, Stages of Change Model).

UNIT - III**(12 hours)**

Culture, Health and Healing: Cultural Construction of Health, Ayurveda, Folk Healing, Homeopathy.

UNIT – IV**(9 hours)**

Health Promotion and Management: Exercise, Nutrition and Emotional Regulation.

Practical Component**(30 hours)****Suggestive Practicals**

- Analysis of films and other media sources highlighting health issues.
- Analyzing health based policies of India e.g National Health Policy.
- Using the case study approach to understand relevant health issues.
- Questionnaire based survey on health concerns.
- Practicals based on relevant standardized psychological tests pertaining to health.
- Correlational studies of health based variables.
- Health based interventions of brief duration.

Tutorial Component: Nil**Essential/Recommended Readings**

Allen, F. (2011). *Health psychology and behaviour*. Delhi: Tata McGraw Hill.

Dalal, A.K. (2016). *Cultural psychology of health in India*. Delhi: Sage.

Donelli, D. and Antonelli, M (2021) Homeopathy and Psychological Therapies. *Encyclopaedia* 2021, 1(1), 57-64; <https://doi.org/10.3390/encyclopedia1010008>.

Sarafino, E.P., & Smith, T.W. (2016). *Health psychology: Bio- psychosocial interactions* (9thedn.). New York: Wiley.

Scrimshaw, S., & Lane, S. D. (2018). Culture, behavior, and health. In *Global health: Diseases, programs, systems and policies* (4th ed.). Jones & Bartlett.

Song, Y., Lu, H., Hu, S., Xu, M., Li, X., & Liu, J. (2015). Regulating emotion to improve physical health through the amygdala. *Social Cognitive and Affective Neuroscience*, 10 (4), 523-530.

Taylor, S.E. (2017). *Health psychology* (10th ed.). Delhi: Tata McGraw Hill.

Suggestive Readings

Arora, M.K. and Sran, S.K.(2017). *Psychology of health and well being*. New Delhi: Book Age Publications.

Hariharan, M. (2020). *Health psychology: Theory practice and research*. New Delhi: SAGE Publications Incorporated.

Khosla, M.(Ed.) (2022). *Understanding the psychology of health and well-being*. New Delhi: SAGE Texts.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE-9 PSYCHOLOGY OF
EXCEPTIONAL CHILDREN**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 09: PSYCHOLOGY OF EXCEPTIONAL CHILDREN	4	3	0	1	Class 12th Pass	Basic knowledge of Child & Adolescent Psychology / Developmental Psychology

Learning Objectives

- To develop an understanding of exceptional children.
- To familiarise oneself with the various types/ categories of exceptionalities.
- To understand the differences between children with disabilities, gifted children and twice exceptional children.
- To learn methods of assessment of learning disability, giftedness and twice exceptionality.
- To know interventions used with the various areas of exceptionality.

Learning Outcomes

After learning the course the student will be able to:

- Understand the range of potential differences among children with learning disabilities, gifted children and twice exceptional children.
- Screen and identify exceptional children.
- Suggest intervention strategies for exceptional children.

SYLLABUS OF DSE- 09

UNIT - I

(9 hours)

Introduction: Neurodiversity, Exceptional children, types and their prevalence, Historical perspectives, Inclusion and integration, Overview of special education, Roles and responsibilities of professionals working with exceptional children

UNIT – II**(12 hours)**

Specific Learning Disorder: Definitions, Prevalence, Causes, Assessment, Psychological and Behavioural Characteristics, Intervention and educational considerations for children and adolescents

UNIT – III**(12 hours)**

Gifted & Talented Children: Definition, Prevalence; Origins of Giftedness (genetic and environmental factors); Screening and identification tools; Physical, psychological and behavioural characteristics; Intervention and educational considerations for children and adolescents

UNIT – IV**(12 hours)**

Twice Exceptional Children: Definition, prevalence, types, Psychological and Behavioural Characteristics, Identifying twice exceptional children, interventions and educational considerations for twice exceptional children

Practical Component**(30 hours)****Suggestive Practicals**

- Case study to understand exceptional children.
- Use of special education assessment tool
- Inclusive or exclusive education for exceptional children
- Interview with caregivers of exceptional children/special educators/professionals working with children to understand challenges they experience and strategies they use to cope.
- Reflections on volunteering in programs for exceptional children
- Development of intervention plans for exceptional children

Tutorial Component: Nil

Essential/Recommended Readings

- Baum, S.M., Schader, R.M. & Owen, S.V. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, ASD, and more (3rd ed.)*. New York: Routledge
- Hallahan, D. P., Kauffman, J. M. (1997). *Exceptional learners: Introduction to special education*. United States: Allyn and Bacon.

- Gallagher, J. J., Coleman, M. R., Kirk, S. A. (2009). *Educating exceptional children*. United States: Wadsworth.
- Kircher-Morris, E. (2022). *Raising twice-exceptional children: A handbook for parents of neurodivergent gifted kids*. New York: Routledge.
- Macintyre, C. (2008). *Gifted and talented children 4–11: Understanding and supporting their development*. Oxon: Routledge.
- Porter, L. (2005). *Gifted young children: A guide for teachers and parents (2nd edn.)*. Australia: Allen & Unwin

Suggestive Readings

- Gillespie, P. (2021). *A successful self-taught reader with five learning disabilities: A guide for educators and parents*. Independently published.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE.
- Kurup, A. & Dixit, S. (2016). Gifted with disabilities: The twice-exceptional in India. *Indian Educational Review*, 54 (2).
- Pfeiffer, S. I. (2008) *Handbook of giftedness in children: Psychoeducational theory, research, and best practices*. Germany: Springer.
- Trail, B.A. (2022). *Twice-exceptional gifted children: Understanding, teaching, and counseling gifted student (2nd ed.)*. New York: Routledge.

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

**DISCIPLINE SPECIFIC ELECTIVE COURSE -10 RESEARCH
METHODS IN PSYCHOLOGY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE- 10 RESEARCH METHODS IN PSYCHOLOGY	4	3	0	1	Class 12th Pass	Familiarity with Paradigmatic foundations of psychological inquiry and techniques of data collection

Learning Objectives

- To present the essential steps, process and considerations of designing research in Psychology
- To introduce the key techniques quantitative and qualitative techniques of data-analysis in psychological research
- To acquaint students with the possibilities in mixed methods research in Psychology

Learning outcomes

After learning the course the student will be able to:

- Understand the utility and key differences of major qualitative data analysis techniques.
- Understand and appreciate the utility and different approaches to mixing methods in psychological research.
- Design an ethically grounded psychological research study and write a proposal for the same

SYLLABUS OF DSE- 10

UNIT – I Introduction to Research Methods in Psychology (10 hours)

Introduction to psychological research and its goals; Common research forms: Exploratory research, Descriptive research and Explanatory research; Delineating Steps of Quantitative and Qualitative Research

UNIT - II Issues of Design in Quantitative and Qualitative Studies (10 hours)

Designing Quantitative and Qualitative Studies: Language of Variables and Hypothesis v/s Language of Cases and Context; Research Question Method Link: Survey, Observation, Interview, Focus Group Discussion; Measurement process in Quantitative and Qualitative

Research: Conceptualisation, Operationalisation, Reliability and Validity; Sampling in Quantitative and Qualitative Research: Types and techniques

UNIT – III Approaches to Quantitative and Qualitative Data Analysis (15 hours)
Quantitative Approaches: Correlation and Regression Analysis; Qualitative Approaches: Thematic analysis, Grounded Theory & Narrative Analysis

UNIT – IV Mixed-methods Research (10 hours)

Why mix methods of research? Using quantitative and qualitative methods as complementary modes of inquiry; Mix-method designs: Triangulation Design, Embedded Design, Explanatory Design, Exploratory Design; Mixed-method sampling; Mixing qualitative methods: Pluralistic Qualitative Research (PQR)

Practical Component (30 Hours)

Suggestive Practicals

- Designing and conducting a correlational study using suitable variables, and standardised tools/questionnaires/tests.
- Conducting an interview /observation/ FGD/ case study as a method of data collection and then analyse it using a suitable method of qualitative data analysis such as thematic analysis.
- Designing a mixed-method study (quantitative-qualitative mixed method or pluralistic qualitative research) and writing a detailed research plan/proposal for the same.

Tutorial Component- Nil

Essential/Recommended Readings

Bansal, P. (2019). *Psychology: Debates and controversies* SAGE Publications India Pvt. Ltd.

Bryman, A. (2004). *Quantity and quality in social research*. London, UK: Routledge.

Coolican, H. (2006). *Introduction to research methodology in psychology*. London: Hodder Arnold

Corbetta, P. (2003). *Social research: Theory, methods and techniques*. United Kingdom: SAGE Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, California, SAGE Publications

Frost, N. (2021). *Qualitative research methods in psychology: Combining core approaches* (2nd ed.). United Kingdom: McGraw-Hill Education.

Howitt, D., Cramer, D. (2014). *Introduction to research methods in psychology*. United Kingdom: Pearson.

Lammers, W. J., & Badia, P. (2005). *Fundamentals of behavioral research*. United States of America: Thomson/Wadsworth.

Neuman, W.L. (2014). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson Education.

Willig, C. (2021). *Introducing qualitative research in psychology*. United Kingdom: Open University Press.

Suggestive Readings

Bielski, P. (2010). *Handbook of emergent methods*. Edited by Sharlene Nagy Hesse- Biber and Patricia Leavy. London. The Guilford Press

Charmaz, K., McSpadden, E., Anderson, R., McMullen, L. M., Josselson, R., Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. United Kingdom: Guilford Publications.

Creswell, J. W., Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. United States: SAGE Publications.

Givens, L.M. (2008) *The SAGE encyclopaedia of qualitative research methods*. UK: SAGE Publications.

Mertens, D. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th Ed.). SAGE.

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

DISCIPLINE SPECIFIC EFFECTIVE COURSE-11 – EDUCATIONAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical / Practice		
DSE – 11 EDUCATIONAL PSYCHOLOGY	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To familiarize students with core concepts of educational psychology
- To foster an understanding of the teaching-learning process and issues with classroom management and assessment
- To create a vision for better educational institutions that practice positive and inclusive education

Learning Outcomes

After learning the course the student will be able to:

- Develop an understanding of the core concepts of educational psychology.
- Gain an insight into various facets of the teaching learning process, and issues with classroom management and assessment.
- Get sensitised towards the need for positive and inclusive educational practices.

SYLLABUS OF DSE- 11

UNIT - I

(9 hours)

Introduction: Nature and scope of Educational psychology; Contributions of Psychology to Education; Theoretical perspectives (Behavioural, Piaget, Vygotsky, Brofrenbrenner)

UNIT - II

(12 hours)

Teaching-learning Process: Learner: Learner Differences and Learning Needs, Teacher: Characteristics of an Effective Teacher: Empathy, Communication, Perspective taking

Skills; Metaphors for Teaching-Learning Process; Teaching Methods and their Applications: Teacher centred and Student centred; Use of ICT: Benefits and challenges.

UNIT - III

(12 hours)

Classroom Management and Assessment: Classroom Management, Psychological testing in education, Issues related to Classroom Assessment, Alternatives to traditional assessment

UNIT - IV

(12 hours)

Towards Better Educational Institutions: Inclusive Education; Addressing Classroom Diversity: Gender, Socio-Economic Status, Linguistic Diversity, Disability; Issues related to Categorization & Labelling, Positive education

Practical Component

(30 hours)

Suggestive Practicals

- Comparison of two or more teaching methods.
- Intervention based on any aspect(s) of positive education.
- Comparison of assessment methods in education.
- Analysis of data from primary/ secondary sources regarding education in India

Tutorial Component- Nil

Essential/Recommended Readings

- Badley, K., & Hollabaugh, J. (2012). Metaphors for teaching and learning. In K. Badley and H.V. Brummelen (Eds.), *Metaphors we teach by: How metaphors shape what we do in the classroom*. Oregon: Wipf and Stock Publishers.
- Bardach, L., Klassen, R.M., & Perry, N.E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational Psychology Review*, 34, 259-300.
- Bartlett, S., & Burton, D. (2016). *Introduction to education studies*. Sage.
- Santrock, J.W. (2017). *Educational psychology* (6th ed.). London, UK: Mc Graw Hill Education.
- Slavin, R. (2006). *Educational psychology: Theory and practice*. New York: Pearson.
- Sutherland, M. (1988). *Theory of education*. London: Longman.
- Woolfolk, A. (2020). (14th ed.). *Educational psychology*. Pearson.

Suggested Readings

- Banks, J. A. (Ed.). (2012). *Encyclopedia of diversity in education*. Sge Publications.
- Leicester, M. (2008). *Creating an inclusive school*. Bloomsbury Publishing.
- Morris, B. (1966). The Contribution of Psychology to the Study of Education. In J. Tibble (Ed.) *The study of education*. London: Routledge & Kegan Paul.
- Norrish, J. M., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147-161. doi:10.5502/ijw.v3i2.2
- Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K. and Linkins, M. (2009) Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35, 293-311.
- Smith, M. (1977). *The underground and education: A Guide to the alternative Press*. London: Methuen & Co. Ltd.
- Spring, J. (1975). *A primer of libertarian education*. New York: Free Life Editions.

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

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Psychology

GENERIC ELECTIVE COURSE – 18: Understanding Human Resources

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 18 UNDERSTANDING HUMAN RESOURCES	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To enable students to understand the HR Management and system in various industries or organisations.
- To help students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop relevant skills necessary for application in HR related issues.

Learning outcomes

After learning the course the student will be able to:

- Develop the understanding of the concept of human resource management and to understand its relevance in organisations.
- Effectively manage and plan key human resource functions within organisations.
- Integrate the knowledge of HR concepts to take correct business decisions.

SYLLABUS OF GE-18

UNIT - I

(13 hours)

Acquisition of Human Resources: Human Resource Planning: Job Analysis (any one technique); Recruitment: Sources, Resume Preparation; Selection: Process; Interview, Testing.

UNIT - II**(9 hours)**

Development of Human Resources: Training- Process, Training Need Analysis, Training methods; Career Development and Planning: Career Development and Life Stages, Career Self –Management.

UNIT - III**(11hours)**

Rewarding Human Resources: Performance Appraisal: Process, Methods: Behaviour Oriented Methods (Absolute- Critical Incidents, Forced Choice, Behaviourally Anchored Rating Scales, BARS and Relative- Forced Distribution, Individual, Paired Comparison); Result Oriented Appraisal; 360 degrees feedback; Creating Performance Management Systems.

UNIT - IV**(12 hours)**

HRM and IHRM: Introduction to Human Resource Management (HRM): HRM and HRD; International Human Resource Management (IHRM): Policies and Practices (Global Talent Management, Expatriate Training, Performance Management).

Practical Component - Nil

Tutorial Component**(15 hours)**

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Mock Recruitment Process
- Training Needs Analysis (TNA)
- Performance Appraisal Role Play
- Discussion of case Study on relevant Human Resource Management concerns

Essential/Recommended Readings

Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: policies and practices for multinational enterprises* (3rd ed.). New York: Routledge.

De Cenzo, D. A. & Robbins, S.P. (2021). *Fundamentals of human resource management*. (14th edn.). NY: Wiley.

Harzing, A. W. (2011). *International human resource management*. SAGE.

Schultz, D. & Schultz, S.E. (2017). *Psychology at work today* (10th ed.). London: Routledge.

Suggestive Readings

Deb, T. (2006). *Strategic approach to human resource management: Concept, Tools & application*. Atlantic Publisher

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

GENERIC ELECTIVE 19: GROUP PROCESSES AND DYNAMICS AT WORK

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-19 GROUP PROCESSES AND DYNAMICS AT WORK	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- Equip students with an understanding of the principles and processes of group dynamics and interactions from a psychological perspective.
- Facilitate everyday application of various aspects of group dynamics including group interactions, decision-making, communication, and leadership.

Learning Outcomes

After learning the course the student will be able to:

- Demonstrate an understanding of the nature and characteristics of groups and teams within organizations.
- Critically examine the ways in which group dynamics influence group interactions and decision-making processes.
- Identify and analyze the dynamics of communication and reflect on strategies to improve communication in organizations.
- Demonstrate an understanding of various psychological perspectives on leadership in organizations; reflect upon contemporary leadership roles; and apply best practices to group leadership.

SYLLABUS OF GE- 19

UNIT - I

(9 hours)

Groups and Teams: Basic features of groups (status, norms, roles, cohesiveness); Differences between groups and teams; Stages of Group Development (Tuckman Model); Team-building.

UNIT - II

(12 hours)

Group Processes and Decision Making: Group Interaction (facilitation, loafing); Group Decision Making (Brainstorming, Group think; Polarization).

UNIT - III

(12 hours)

Organizational communication: Objectives of Communication; Communication model; Direction of communication; Grapevine; Barriers to effective communication; Enhancing Communication Effectiveness.

UNIT - IV

(12 hours)

Leadership in the Contemporary World: Overview to early approaches to leadership (trait, behavioural), Contingency (Fiedler's contingency model), Contemporary issues in leadership- Charismatic, Transformational & Transactional Leadership; Implicit leadership; Authentic leadership; Contemporary leadership roles (Mentoring, Self-leadership, Online leadership); Indian Perspective (Nurturant Task Leadership).

(30 hours)

Practical Component

Suggestive Practicals

- Design and roll out a team building intervention
- Compare the effectiveness of individual vs group decision making OR Identify the dynamics of group decision making- group think and/or group polarization using textual/film/experiential analysis
- Assess your own leadership style using any one standardized tool of leadership / Analyze leadership style of any one leader using archival research.

Tutorial Component: Nil

Essential/ Recommended Readings

Forsyth, D. R. (2018). *Group dynamics*. Cengage Learning.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in organizations* (10th ed.). Noida: Dorling Kindersley.

Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational behavior: An evidence-based approach* (14th ed.). IAP.

Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

Robbins, S. P., Judge, T. A., & Vohra, N. (2019). *Organizational behavior*. Pearson Education India.

Sinha, J.B.P. (2008). *Culture and organizational behaviour*. New Delhi: SAGE.

Suggestive Readings

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of psychology*, 60, 421-449.

Levi, D., & Askay, D. A. (2020). *Group dynamics for teams*. Delhi: SAGE Publications.

Wood, J. D. (1990). New Haven Nighthawks. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 265- 279). San Francisco: Jossey-Bass Publishers.

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

GENERIC ELECTIVE- 20: DISABILITY AND REHABILITATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE-20 DISABILITY AND REHABILITATION	4	3	1	0	Class 12 th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To orient students to the concept of disability and rehabilitation
- To impart information related to models practiced in disability and rehabilitation
- To develop an understanding of ethics, policies and psychosocial aspect of disability and rehabilitation

Learning Outcomes

After learning the course the student will be able to:

- Understand the concept of disability and rehabilitation
- Learn about the skill development and employment perspective
- Apply the policies and acts in welfare of disability and rehabilitation

SYLLABUS OF GE-20

UNIT - I

(12 hours)

Introduction: Basic overview of Disability (Terminology, types and Neurodiversity); Impairment, Activity and Participation; Disability in India; Basic overview on Rehabilitation (Terminology and types); Role of a Rehabilitation Professional

UNIT - II

(12 hours)

Models of Disability and Rehabilitation: *Models of Disability-* Medical Model, Social Model, Overview of Charity and Empowerment Models ; *Models of Rehabilitation-* Psycho-social Model, Community Based Rehabilitation Model, Brief orientation to other models:

Home Based Rehabilitation Model, Institute Based Rehabilitation Model; Assessment and Certification of Disability in India.

UNIT – III

(12 hours)

Psycho-Social Aspects of Rehabilitation: Accessibility and Advocacy; Social support-Family, Self help groups etc; Skill Development and Employment.

UNIT – IV

(9 hours)

Provision and Ethics: Rehabilitation ethics; Rehabilitation policies and Acts- The Rights of Persons with Disabilities Act , 2016; Mental Health Care Act, 2017; Rehabilitation Council of India Act,1992; Provision and Schemes.

Practical Component – Nil

Tutorial Component:

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Analysing the review for disability research and making research based student presentations
- Participation in Self- help groups for understanding Community Based Rehabilitation
- Analysing films on disability to promote inclusivity.
- Analysis of Case-Studies related to Disability Rehabilitation
- Study of Government initiatives for education and rehabilitation of children with disabilities
- Study of Policy documents on issues of disability

Essential/Recommended Readings

Arora, M.K. (2022). *Neurodevelopmental disorders in the indian context: different disorders speak different stories*. New Delhi: Prestige Publications.

Caplan, A. L. Is medical care the right prescription for chronic illness? In: S. Sullivan and M. E. Lewin (eds.) *The economics and ethics of long term care and disability*(pp. 73-89) Lanham, Md.:University Press of America .

Dalal, A .K., & Misra,G. (2010). *The core and context of Indian psychology; Psychology and Developing Societies*, 22(1), 121–155.

Ghai, A. (2015). *Rethinking disability in India*; New Delhi: Routledge.

Markowitz, G., and Rosner, D. (1989). The illusion of medical certainty: Silicosis and the politics of industrial disability, 1930–1960. *Milbank Quarterly* 9; 67 Suppl 2 Part 1, 228-253.

Mohopatra C. S., 2004 '*Disability management in India*' National Institute for the Mentally Handicapped (NIMH).

Nagi, S. Z. *Some conceptual issues in disability and rehabilitation* In: M. OCR for page 32

Linton, S. (1995). *Claiming disability: Knowledge and identity* NY: New York University Press; 199 pp.

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

The Mental Healthcare Act, 2017 (No. 10 Of 2017). (2017). Ministry of Law and Justice (Legislative Department) <https://egazette.nic.in/WriteReadData/2017/175248.pdf>

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

Suggestive Readings

Aberecht, G. (2006). (Ed.). *Encyclopedia of disability*. Chicago: Sage Publications.

Berkowitz, E., & Fox, D. (1989). The politics of social security expansion: Social security disability insurance, 1935–1986. *Journal of Policy History*, 1(3):233-260.

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

B.A. (PROGRAMME) IN PSYCHOLOGY COURSE

SEMESTER-VI

Category II

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Major Discipline)

DISCIPLINE SPECIFIC CORE COURSE – IIE COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 Counselling Psychology	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After completing this course, the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC-11

UNIT – I

(9 hours)

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India.

UNIT – II

(12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

UNIT – III

(24 hours)

C. Techniques of Counseling- Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.

D. Applications: Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of
3. personality characteristics of a professional counsellor.
4. Information-oriented first interview (Cormier & Hackney, 2008).
5. Practical based on any 3 micro skills (Pre-post design).
6. Construction of a Genogram.
7. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M. S.(2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi; Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

- Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.
- Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7thEd.). New York: Pearson.
- James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.
- Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.
- S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

DISCIPLINE SPECIFIC CORE COURSE – 12: DEVELOPMENTAL

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-12 Developmental Psychology	4	3	0	1	Passed Class 12 th .	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To assist students in understanding how developmental psychology plays a role in their own lives and future careers
- Connect students to current research and real-world application
- To gain insight in understanding, explaining and applying key human development issues in real life setting
- To foster awareness about the socio-cultural context of human development.

Learning Outcomes

After completing this course, the student will be able to:

- Critically evaluate theories of lifespan development
- Assess the biological cognitive, emotional and social factors that influence development
- Discuss methodological approaches used to study development
- Examine development issues of children and adolescent in the Indian context.

SYLLABUS OF DSC-12

Unit - I

(15 Hours)

Nature and Perspectives of Development: Understanding context: family, peers, school; research methods and designs (Longitudinal & Cross-Sectional). Physical development: patterns of growth from prenatal development to adolescence.

Unit - II

(15 Hours)

Cognitive Development: Brief introduction to cognitive development: Piagetian, Vygotskian. Language development

Unit - III

(15 Hours)

Emotional Development: Displaying, Recognizing and Interpreting Emotions; Attachment; Theories of Moral development (Kohlberg, Gilligan).

Practical component –

(30 Hours)

Suggestive list of practicals:

1. Study on child-rearing practices using test/ case study
2. Impact of family environment on socio-emotional development/ cognitive growth.
3. Application of Piaget's theory of cognitive development
4. Assessment of moral development using test/ dilemmas
5. Language assessment using Multilingual Assessment Instrument for Narratives (MAIN)
6. Assessment of attachment style and socio-emotional development

Essential/recommended readings

Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall. (Unit 3:Chapter 12)

Feldman, R.S. & Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.(Unit 1: Chapter 1, 2 to 8)

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi. Oxford University Press (Unit 3)

Santrock, J.W. (2012). *A topical approach to life-span development*. New Delhi: Tata McGraw- Hill. (Unit 1 to 3)

Shaffer, D.R. & Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence* Indian reprint: Thomson Wadsworth (Unit 2: Chapter 7 to 10, Unit 3:Chapter 11, 15 &

16)

Sharma, N. & Chaudhary, N. (2009). *Human development: Contexts and processes* In G. Misra (ed) *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson. (Unit 3)

Suggestive readings

Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çigdem, Poortinga, Y. P. (2006). *Family across Thirty Cultures: A Thirty Nation Psychological Study*. Cambridge Press.

Mitchell, P. and Ziegler, F. (2007). *Fundamentals of development: The Psychology of Childhood*. New York: Psychology Press.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.

Patra, S. (2022). *Adolescence in India: Issues, Challenges and Possibilities*. New Delhi: Springer

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

Category III

Psychology Courses for Undergraduate Programme of study
with Psychology as one of the Core Disciplines
(B.A. Programme with Psychology as Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE - III COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC-11 Counselling Psychology	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning objectives of this course are as follows:

- To develop an understanding of basic concepts, processes and techniques of counselling.
- Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.

Learning Outcomes

After completing this course, the student will be able to:

- Define counselling and its goals.
- Acquiring basic counselling skills of problem identification, and relationship building (e.g., empathy, listening, paraphrasing, unconditional positive regard).
- Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- Helping clients having mild concerns in life; for instance, acting as peer counsellors in the college/community.

SYLLABUS OF DSC-11

UNIT - I

Introduction-Nature and Goals; Ethics in counseling; Characteristics of a professional counselor; Status and practice of Counselling Psychology in India. (9 hours)

UNIT - II

(12 hours)

Therapeutic Process- Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

(24 hours)

UNIT – III

- A. **Techniques of Counseling-** Psychoanalytic Techniques (Freud); Behaviour Therapy; Person-centered Therapy; Cognitive Therapy.
- B. **Applications:** Family Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse

(30 Hours)

Practical component –

Suggestive list of practicals:

1. Need for Counselling among college students/ children/ adolescents using any standardized test.
2. To study the self-efficacy of counsellors using any scale for better understanding of
3. personality characteristics of a professional counsellor.
4. Information-oriented first interview (Cormier & Hackney, 2008).
5. Practical based on any 3 micro skills (Pre-post design).
6. Construction of a Genogram.
7. Aptitude and Interest Assessment in Career Counselling.

Essential/recommended readings

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). New Delhi: Cengage Learning.

Gladding, S. T. (2012). *Counseling: A comprehensive profession*. (7th ed.) . New Delhi. Pearson.

Nystul, M. S.(2016). *Introduction to counselling: An art and science perspective* (5th ed.). New Delhi: Sage.

Rao, K. (2010). Psychological interventions: From theory to practice. In G. Misra (Ed.): *Psychology in India. Volume 3: Clinical and health psychology*. New Delhi. ICSSR/ Pearson.

Seligman, L. & Reichenberg, L.W. (2010). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of psychotherapy & counselling: Concepts and Cases* (5th ed.). Boston: Brooks/ Cole Cengage Learning.

Suggestive readings

Belkin, G. S. (1998). *Introduction to counseling* (3rd ed.). Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). *Counseling and psychotherapy: Theories and interventions* (4th Ed.) New Delhi: Pearson.

Gibson, Robert, L. Mitchell, Marianne, H. (2015). *Introduction to counseling and guidance* (7th Ed.). New York: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Australia. Thomson Brooks/Cole.

Hillman, J.L (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. New York: Kluwer Academic/Plenum Publishers.

S.N. & Sahajpal, P. (2013). *Counselling and guidance*. New Delhi: Tata McGraw Hill.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) Courses for Semester VI:

DSE 4: Psychological Research: Paradigms, Approaches, and Methods

DSE 5: Essentials of Media Psychology

DSE 6: Managing Human Capital at Workplace

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 4: PSYCHOLOGICAL RESEARCH: PARADIGMS, APPROACHES, AND METHODS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE-4 Psychological Research: Paradigms, Approaches, and Methods	4	3	0	1	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the paradigmatic foundations of psychological research
- To understand the differences between the quantitative and qualitative traditions of research in psychology
- Present the essential considerations of research in Psychology
- Introduce the process, designs and techniques of data-analysis in the quantitative and qualitative research tradition

Learning Outcomes

After completing this course, the student will be able to:

- Critically analyse and compare paradigmatic frameworks and their underlying assumptions and contributions to the field of psychology
- Appreciate the nuances of quantitative and qualitative traditions of research in Psychology and select an appropriate research tradition for their own research problems.
- Understand the commonalities and differences in features, goals, steps, sampling procedures and ethics of quantitative and qualitative traditions of research.
- Design a quantitative and qualitative research and select an appropriate method of data collection and analysis.

SYLLABUS OF DSE - 4

Unit – I

(18 hours)

Essential considerations of Psychological Research

Paradigmatic considerations: Positivist, Post-positivist, Interpretivist, Critical Paradigm, and Constructivist.

Psychological research: Goals of research; Steps of Research - Problem identification, Hypothesis formulation, Designing the research, Data collection, Data analysis, and Interpretation; Common research forms - exploratory, descriptive and explanatory; Quantitative and Qualitative research traditions - overview, and differences.

Sampling: Defining Population and Sample, Sampling bias (Sampling error and Non sampling error), Types of Probability and Non-probability sampling.

Unit – II

(12 hours)

Quantitative Research Techniques

Experimental Method: Causality versus correlation, Laboratory experiments and field experiments; True experimental and quasi-experimental design; Within-subject design, Between subject design, Pre and Post designs.

Survey Research: The logic and types of survey; Designing a survey questionnaire.

Issues of ethics and rigour in quantitative research.

Unit – III

(15 hours)

Qualitative Research Techniques

Methods of data gathering: Interview, Focus group discussion, Case study, Observational Method, Using secondary data sources.

Techniques of qualitative analysis: content analysis and thematic analysis

Issues of ethics and rigour in qualitative research.

Orientation to Mixed Methods Research: Combining quantitative and qualitative approaches

Practical component –

(30 hours)

Suggestive list of practicals:

1. To identify and illustrate the basic assumptions of paradigms using different research works.
2. Designing a true experimental or quasi-experimental study using any designs such as between-subjects, within-subjects, or pre-post designs.
3. Conducting a survey which may involve designing a questionnaire, collecting and analysing the data.
4. Conducting an interview (structured, semi-structured, unstructured, life-history etc.)/ observation (participant or non-participant)/ focus group discussion (online or in-person)/ case-study (single/multiple) as a method of data collection. The data obtained may be analysed using a suitable method of data analysis such as thematic or content analysis.
5. Designing a mixed-method study and writing a detailed research plan/proposal for the same.

Essential/recommended readings

Bryman, A. (2004). *Quantity and Quality in Social Research*. London, UK: Routledge.

- Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold
- Corbetta, P. (2003). *Social Research: Theory, Methods and Techniques*. United Kingdom: SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks, California, SAGE Publications
- Denzin, N. K., & Lincoln, Y. S. (2018). *The sage handbook of qualitative research*. 5th Ed. Sage.
- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). New York, NY: Pearson Education
- Howitt, D., Cramer, D. (2014). *Introduction to Research Methods in Psychology*. United Kingdom: Pearson.
- Lammers, W. J., & Badia, P. (2005). *Fundamentals of Behavioral Research*. United States of America: Thomson/Wadsworth.
- Mertens, D. (2020). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.
- Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.
- Willig, C. (2021). *Introducing Qualitative Research in Psychology*. United Kingdom: Open University Press.

Suggestive readings

- Givens, L.M. (2008) *The SAGE Encyclopaedia of Qualitative Research Methods*. United Kingdom: SAGE Publications.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE – 5: ESSENTIALS OF MEDIA PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 5: Essentials of Media Psychology	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To educate learners about media and its impact
- To acquaint learners with the role of media in psychosocial change.
- To help learners understand critical issues related to media

Learning outcomes

After completing this course, the student will be able to:

- Understand the concept of media and its interface with psychology
- Distinguish between fantasy and reality
- Analyse the relationship between advertising and persuasion
- Critically examine the psychosocial influences of media

SYLLABUS OF DSE - 5

Unit – I (9 Hours)

Introduction to Media Psychology- - Nature and scope of media psychology; Classic Theories in Media Studies (Marshall McLuhan, Baudrillard); Research in Media Psychology; Indian perspective of Media Psychology

Unit – II (12 Hours)

Media and the User- Fantasy and reality; Expressing self and identity through social media; Finding communities (Fandoms, virtual communities); Use and abuse of internet

Unit – III (12 Hours)

Social Impact of Media- Media influences on pro-social behaviours, violence, and aggression; Psycho-social effects (social comparisons, body image, substance use); Advertising and persuasion (Advertising appeals, AIDAS Model)

Unit – IV (12 Hours)

Critical Issues in Media Psychology- Media as a tool for social and political change (Social Media movements, Propaganda); Representations of social groups in media (Gender and sexuality, religious minorities, disability); Ethics and Media

Tutorial component (15 Hours)

Suggestive Tutorial Activities

- Discussions around use of media for campaign promotion like Swachh Bharat Abhiyan, Fit India etc.
- Critical thinking exercises like Advertisement Analyser worksheets
- Questionnaires to understand social media and its impact, such as Social Media Use Questionnaire (e-SMUQ) or Internet Addiction Scale
- Reflective exercise on identifying influence of social media on behaviour
- Documentary screenings and discussions
- Discussions around FOMO and JOMO

Practical component (if any) - NIL

Essential/recommended readings

Batra, R., Aaker, D. A., and Myers, J. G. (2006). *Advertising management*. New Delhi Dorling Kindersley (India).

Cill, J.C., Culbert, D.H., & Welsh, D. (2003) *Propaganda and mass persuasion: A Historical Encyclopedia*, Santa Barbara: ABC-CLIO, Inc.

Dill, K. E. (2009). *How fantasy becomes reality: Seeing through media influence*. Oxford University Press.

Dill, K. (Ed.). (2013). *Oxford handbook of media psychology*. New York: Oxford University Press.

Gayle, S.S., Giles, D.C., Cohen, D., & Meyers, M.E. (2021). *Understanding Media Psychology*. Routledge

Giles, D. (2008). *Media psychology*. Lawrence Erlbaum

Giles, D. (2010). *Psychology of the media*. Macmillan International Higher Education.

Kumar, N. (2021). *Media psychology: Exploration and application*. Routledge.

Mc Mahon, C. (2019). *The psychology of social media*. Routledge.

McLuhan, M. (2001). *Understanding Media: The extensions of man*. United Kingdom: Routledge.

Newman, M. J. (2015). Image and identity: Media literacy for young adult Instagram users. *Visual Inquiry*, 4 (3): 221–227

Sharma, S. & Singh, R. (2011). *Advertising: Planning and implementation* (5thed.). PHI Learning Pvt Ltd.

Tiwari, S., Jina, P., Pathak, D.N., Uniyal, V., and Singh, U.K. (2022). The paradox of use, abuse, and misuse of the internet by the children. *International Journal of Mechanical Engineering*, 7(3), 707-713.

Suggestive readings

Frohardt, M. & Tamin, J. (2003). Use and abuse of media in vulnerable societies. *Special Report*, United Institute of Peace, www.usip.org

Joinson, A., McKenna, K. Y. A., Postmes, T., & Reips, U.-D. (Eds.). (2007). *The Oxford handbook of internet psychology*. Oxford: Oxford University Press.

Merrin, W. (2005). *Baudrillard and the media: A critical introduction*. Polity, Wiley

Pescott, C. K. (2020). “I Wish I was wearing a filter right now”: An exploration of identity formation and subjectivity of 10- and 11-year olds’ Social Media Use. *Social Media + Society*, 6(4).

Spies Shapiro LA, Margolin G. (2014). Growing up wired: social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17(1),1-18.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSE - 6 MANAGING HUMAN CAPITAL AT WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Managing Human Capital at Workplace	4	3	1	0	Passed Class 12 th	Basic knowledge of introductory psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

After completing this course, the student will be:

- Able to understand the different processes and practices related to human capital.
- Able to understand issues, functioning and challenges of managing human capital at workplace.
- Able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

SYLLABUS OF DSE - 6

Unit – I

(15 Hours)

Job Analysis and Talent Management

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

Unit – II

(15 Hours)

Attraction and Socialization: An Organizational Perspective

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit – III

(15 Hours)

Counterproductive Behavior at workplace

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

Tutorial component

(15 Hours)

Suggestive Tutorial Activities:

- Case study on an Indian Organization based on primary/secondary data, on Job Analysis/ Talent management
- Case study on an Indian Organization based on Organizational socialization, diversity in organizations
- Role play on Counterproductive Work Behavior.

Practical component (if any) - NIL

Essential/recommended readings

Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)

Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)

Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist–Practitioner Approach*, John Wiley & Sons

Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.

Rao, V.S.P. (2009). *Human Resource Management*. 2nd ed. Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.

DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Ed) New Delhi: Sage.

Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.

Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

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

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - IV

DISCIPLINE SPECIFIC CORE COURSE 10- Approaches and Practice of Counselling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 10: Approaches and Practice of Counselling	04	03	0	01	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding of the profession of counselling
- To facilitate development of basic counselling skills
- To understand the application of counselling in different contexts

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to understand the nature and scope of counseling psychology, and its difference from other allied fields.
- By studying this course the students will understand the different techniques of counseling based on different approaches.
- By studying this course the students will become aware of the application of counseling in different settings

SYLLABUS OF DSC-

Unit 1: Counselling: process, issues and challenges

(15 hrs)

Definitions, Process and outcome of Counselling, Counselling and Psychotherapy, Personal and professional aspects of a counsellor (skills), Ethical principles in counselling, Challenges of counselling profession in India.

Unit 2: Approaches to counselling

(15 hrs)

Behavioural approach (behaviour modification techniques), cognitive approaches (Aaron Beck and Albert Ellis techniques), Freudian techniques, Rogerian approach, positive psychotherapy (Seligman, Rashid and Parks)

Unit 3: Application of counselling (15 hrs)

School counselling with a Solution Focused Brief Therapy lens, Super's model of career counselling, Queer affirmative therapy, Bowen's Family systems therapy

Practical (30 hrs)

Any 2 practicals based on the topics covered in the above three units. The options are given below:

- 1 Skill based practicum based on Rogers' Person centered approach
- 2 Understanding counseling process
- 3 Externship in school counseling
- 4 Learning counseling techniques based on CBT or REBT or Psychoanalytic approach or positive psychotherapy

Essential/Recommended Readings:

Bhola, P. & Raghuram, A. (2016). *Ethical Issues in Counseling and Psychotherapy Practice: Walking the line*. Springer. (Chapter 1, Chapter 9, Appendix A [Indian only])

Gladding, S & Batra, P. (2018) *Counselling: A comprehensive profession*. New Delhi: Pearson

Murphy, J.J. (2015). *Solutions Focused Counselling in Schools*. Wiley. (Chapter 3, Appendix E,G,H,J)

Nelson, R, J. (2015) *Theory and Practice of Counseling and Psychotherapy*. 6th edition. New Delhi: Sage South Asia.

Ranade, K., Chakravarty, S., Nair, P., Shringarpure, G. (2022). *Queer Affirmative Counselling Practice - A Resource Book for Mental Health Practitioners in India*. Mumbai: Mariwala Health Initiative (chapter 5 and 6)

Seligman, L & Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson (SFBT and family systems)

Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61(8), 774–788. <https://doi.org/10.1037/0003-066X.61.8.774>

Suggestive Readings

Capuzzi, D. & Stauffer, M. D. (2022). *Counselling and Psychotherapy: Theories and Interventions* (7th Ed.) American Counselling Association

Corey, G. (2009) *Counselling and Psychotherapy: Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Seth, S., Bhatia, H., and Chadha, N. K. (2018). *Counselling skills: Knowing self and others*. New Delhi: The Readers' Paradise.

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 5th Edition. Belmont: Brooks/Cole (Cengage Learning) (Unit 3)

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counseling and Psychotherapy*. 4th Edition. Sage.

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

DISCIPLINE SPECIFIC CORE COURSE III: Introduction to Psychological Assessment

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
DSC 11: Introduction to Psychological Assessment	4	3	0	1	Class 12th pass	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a comprehensive understanding psychological assessment
- To facilitate development of basic psychological assessment skills
- To understand the application of Psychological assessment in different contexts

Learning Outcomes

After doing the course, the students would be able to

- Understand the basic principles of psychological assessment and its various phases.
- Develop knowledge of the ethical and legal issues involved in the assessment process
- Familiarise with the steps in test construction and test standardization^[1]
- Know about different scales of measuring psychological attributes

UNIT – I

(15 Hours)

Introduction to Assessment: Historical development of Testing and assessment, Nature, Types and Scope of assessment. Comparison between test and assessment. Ethical and social consideration in testing and assessment (APA basic principles and standard Guidelines).

UNIT – II

(15 Hours)

Test Construction and Standardisation: Item writing, Item analysis, Norms and Test Standardisation, Reliability, and Validity.

UNIT – III

(15 Hours)

Types of Scales: Likert, Thurstone, Guttman and Semantic differential scale.

Applications and Future Directions: Uses of Psychological Tests in different settings. Future directions in psychological assessment (Virtual reality, Computer assisted assessment, assessment in multicultural context).

Practical

(30 Hours)

Total of two Practicums -one each from the following areas:

- 1 Test Construction/Standardisation; Scale construction
- 2 Psychological assessment: Assessment through any one psychological tests or scale (e.g. Likert, Thurstone, Guttman and Semantic differential scale)

Essential/recommended readings:

- Anastasi, A., & Urbina, S. (2003). *Psychological testing*. (7th ed). New Delhi: Prentice – Hall of India Pvt. Ltd.
- Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th ed.) Boston: Pearson Education.
- Mohanty, B., & Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi: Sage Publications.
- Murphy, K. R., & Davidshofer, C. O. (2019). *Psychological Testing: Principles and Applications*. 6th ed., New Delhi: Pearson.

Suggestive readings:

- Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment*. (12th ed). New Delhi: Pearson Education.
- Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
- Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues*. (8th ed.). New Delhi, India: Cengage.
- Miller, L. A., Lovler, R. L., McIntire, S. A. (2013). *Psychological Testing: A Practical Approach*. New Delhi: Sage Publications.

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 12 - Inferential Statistics in Psychology	4	3	0	1	Passed Class 12 th	Knowledge of Descriptive Statistics

Learning Objectives

After doing the course, the students would

- The advanced statistics course will assist students in grasping the techniques of inferential statistics necessary for carrying out research.
- They should be able to analyze and interpret statistical data obtained in research.

Learning outcomes

By studying this course, students will be able

- To understand advanced statistical techniques.
- To understand the statistical methods used in Statistical Inferences with a concept-focused approach.

SYLLABUS-

UNIT – I **(15 Hours)**

Introduction to Inferential Statistics: Parametric and Non-Parametric Statistics, Testing hypothesis about single means (z and t): Random sampling distribution of means, Null and alternate Hypotheses; One-tailed (directional) and Two-tailed (non-directional) hypothesis; Characteristics of Student's distribution of t ; Degrees of freedom; Assumptions of t -test; Levels of significance versus p -values;

UNIT – II **(15 Hours)**

Interpreting the results of hypothesis testing: Type I and Type II error, Power of a test; Difference between Two Means (*t*-test) - Independent and Dependent Groups; Confidence Intervals

Unit-III

(15 Hours)

Hypothesis Testing: More than two groups (One way ANOVA): Assumptions and calculation of one-way; Comparison of *t* and *F*. *Post Hoc* Comparisons (conceptual understanding). Chi-Square: Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies: Assumptions and calculations.

Practical component

(30 Hours)

Total of two practicums from any of the following areas:

1. One practical based on comparison of two groups using *t* test
2. One practical based on comparison of more than two groups using ANOVA
3. One practical based on Chi-square

Data sets available online or those from other sources can be used for this purpose.

Essential/Recommended Readings:

- Dyer, C. (2001). *Research in Psychology: A Practical Guide to Research Methodology and Statistics* (2nd ed.). Oxford: Blackwell Publishers.
- King, B.M., Rosopa, P.J., & Minium, E.W. (2007). *Statistical Reasoning in the Behavioral Sciences*. (7th Ed.) USA: John Wiley.
- Mangal, S.K. (2010). *Statistics in Psychology and Education* (2nd Ed.). PHI Learning.

Suggestive Readings

- Garrett, H.E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Private Ltd.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 3 - Advances in Applied Social Psychology

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3: Advances in Applied Social Psychology	04	03	0	01	Class 12 th pass	Social Psychology

Learning Objectives

- To understand Advanced Social Psychology and its various processes including social aspects of brain and behaviour
- To understand psychological aspects of economic and financial management and ongoing recent trends in Social Psychology

Learning outcomes

- By studying this course, the student will be exposed to the area of social neuroscience
- By studying this course, the students will understand the social bases of economic behaviour, like financial planning and decision making.
- By studying this course, the students will become aware of the emerging issues and problems that face social psychologists

SYLLABUS OF DSE-

Unit I

(15 hrs)

Social Brain and Behaviour: Origins of social brains; Anatomy of brains; Chromosomes, genes and DNA; Research Method of Social Neuroscience; Application of Social Neuroscience; Evolution, Brain plasticity, Culture

Unit II

(15 hrs)

Social Psychology of Personal Finance: Behavioural Economics and Financial Markets; Loss of aversion; Mental accounting; Decision Paralysis; Personal finance Planning, Tax Morale and Tax Compliance behaviour.

Unit III

(15hrs)

Emerging Trends in Social Psychology: Social Cure, Social Psychology of Happiness; Social Psychology of religion, Social Psychology applied to environmental studies, Aggression in Every day life (Explaining sexual aggression, Vulnerability factor for sexual victimization,, Hate crime, Aggression on the Road

Practicum:

(30 hours)

Two practicums to be done, one each from the following two areas:

- 1) Social Psychology of Personal Finance
- 2) Emerging Trends in Social Psychology

Essential/Recommended Readings:

- Barrett, D. W. (2017). *Social Psychology: Core Concepts and Emerging Trends*. Sage Publication.
- Glinonich, K. C., & Nisbett (2016). *Social Psychology*. WW Norton & Co. New York.
- Jetten, J., Haslam, C. Haslam, S. A. (2012). *Social Cure: Identity Health and Well-being*. Psychology Press, New York.
- Kirchler, E. (2009). *The Economic Psychology of Tax Behaviour*. Cambridge University Press, New York
- Krahe, B. (2021). *The Social Psychology of Aggression*. Routledge, U.K.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 4 – Foundations of Sports Psychology

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 4: Foundations of Sports Psychology	04	03	0	01	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To understand the role of psychology in sports
- To get familiarized with the fundamental concepts of psychology with an emphasis on the application of psychology in sports.
- Through an integrated approach students gain the insight they need to understand, explain & apply key concepts of sports psychology in a real-life setting.
- The study of this course will open another branch of psychology where they can work & contribute to society for instance working with sports organizations, National, State & District sports federations, Educational Setups, National, State & Youth Teams, Individual sportspersons etc.
- Hands-on training for students with the help of practical are listed in the course

Learning Outcomes

- To develop a foundational understanding of Sports Psychology
- To understand the application of psychological principles in Sports Psychology

UNIT-1: BASICS OF SPORTS PSYCHOLOGY

(15 hours)

Introduction (competitive & non-competitive physical activities): Historical Development (history of sports Psychology in India); Need & Scope of Sports Psychology; Relationship of Sports Psychology with other Sports Sciences (Anthropometry, Physiology, Biomechanics & Nutrition); Role of Sports Psychologist (imp of sports psy for athletes, coaches & others related to sports setting)

UNIT-2: PSYCHOPYSIOLOGICAL ASPECTS IN RELATION TO SPORTS PERFORMANCE

(15 Hours)

Anxiety, Arousal (inverted u hypothesis, drive theory & IZOF) & Stress in relation to performance & its management; Biofeedback (GSR, EEG & EMG) (Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Yoga, meditation, & biofeedback-assisted relaxation); Perception & vision in relation to sports (Depth perception, peripheral vision Anticipation, Attention & Concentration (Reaction Time & DM) in relation to performance & Management (Concentration Training, Self-talk, Thought stopping & centering).

UNIT-3: SOCIAL PSYCHOLOGY IN SPORTS (15 Hours)

Individual & Team sports (Team Cohesion: Nature, Correlates, and Development); Team Building: (Factor Affecting group performance: Homogeneity of the group, stability of membership, communication structure, social facilitation, and inhibition); Relationship of Team Cohesion to Team Success (cultural influences on teamwork: Building teams in the Indian Sport Context); Impact of the audience on Sport Performance

Practicals: (30 hours)

A total of two practicals (from different units) of the following:

1. Any psychological test from the above units: measuring Sports Competitive Anxiety, Mental Toughness Dimensions, Test of Attentional & interpersonal Style etc.
2. Hands-on training on measuring Reaction Time, Anticipation Time, GSR, EMG, etc. assisted with any of the above-listed interventions.
3. FGD/ Simulated Exercise / Workshop /Case study of Indian sportsperson /Team.
4. Any one field based practical from the units above.

Essential/Recommended Readings:

Cox, R (2006). *Sports Psychology*. McGraw -Hill Education

Carron, A.V., Hausenlas, H. A. Mark Eys (2005). *Group Dynamics in Sports*. Organtown, WV: Fitness information Technology, INC, US.

Mohan, J. (2010). *Sports Psychology: Emerging Horizons*. New Delhi: Friends Publishers

Weinberg, R. S., & Gould, D. (1995). *Foundation of sports & Exercise psychology*. Champaign, I, Human Kinetics.

Suggestive Readings:

Kamlesh, M. L., Mohan J. (1987) The development of sport psychological research in India . *The Sports Psychologist*, 1, 257-261.

Perry, J. (2016). *Sports Psychology: A complete Introduction*. Hachette UK.

Jarvis, M. (2006). *Sports Psychology: A Students handbook*. Routledge.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 5 – Understanding Self and Others

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 5: Understanding Self and Others	4	0	0	4	Class 12th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To be able to understand self and other
- To be able to understand the self, reflecting throughout the journey from childhood; be accountable for one's actions and be in touch with one's own emotions.
- To be able to understand issues related to that of gender and sexuality, group dynamics, diversity and stereotypes
- To demonstrate an understanding of the issues in communication, practice mindfulness, experience creativity and flow and be able to develop coping abilities to deal with stress
- To understand consumer culture and its impact, connect with nature, enjoy music as a way of self-knowledge and develop empathy

Learning Outcomes:

- Developing insights about how to build authentic relationship with self and others and embark on a journey of personal growth.
- Developing the skills of reflexivity and self-reflection.
- Acquiring skills to practice mindfulness, meditation and contemplation to live a deeper and more engaged life.
- Experiencing responsibility for self and others.

Syllabus of DSE-

This is an entirely practicum/experiential based paper. Format of the Practicum (experiential exercises):

- The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world and lead to self-development.
- A series of long workshops spread over the semester can be conducted. Other formats like short retreats followed by workshops may also be explored wherever possible.
- The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

The following are only suggestive practicals (experiential exercises) and similar practicals (experiential exercises) can be explored by the teacher. A total of four practicums -one from each unit can be conducted:

Unit 1

(18 hours)

1. Exploring the Self: The students undertake an experiential journey that leads to an initial answer to the question 'Who am I?'
2. A Journey through Childhood: The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other's childhood experiences and empathize with them.
3. Taking Responsibility for One's Decisions: The students engage with situations where a critical decisions needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.
4. Engaging with the Emotional Self: The students explore their emotional selves through different experiential exercises.

Unit 2

(18 hours)

1. Gender and Sexuality: The students explore the issues related with gender and sexuality in an environment of openness and trust. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.
2. Understanding Group Dynamics: The group dynamics are explored from the perspective of finding creative ways of understanding and resolving conflict. A nuanced understanding of leadership is explored which moves away from domination of 'others' towards listening and empathy as a way creating avenues for leading one's own self.
3. Challenging Stereotypes and Prejudice: The students undertake an experiential journey to confront conditioned habits, negativity, stereotypes and prejudice in one's outlook.
4. Engaging with Diversity: The students can engage with the concept of diversity and its varied dimensions.

Unit 3

(18 hours)

1. Communication: Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns.

2. Practicing Mindfulness: The students learn to practice mindful ways of 'being' and action.
3. Creativity and Flow: The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency and flexibility. The students learn to experience a state of 'flow' which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.
4. Dealing with Stress: In this workshop the students examine the concept of the 'hurried psyche' and ways of slowing down that can help release stress and relax.

Unit 4

(18 hours)

1. Artificial Desires - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the 'market' has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires.
2. Connecting with Nature: To understand the value of 'slowing down' and being living in the 'present' through connection with nature. Learning to trust one's own senses and appreciating the beauty, rhythms and simplicity of nature.
3. Music and the Self: The students explore music as a way of self-knowledge.
4. Empathy, Wisdom and Compassion: The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others.

Essential/Recommended Readings:

- Rosenberg, M. (2012). *Living nonviolent communication*. Boulder: Sounds True Pub.
- Csikszentmihalyi, M. (1990). *Flow*. New York: Harper and Row.
- Fromm, E. (2006). *The art of loving*. New York: The Harper Perennial Modern Classics.
- The Mother. (2002). The science of living, in On education (pp. 3-8). *Complete works of The Mother* (2nd ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
- Thich N. H. (1999). *The miracle of mindfulness: Introduction to the practice of meditation*. Boston: Beacon Press.
- Kumar, S. (2006). *You are therefore I am: A declaration of dependence*. New Delhi: Viveka Foundation.
- Dweck, C. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.
- Virmani, S. Had anhad: *Journey with Ram and Kabir*. An Audio-Video Resource

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

B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - V

DISCIPLINE SPECIFIC CORE COURSE 13: Essentials of Organizational Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSC- 13: Essentials of Organizational Psychology	4	3	0	1	Class 12 th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To develop an awareness among students regarding the concepts and theories related to Industrial and Organizational psychology (I/O Psychology) and its historical development especially with reference to contemporary Indian research.
- Help students develop a connection between the determinants of individual, group and organizational processes and apply this understanding to the solution of problems at work.
- Understanding the evolution of the field of organizational psychology and the challenges faced by the field today.

Learning Outcomes

The learning outcomes of this course are as follows:

- Developing knowledge of I/O Psychology, and its historical development (especially w.r.t India).
- Understanding ideas and issues related to organizational behavior, OB model, organizational structure, and organizational designs.
- Displaying knowledge related to employee attitudes such as Job Satisfaction, Work Motivation and Leadership.

UNIT 1 EVOLUTION OF INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: (15 Hours)

Historical Background of Industrial and Organizational Psychology with inputs from the Indian context; Historical Antecedents of I/O Psychology OB Models (Robbins and Parikh & Gupta); Challenges faced by the field: Sexual Harassment, Discrimination & Diversity; Elements of Organizational structure; Common Organizational Designs and New Design Options.

UNIT 2 FACTORS EFFECTING PERFORMANCE AT WORKPLACE: (15 Hours)

Nature of Performance at workplace, Performance and productivity, Employee Attitudes: Job Satisfaction and Dissatisfaction, Employee Engagement and Karma Yoga; Workplace Motivation: theories: Herzberg's Two factor theory, Porter and Lawler's Expectancy theory, Edwin Locke's Goal-setting theory, Adam's Equity theory, Deci & Ryan's Self-determination Theory.

UNIT 3. DYNAMICS OF ORGANIZATIONAL PSYCHOLOGY: (15 Hours)

Power and empowerment; Leadership: Nature, Early Approaches (Great Man and Trait Approaches) Fiedler's Contingency theory, Contemporary theories (Burns and Bass Transformational theory, Northouse Authentic leadership theory, Virtual Leadership) Mentorship. Indian perspective on leadership, Issues and challenges to leadership.

PRACTICAL COMPONENT:

(30 Hours PRACTICUM)

1. One field based practical from the units above
2. One practical to assess any job attitude, leadership, or any other organization-related concept from the units above.

ESSENTIAL/RECOMMENDED READINGS

- Greenberg, J. & Baron, R.A. (2010/latest edition). *Behavior in Organizations*. Noida: Dorling Kindersley. (Unit 1: chapter 6; Unit 2: chapter 6, chapter 7, chapter 11; Unit 3: chapter 13)
- Luthans, F. Luthans, B.C. & Luthans, K. W. (2021). *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. (Unit 1: chapter 1, chapter 3)
- Jex, S.M. & Britt, T. W. (2014/latest edition). *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons (Unit 2: Chapter 5)
- Northouse, P.G. (2018/latest edition). *Leadership: Theory and Practice*. Sage Publications, India (Unit 3: chapter 1, chapter 2, chapter 8, chapter 9)
- Pareek, U. & Khanna S. (2016). *Understanding Organizational Behavior*. Oxford: Oxford University Press (Unit 1: chapter 1, chapter 21; Unit 2: chapter 2; Unit 3: chapter 23)
- Vischer, J. (2007). *The Concept of Workplace Performance and Its Value to Managers*. California Management Review. 49. 2.
- https://www.researchgate.net/publication/255648928_The_Concept_of_Workplace_Performance_and_Its_Value_to_Managers

ADDITIONAL REFERENCES

- Robbins, S. P. Judge, T. A. & Vohra, N. (2019/latest edition). *Organizational Behavior* (18th Ed). New Delhi: Pearson.
- Howes, S & Muchinsky, P. (2023). *Psychology applied to work: An introduction to Industrial and Organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Uhl-Bien, M., Piccolo, R. F., Schermerhorn Jr, J. R. & Dash, S.S. (2022). *Organizational behavior. An Indian Adaptation*. India: John Wiley & Sons:
- Prakash, A. (2011). Organizational Behaviour in India: An Indigenous Perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
- Parikh, M. & Gupta, R. (2010). *Organization Behaviour*. Tata McGraw Hill Education, New Delhi (Unit 1: Chapter1, Chapter,20).

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

DISCIPLINE SPECIFIC CORE COURSE DSC-14 UNDERSTANDING MENTAL DISORDERS

DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 14 UNDERSTANDING MENTAL DISORDERS	4	3	0	1	Class 12th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

- To introduce the field of abnormal/clinical psychology.
- To provide an overview of the clinical picture and etiology of the various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

Learning Outcomes

- Distinguish between normal and abnormal behavior and learn the criteria of determining abnormality.
- Categorize and diagnose disorders according to the current diagnostic systems (current editions of the Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases- Mental Disorders section).
- Discriminate between the various anxiety disorders and different mood disorders.

SYLLABUS-

UNIT – I

(15 Hours)

Introduction: Criteria of Abnormality, Causal Factors, Classification, Clinical Assessment

UNIT – II

(15 Hours)

Anxiety Disorders and Obsessive-Compulsive Disorder (Clinical Picture and Dynamics): Generalized Anxiety Disorder, Social anxiety disorder, Specific phobias, Agoraphobia; Obsessive-Compulsive Disorder

UNIT – III

(15 Hours)

Depressive Disorder & Bipolar Disorders Clinical Picture and Dynamics): Major Depressive disorder, Persistent Depressive disorder, Bipolar I, Bipolar II and Cyclothymia

Practical Component:

(30 Hours)

Suggestive Practicals:

A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of anxiety disorders using any psychometric test.
- Assessment of depression/bipolar disorders using any psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial component: Nil

Essential/recommended readings

Bansal, P. (2019). *Psychology: Debates and controversies*. New Delhi: Sage.

Barlow H. & Durand V. Mark (2014). *Abnormal psychology: An integrative approach*. Delhi: Cengage Learning India.

Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2017). *Abnormal psychology*. (17th Edn) New Delhi: Pearson.

Comer, R.J. and Comer, J.S. (2021). *Abnormal psychology* (11th Ed.). New York, Macmillan International.

Diagnostic & Statistical Manual of Mental Disorders (2022). American Psychiatric Association (5th Ed. Text Revision). American Psychiatric Publishing.

Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. New Delhi: Cengage Learning.

Singh, A.K. (2016) आधुनिक असामान्य मनोविज्ञान (*Modern abnormal psychology - Hindi*), Motilal Banarsidass Pvt .Ltd.

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster.

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

DISCIPLINE SPECIFIC CORE COURSES 15: Systems & Theories in Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Systems & Theories in Psychology	04	03	01	0	Class 12 th Pass	Basic knowledge of Introductory Psychology

Learning Objectives

The Learning Objectives of this course are as follows:

- To help students understand the evolution of Psychology in Indian and Western thought (including philosophical and general-scientific milestone events that have influenced the development of the discipline.)
- To developing critical thinking skills with increased ability to articulate sound arguments and ask relevant questions regarding theories and principles of psychology

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to view critically different perspectives in Psychology.
- By studying this course the students will appreciate the contribution of Indian thought in Psychology as a discipline in India
- By studying this course the students will become aware of the debates in the discipline and learn to examine issues critically.

SYLLABUS OF DSC-

UNIT – I

(12hours)

Ontology, epistemology and methodology of Psychology in India and West: Issues in practice of Psychology as a natural and human science, Philosophical questions in Science, Psychology as a science.

Discipline of Psychology in Indian tradition, methodology, applications, and its difference from Western perspectives.

UNIT – II (12 hours)

Schools of thoughts in Psychology - I: British empiricism, Structuralism, Functionalism, Classical Behaviourism, Neo-behaviourism (view of human nature, central tenets of the schools)

UNIT – III (12 hours)

Schools of thoughts in Psychology - II: Cognitive revolution. Classical Psychoanalysis and neo-Freudians, Humanistic-Existential, Transpersonal-Spiritual perspective (view of human nature and central tenets of the schools)

UNIT – IV (12 hours)

Psychology in Indian System of thoughts: Upanishads, Samkhya-Yoga, Advaita Vedanta, Buddhism, Jainism, Sufi tradition, folk traditions with emphasis on Kabir Das (view of human nature, mind and self)

Practical component (if any) - NIL

Suggested Tutorial activities (30hours)

Objectivity and subjectivity in Science - a group discussion or science and spirituality - a group discussion (Drawing elements from Fritjof Capra's The Tao of Physics); A class debate on Psychology as a Science; YouTube videos of Shabnam Virmani on Kabir: An experiential journey; Preparing a time line of History of Psychology in India, highlighting important contributions and Psychologists in India; A discussion on the contribution of women Psychologists to the discipline of psychology; A critical evaluation of all the major schools of Psychology and creating a framework for a holistic model

Essential/Recommended Readings

Dalal, A. K. (2011). Journey back to the roots: Psychology in India. In Cornelissen, R. M. M., Misra, G., Varma, S. (Eds.), *Foundations of Indian Psychology*, Volume 1, Theories and Concepts. Pearson.

Dhar, P. L. (2011). No I, No Problems: The Quintessence of Buddhist Psychology of Awakening. *Psychological Studies*. 56, 398. <https://doi.org/10.1007/s12646-011-0111-0> (Buddhism)

- Fragar, R. & Fadiman, J. (2013). *Personality and Personal Growth*. Pearson. (Chapters on Buddhism and Sufism)
- Hergenhahn, H. R. & Henley, T. B. (2014). *An Introduction to the History of Psychology Seventh Edition*. Wadsworth Cengage Learning. (Chapters 12, 16, 17, 19, 20)
- King, D.B., Woody, W.D. & Viney, W. (2013). *A History of Psychology: Ideas and Context*. (5th Edition). Pearson. (Chapter 2, 13, 16, 17, 18)
- Kireet, J. *Summary of Upanishads and Gita* (word document)
- Leahey, T. H. (2018). *A History of Psychology: From antiquity to modernity*. (8th Edition). N.Y: Routledge. (Chapter 1: Understanding Science; Chapter 7 Psychology as Science)
- Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press. (Chapter 1, 2, 3)
- Ramakrishna Rao, K. & Paranjpe, A. C. (2016). *Psychology in the Indian Tradition*. Springer. (Chapter 1, 2; 3, 5, 7)
- Shirazi, B. A. K. (2013). The Sufi path of self-transformation. In Matthijs Cornelissen, Girishwar Misra, Suneet Varma (Eds). *Foundations and applications of Indian psychology*. Pearson Education India.
- Singh, K. (2011). Beyond mind: The future of psychology as a science. In R. M. M. Cornellisen, G. Misra & S. Varma (Eds.), *Foundations of Indian Psychology: Concepts and theories* (pp. 86-102). Pearson.
- Varma, S. (2002). The farther reaches of a new psychology. *Psychological Studies*, 47, 70-86.
- Virmani, S. (n.d.). https://www.india-seminar.com/2010/605/605_shabnam_varmani.htm (for Kabir)

Suggestive readings

- Bhatia S. (2002). Orientalism in Euro-American and Indian psychology: historical representations of "natives" in Colonial and postcolonial contexts. *History of psychology*, 5(4), 376–398. <https://doi.org/10.1037/1093-4510.5.4.376>.
- Cornelliseen, M., Misra, G. & Varma, S. (Eds) (2014). *Foundations and applications of Indian Psychology*. Pearson: New Delhi
- Dalal, A.K. & Misra, G. (2010). "The Core and Context of Indian Psychology," *Psychology and Developing Societies*, Vol. 22(1), pages 121-155, March.

Kireet, J. (2012). *The Veda in the Light of Sri Aurobindo*. Popular Media.

Kireet, J. (2009). *The Gita and its Synthesis of Yoga*. The Mother's Institute of Research.

Kireet, J. (2012). *Science and Spirituality*. Shubhra Ketu Foundation and The Mother's Institute of Research

Virmani, S. Had-unhad. <https://www.youtube.com/watch?v=OKI4RcpIM5o>

Virmani, S. Koi sunta hai. <https://www.youtube.com/watch?v=Dr83axn1IbM>

Youtube Videos of Team Sunaad

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 6: Disorders of Childhood and Adolescence

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 6: Disorders of Childhood and Adolescence	04	03	0	01	Class 12 th Pass	Understanding of Mental Disorders

Learning Objectives

This course has the following objectives:

- Develop an understanding of how maladaptive behaviour appears in different life periods.
- Knowing the common disorders of childhood and adolescence.
- Understanding the clinical picture and etiology of the common disorders of childhood and adolescence.

Learning Outcomes

- To demonstrate a critical understanding of some of the neurodevelopmental disorders as well as Disruptive, Impulse-control, and Conduct Disorders in Clinical Psychology.
- To develop a foundation for a career in Clinical Psychology

Syllabus of DSE-

Unit-1

(15 hours)

Introduction to Neurodevelopmental Disorders; ADHD, Autism Spectrum Disorder (Clinical Picture and Etiology)

Unit 2

(15 hours)

Intellectual Disabilities, Specific Learning Disorders (Clinical Picture and Etiology)

Unit-3

(15 hours)

Introduction to Disruptive, Impulse-control, and Conduct Disorders; Conduct Disorder, Oppositional Defiant Disorder; Introduction to Eating disorders; Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder (Clinical Picture and Etiology)

PRACTICALS

(30 hours)

Two practicums to be done, one each from the following two areas:

1. Case-history of at least two cases from the list of disorders mentioned above
2. Screening children for above disorders in schools/communities
3. Assessing stress of caregivers of children with above disorders

Essential/Recommended Readings:

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. and DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TR™.

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., and Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7th ed.). India: McGraw Hill Education Pvt. Ltd.

DISCIPLINE SPECIFIC ELECTIVE COURSE-7: Learning and Innovation in Organization

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 7: Learning and Innovation in Organization	4	3	0	1	Class 12th Pass	Essentials of Organizational Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To understand the advances and innovations in organizations in the context of information technology and globalization
- To develop a conceptual understanding of organizational culture and values with a focus on the Indian context.
- To help students learn about various facets of positive work environment and behavior in organizations.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to understand the advances and innovations taking place in organizations.
- Learners will be able to understand the role and impact of technology and globalization at organizational level.
- Learners will understand the different work cultures, work values, notion of psychological safety and positive work environment in Indian context.

Syllabus of DSE-

UNIT 1- INFORMATION TECHNOLOGY, INNOVATION & GLOBALIZATION

(15 hours)

OB and advances in technology (Virtual organizations, telecommuting), OB and globalization, Innovations in Organizations: Startups, entrepreneurship.

UNIT 2- ORGANIZATIONAL CULTURE & VALUES

(15 hours)

Organizational Climate & Culture, Theories of Organizational culture, Organizational Values and Work Values.

UNIT 3- POSITIVE WORK ENVIRONMENT (15 hours)

Psychological Safety, PsyCap, Knowledge management, Positive Approach and Positive Thinking, Organizational Performance.

PRACTICAL COMPONENT: (30 hours)

Two practicums to be done, one each from the following two areas:

1. Case study on Technology/Innovation/Startups in Organizational settings from Unit 1.
2. Field based practical on Organizational Climate/Organizational Culture/Work Values from Unit 2.

ESSENTIAL/RECOMMENDED READINGS

Greenberg, J. (2011). *Behaviour in Organizations* (10th Ed.). Pearson. [Chapter 1, 14]

Luthans, F., Luthans, B.C. & Luthans, K.W., (2021) *Organizational Behavior: An Evidence-Based Approach*. Information Age Publishing. [Chapter 2, 7]

Pareek, U. (2011). *Understanding Organizational Behavior* (2nd edition). Oxford. [chapters 2, 3, 11 and 24]

Schein, E. H. (2004): *Organizational Culture and Leadership*, (3rd Ed), San Francisco, Jossey Bass. [Chapter 1, 2]

Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage. [Chapter 2, 12, 13]

Edmondson, A. C. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Suggestive Readings

Edmondson, A. C. (2004). Psychological Safety, Trust, and Learning in Organizations: A Group Level Lens. In R. M. Kramer & K. S. Cook (Eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239–272). Russell Sage Foundation.

Gautam, V., Ningthoujam, S., & Singh, T. (2019). Impact of Psychological Capital on Well-Being of Management Students. *Theoretical Economics Letters*, 09(05), 1246–1258. <https://doi.org/10.4236/tel.2019.95081>

Rousseau, D. M. (1990): Assessing Organizational Culture: The Case for Multiple Methods' In Schneider, B. (Ed.), *Organizational Climate and Culture*, Oxford: Jossey Bass.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 8: Psychology of Sports

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical/Practice		
DSE 8: Psychology of Sports	4	3	0	1	Class 12th Pass	Foundations of Sports Psychology

Learning Objectives

- Understanding the major issues related to psychophysiological aspects of sports performance
- Demonstrating an ability to identify and evaluate psychological problems of sportspersons
- Developing an understanding of the career transitions, exercise and competitions for seniors

Learning Outcomes

- To develop a strong base of knowledge in the ever-expanding field of mental training in sports
- To gain insight into the psychological problems of athletes pertaining to various sports & ways of dealing with those
- Understand potential issues with measurement and interventions in sports
- Hands-on training to students with the help of practical are listed in the course.

Syllabus of DSE-

UNIT-1: Psychophysiological aspects in relation to sports performance (15 hours)

Personality: sports-specific personality traits; personality & performance in sports (POMS by Morgan); Aggression in sports, relationship b/w aggression & sports performance; Motivation, Goal orientation (moral functioning -sportsperson ship) & Goal setting (motivation & sports performance); Activation Techniques: Imagery, VMBR, Psych up technique (pep talk, music & mindfulness training, Self-confidence, self-efficacy in sports)

UNIT – 2: Psychological problems of athletes (15 Hours)

Injury in sports (Understanding the Psychological Factors of Injury and Rehabilitation), Path to Rehabilitation Failure and to Rehabilitation Success; Eating Disorders (Defining, Causes, Prevention & Treatment of Eating Disorders); Substance Abuse: (Commonly Used Substances: Recognition, Prevention, and Treatment for Substance Abuse); Burnout & overtraining (Prevention & Treatment)

UNIT – 3: Career transitions, exercise & competition for seniors (15 Hours)
Career Transitions: Definitions and Causes of Career Transitions; Psychological Reactions to Career Transition, Coping Factors Related to Quality of Career Transition, Career Transition Interventions; Fitness issues for seniors; Competitive Sports in the Elderly

Practicals:

- (30 Hours)
- A total of two practicals (from different units) of the following:
- Any psychological test from the above units: measuring Aggression (Aggression Questionnaire Buss & Perry), POMS, Participation Motivation Questionnaire, Willi's sports motivation scale, Vealey's (TSCI), SSCI, COI etc.
 - Hands-on training on any of the above-listed interventions through simulated Exercise / Workshop.
 - Any one field-based practical from the units above.

Essential/Recommended Readings:

- Cox, R. (2006). *Sports Psychology*. McGraw -Hill Education
- Orlick, T. (2008) *In Pursuit of Excellence: How to win in sport & life through mental training* (4th ed). Champaign I, Human Kinetics
- Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). John Wiley & Sons, Inc.
- Weinberg, R.S., & Gould, D. (1995). *Foundation of sports & Exercise psychology* Champaign I, Human Kinetics.

Suggestive readings:

- Robert A. R. & Roberts, S.O. (1999). *Fundamental Principles of Exercise Physiology for fitness, Performance & health*. McGraw hill College, New York
- Mohan, J., & Sehgal, M. (2005). *Readings in Sports Psychology*. New Delhi: Friends
- LeUnes, A., & Nation, J.R (2002). *Sport Psychology: An Introduction* (3rd ed.). Belmont CA: Wadsworth Thomson Learning

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 9: Psychology of Relationships

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical /Practice		
DSE 9: Psychology of relationships	4	3	0	1	Class Pass 12 th	Basic knowledge of Introductory Psychology

Learning Objectives

- To provide an insight into basic facts and key concepts of the relationship science.
- To understand the dynamics of establishing and maintaining close relationships.
- To explore the nature of close relationships in contemporary time.

Learning Outcomes

- Establish effective relationships with family, friends and significant others.
- Learn strategies to effectively deal with distress in relationships and establish positive relationships.
- Appreciate the complex nature of relationships in modern time.

Syllabus of DSE-

UNIT -I Understanding relationships: (15 Hours)

Relationship science: Concepts, development, and types (an overview); *Relationship process*: cognitive and affective; Significance of relationships.

UNIT -II Psychological insights into Close relationships: (15 Hours)

Family, Friendship and Romantic relationships: Concepts, nature and challenges. Creating harmony in relationships.

UNIT -III Relationships in contemporary time: (15 Hours)

Virtual relationships in social media: Nature, risks and benefits; Parasocial relationships: Main features, levels and effect; Live -in relationships; Queer relationships; Human -pet relationships.

PRACTICALS: (30 Hours)

Two practicums to be done, one each from the following two areas:

1. Participatory exercises/activities for relationship building,
2. Focus group discussion or any other qualitative technique to explore the relationship issues and their management or using scale on relationships mentioned in above units.

Essential/Recommended readings

Berscheid, E., & Regan P. (2016). *The psychology of interpersonal relationships*. New York, USA:Routledge.

Elsayed, W. (2020). Students and the risk of virtual relationships in social media: Improving learning environments. *International Journal of Emerging Technologies in Learning (IJET)* 15(21), 118.

Giles, D. (2010). *Parasocial relationships*. DOI:10.1515/9783110232424.4.442.

<http://www.researchgate.net/publications/263088893>.

Hojjat, M. & Moyer, A. (2017). *The Psychology of friendship*. New York, USA: Oxford university press.

Regan, P. (2011). *Close relationships*. New York, USA: Routledge.

Suggestive readings

Arditti, J. C. (2015). *Family problems: Stress, Risks and Resilience*. Willey Blackwell: UK.

Compton, W. C. & Hoffman, E. (2020). Chapter 5. Romantic love and positive families. In *Positive Psychology: The science of happiness and flourishing*, 3rd Ed. New Delhi: Sage.

Wilerton, J. (2010). *The Psychology of Relationships*. New York: Red Globe Press.

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B. A. (Hons.) APPLIED PSYCHOLOGY COURSE

SEMESTER - VI

DISCIPLINE SPECIFIC CORE COURSE DSC - 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC - 16 PERSPECTIVES IN MENTAL AND BEHAVIORAL DISORDERS	4	3	0	1	Class 12 th Pass	Basic understanding of mental disorders

Learning Objectives

- To introduce the clinical picture and etiological understanding of Schizophrenia spectrum disorders, with focus on Schizophrenia.
- To provide an understanding about personality disorders and substance related disorders.
- To orient the learner to neurodevelopmental disorders.

Learning outcomes

- Understand the symptoms and causal factors of schizophrenia
- Recognize the clinical picture of substance related disorders
- Discriminate between different personality disorders
- Identify children with neurodevelopmental disorders

SYLLABUS-

UNIT - I

(15 Hours)

Schizophrenia Spectrum Disorder (Clinical Picture and Dynamics) and Personality Disorders (Clinical Picture only): Schizophrenia; Antisocial Personality Disorder, Borderline Personality Disorder

UNIT – II**(18 Hours)**

Somatic Symptom & Related Disorders, Substance Related Disorders and Gender dysphoria (Clinical Picture Only): Functional Neurological Symptom Disorder (Conversion Disorder); Alcohol Use Disorder; Drug Abuse and Dependence (Opioids, Stimulants, Sedatives, Hallucinogens); Gender Dysphoria

UNIT – III**(12 Hours)**

Neurodevelopmental Disorders (Clinical Picture Only) – Intellectual Developmental Disorder (Intellectual Disability)/ Specific Learning Disorder (Specific Learning Disabilities), Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder

Practical Component:**(30 Hours)****Suggestive Practicals**

A total of two practicals from any of the following:

- Mental Status Examination (MSE).
- Assessment of mental disorders using a psychometric test.
- Assessment of IQ/ADHD using a psychometric test.
- Case study writing to examine/understand clinical picture, dynamics, diagnosis and differential diagnosis.
- Correlational study of demographic variables and a mental disorder.
- Analysis of mental illness related visual media/text to understand mental disorders.

Tutorial Component : Nil

Essential/recommended readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). New York: Pearson.
- Barlow, D.H. & Durand, V.M. (2013). *Abnormal psychology: An integrative approach* (7th ed.). Noida: Cengage Learning India Edition.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal psychology and life: A dimensional approach*. Hyderabad: Wadsworth, Cengage Learning.
- Kring, A.M., Johnson, S.L., Davison, G.C. & Neale, J.M. (2014). *Abnormal psychology* (12th ed.). New Jersey: John Wiley & Sons.

Suggestive readings

- Das, J.P. (2020). *Reading difficulties & dyslexia: Essential concepts and programs for improvement*. SAGE Publications India Pvt. Ltd.

- Gururaj, G. et. al. (2016) *National mental health survey of India, 2015-16: Prevalence, patterns and outcomes*. Bengaluru: NIMHANS Publication No. 129.
- Jena, S.P.K. (2013). *Learning disability: Theory and practice*. New Delhi: SAGE Publications India Pvt. Ltd.
- Kapoor, S. & Jena, S.P.K. (2013). Emotional expression and self-concept of children with learning disabilities. *Indian Journal of Clinical Psychology*, 40 (2), 155-158.
- Singh, A.K. (2016) *Modern abnormal psychology* (Hindi), Motilal Banarsidass Pvt Ltd.

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DISCIPLINE SPECIFIC CORE COURSE 17: MANAGING HUMAN CAPITAL AT WORKPLACE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSC 17: Managing Human Capital at Workplace	4	3	0	1	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To help students understand the various processes and practices related to Human Capital.
- Enable students to develop a connection between concepts, process and practices in organizations.
- Understanding counterproductive behavior in organization.
- To develop the understanding of the importance of employee talent and job analysis at workplace.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Learners will be able to understand the different processes and practices related to human capital.
- Learners will be able to understand issues, functioning and challenges of managing human capital at workplace.
- Learners will be able to develop knowledge and skills related to employee recruitment, Job Analysis and talent management.

UNIT 1 Job Analysis and Talent Management (15 Hours)

Basics of job Analysis, Methods for Collecting job Analysis Information, Writing Job Description, Talent Management Process, Profiles in Talent Management: Competencies and Competency-Based Job Analysis.

UNIT 2 Attraction and Socialization: An Organizational Perspective (15 Hours)

Recruitment Process: Applicant's Perspective, Organizational Socialization: Diversity in Organization.

Unit 3 Counterproductive Behavior at workplace (15 Hours)

Nature of Counterproductive Behavior, Ineffective Job Performance, Employee Absenteeism, Employee Turnover, Odd Forms of Counterproductive Behavior .

PRACTICAL COMPONENT: (30 Hours PRACTICUM)

1. Understanding any one tool for human behavior (FIRO-B, 16PF, MBTI, CWB-C by Spector et al. (2006).
2. Case study on an Indian Organization based on primary data, on Job Analysis, Talent management, Organizational socialization, diversity in organizations, Counterproductive Work Behavior.

ESSENTIAL/RECOMMENDED READINGS

- Aamodt, M. G. (2022). *Industrial/organizational psychology: An applied approach*. Cengage Learning. (Unit 1: chapter 2; Unit 2: chapter 4, chapter 5, chapter 6)
- Dessler, G., & Varkkey, B. (2020). *Human Resource Management* (16th Edition). New Delhi, India: Pearson Education. (Unit 1: chapter 1, chapter 4; Unit 3: chapter 8)
- Jex, S.M. & Britt, T.W. (2014) *Organizational Psychology: A Scientist-Practitioner Approach*. John Wiley & Sons.
- Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE publishing India.
- Rao, V.S.P. (2009) *Human Resource Management*. (2nd ed.). Excel books (Unit 1: chapter 1, chapter 3; Unit 2: chapter 4, chapter 5; Unit 3: chapter 13)

Suggestive readings

- Bulger, C. A., Schultz, D. P., & Schultz, S. E. (2020). *Psychology and work today*. Routledge.
- DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2020). *Fundamentals of human resource management*. John Wiley & Sons.
- Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.
- Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.
- Pareek, U. (2010) *Understanding Organizational Behaviour*. Oxford: Oxford University Press.

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

DISCIPLINE SPECIFIC CORE COURSE 18: Cultural and Indigenous Perspectives on Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/Pre-requisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
DSC 18: Cultural and Indigenous Perspectives on Psychology	4	3	0	1	Class 12 th pass	Basic knowledge of Introductory Psychology

Learning Objectives

- Understanding the concept of Culture
- Understanding the role of culture in understanding social behavior.
- Exploring psychological insights in the Indian thought traditions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, the student will be exposed to the area of Culture
- By studying this course, the students will understand the cultural influence on social behaviour
- By studying this course, the students will become aware of the emerging issues and challenges of indigenization and psychological perspective Indian traditions.

Syllabus of DSC-

Unit1:

(16 hrs.)

An introduction to Cultural psychology: What is Cultural Psychology? Relationship between Culture and Psychology: A historical perspective; Dynamics of interdependence (self system and social system); Theoretical issues in cultural Psychology .

Unit2:

(15 hrs.)

Culture, Self and Social Behavior: Culture and Social structure; Culture, self and identity; Multicultural identities, Culture and social behaviour

Unit: 3

(14 hrs.)

Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on emotions, self and identity; Indigenization of psychology in India.

Practicum:

(30 hours)

A total of two practicals (from different units) of the following:

1. Studying culture as a variable
2. Cultural implication on self and identity
3. Exploring role of culture in social behaviour
4. Understanding Indian perspective on emotions, self and identity

Essential/Recommended Readings:

Adair, John. G. (2002). How International is International Psychology? *International Journal of Psychology*, 37, 160-170.

Auluck, S. (2002). Self and identity. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 374-398. New Delhi: Concept Publishing Company.

Bansal, P. (2022). Insurrections of indigenous knowledges: Debating 'critical' in indigenous psychologies. *Culture & psychology*, 0(0). <https://doi.org/10.1177/1354067X221145897>

Allwood, C. A. (2002) Indigenized psychologies, Social Epistemology: A Journal of Knowledge, *Culture and Policy*.16:4, 349-366, DOI: 10.1080/0269172022000064621

Chaudhary, N., Misra, G., Bansal, P., Valsiner, J. & Singh, T. (2002). Making Sense of Culture for the Psychological Science. *Review of General Psychology*, Vol.0(0) 1-17

Fox, S. (2019). *Culture and Psychology*, Sage.

Gergen, K. J. (2010). *The Acculturated Brain. Theory & Psychology* Val.20(6)1-20

Kityama, S. & Cohen, D. (2007). *Handbook of Cultural Psychology*. The Guilford Publication New York.

Miller, J.G. (1996). Theoretical issues in cultural Psychology. In Berry, J.W., Poortinga, Y., & Pandey, J. (Eds.) (1996) *Handbook of Cross-Cultural Psychology: Theory and Method*. (vol. 1), Boston: Allyn & Bacon.

Misra, G & Dalal, A.K. (2015). *Psychology for India: Essays by D. Sinha*. New Delhi: SAGE

Misra, G., & Gergen, K. J. (2002). On the place of culture in psychological science. In G. Misra, and A. K. Mohanty (eds.), *Perspectives on indigenous psychology*. p. 421-439. New Delhi: Concept Publishing Company.

Sinha, D. (1993), Indigenization of psychology in India and its relevance. In U. Kim and J. W. Berry (eds), 1993, *Indigenous Psychologies Research and Experience in Cultural Context* (Newbury Park: Sage Publications), pp. 30±43.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 101
Organizational Change and Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE - REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre - requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSE 10: Organizational Change and Development	4	3	0	1	Class 12 th pass	Essentials of Organizational Psychology

Learning Objectives

The learning objectives of this course are as follows:

- To develop a conceptual and practical understanding of models for planning change and development in organizations with a focus on the Indian context.
- To equip the students in designing different types of intervention strategies for organizational development.
- To acquaint students with the various techniques used in the process of Organizational Development.

Learning Outcomes

The learning outcomes of this course are as follows:

- Learners will be able to develop conceptual understanding of change in organizations.
- Learners will be able to understand action research and its role in organizational development.
- Learners will be able to understand the skills of interventions for organization development through various methods.

Syllabus of DSC-

UNIT 1 ORGANIZATIONAL CHANGE

(15 HOURS)

Concepts, types of change, Change Models, Resistance to Change, Case studies in the Indian context, Models of Planned Change - Systems Model of Change, Lewin's Force Field Analysis Model, Kotter's Eight-step Change Management Model. Appreciative Inquiry

UNIT 2 ORGANIZATIONAL DEVELOPMENT

(15 HOURS)

Nature, History and Process of OD, Action Research, Seven Steps in the Cyclical Phase of Planned Change.

UNIT 3 METHODS OF ORGANIZATIONAL DEVELOPMENT (15 HOURS)

Three levels of intervention (Individual, group and organization level). Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt, and Comprehensive Interventions.

PRACTICAL COMPONENT:

(30 HOURS)

Two practicums to be done, one each from the following two areas:

1. One practicum based on techniques of appreciative inquiry (eg. Strengths, Opportunities, Aspirations, and Results (SOAR) analysis) Unit 1 or 2.
2. Understanding of Organizational Change/Development based on Case study method for Unit 1 or 3.

ESSENTIAL/RECOMMENDED READINGS

French, W.L.; Bell, C., Vohra. V. (2021) *Organization Development: Behavioural Science Interventions for Organization Improvement*. Pearson, India [Chapter 2, 5, 6, 7, 9, 10 and 11]

Pareek, U. N. (2004, February 1). *Understanding Organizational Behaviour*. [Chapter 27 and 28]

Singh, K. (2010). *Organizational Behaviour. In Text and Cases*. Pearson [Chapter-17]

Cummings, T.G. and Worley, C.G. (2009). *Organizational Development and Change* (9th Ed.) South-Western Cengage Learning: Mason OH. [Chapter 2 and 9]

Seijts, G.H. (2006). *Cases in Organizational Behaviour*. Sage: New Delhi

Priest, K. L., Kaufman, E. K., Brunton, K., & Seibel, M. (2013). Appreciative Inquiry: A Tool for Organizational, Programmatic, and Project-Focused Change. *Journal of Leadership Education*, 12(1). DOI:10.12806/V12/11/R2

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DISCIPLINE SPECIFIC ELECTIVE COURSE III
Neurocognitive Disorders

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE – REQUISITES OF THE COURSE

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre – requisite of the Course (if Any)
		Lecture	Tutorial	Practical /Practice		
DSE 11: Neurocognitive Disorders	4	3	0	1	Class 12 th pass	Understanding of Mental Disorders

Learning Objectives

- Developing knowledge of the neurocognitive disorders recognised in the latest classification system.
- Recognizing the clinical features of neurocognitive disorders
- Understanding the presumed causes of these disorders.

Learning Outcomes

- To create a foundation for a career in Clinical Psychology
- To show an understanding of the clinical features of brain impairment in adults
- Understand the various neurocognitive disorders in Clinical Psychology

Syllabus of DSE

THEORY

Unit-1

Introduction: Brain Impairment in Adults (Clinical Signs of Brain Damage, Diffuse Versus Focal Damage, The Neurocognitive/Psychopathology Interaction); Delirium (Clinical Picture, and Etiology) **(15 hours)**

Unit-2

Neurocognitive Disorders due to Traumatic Brain Injury, Parkinson's Disease, Huntington's Disease (Clinical Picture, and Etiology) **(15 hours)**

Unit-3

(15 hours)

Neurocognitive Disorder due to Alzheimer's Disease (Clinical Picture, and Etiology)

(30 hours)

PRACTICALS

Two practicums to be done, one each from the following two areas:

1. Clinical case analysis with the use of secondary data obtained from movies.
2. Neuropsychological testing (any one test) which is clinically appropriate.

Essential/Recommended Readings:

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th ed., global edition). Boston: Pearson.

Goldstein, S. and DeVries, M. (2017). *Handbook of DSM-5 disorders in children and adolescents*. Springer International Publishing AG.

Suggestive Readings:

Brinkerhoff, S. (2014). *Childhood and adolescent disorders*. Simon and Schuster.

Kendall, P.C., & Comer, J.S. (2010). *Childhood disorders*. USA: Taylor and Francis.

Whitbourne, S.K., and Halgin, R.P. (2015). *Abnormal psychology: Clinical perspectives on psychological disorders* (7th ed.). India: McGraw Hill Education Pvt. Ltd.

American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed., text revision)-DSM-5-TR™.

Dailey, S.F., Gill, C.S., Karl, S.L., & Barrio Minton, C.A. (2014). *DSM-5: Learning Companion for Counselors*. Alexandria, VA: American Counseling Association.

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

DISCIPLINE SPECIFIC ELECTIVE COURSE 12: Research Methods in Applied Psychology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 12: Research Methods in Applied Psychology	4	3	0	1	Class pass 12 th	Foundational understanding of Applied Psychology

Learning Objectives

After doing the course, the students would

- Understand the meaning, purpose and process of research
- Develop knowledge of the ethical issues involved in psychological research
- Know the basic paradigms of research
- Develop a basic understanding of the various qualitative and quantitative research methods
- Understand action research as an important method of research.

Learning outcomes

By studying this course, students will be able

- To understand the importance of research
- To understand the basic concepts and issues pertinent in research
- To be able to carry out a research project by using appropriate research methods and tools
- To be able to appreciate the role of action research in applied settings.
- To be able to understand how to conduct action research.

SYLLABUS OF DSE-

UNIT I

(15 Hours)

Introduction: Paradigms of Research (Positivist and Interpretive), Steps and approaches in quantitative and qualitative research; Experimental and Correlational research; Sampling

techniques, Tools and techniques of data collection (observation, interviews, surveys), Ethics in Psychological Research

(15 hours)

Unit 2:

An introduction to Action Research: What is Action Research, Essential features of action research, Conceptual models of action research, methodology in action research, Action research in social Psychology

(15 hours)

Unit 3:

Participatory Action research: Participatory Rural Appraisal, Participatory Learning and Action, Techniques/ methods of participatory research/action research

(30 Hours)

Practicals

Total of two practicums- one each from the following areas:

1. One practical based on qualitative or quantitative research such as experiment, observation, thematic analysis etc.
- 2 One practical of the following:
 - a. Case study on action research
 - b. Designing action research using mixed method paradigm
 - c. Field study based on Participatory Rural appraisal
 - d. Inquiry using participatory learning and action

Essential/Recommended Readings:

- Chambers, R. (2005). *Participatory Rural Appraisal: Methods and Applications in Rural Planning*. Concept Publishing Company
- Creswell. J.W. and Creswell, J.D. (2017) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (4th Ed.). Sage, Newbury Park. International (P) Ltd.
- Kerlinger, F.N.& Lee, H.B. (1999). *Foundations of Behavioural research*. Wadsworth Publishing.
- Kumar, S. (2002). *Method for Community Participation: A complete Guide for Practitioners*. Vistaar Publications.
- McNiff, J. (2013). *Action research: Principles and practice*. Routledge
- Newman, W. L. (2008). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson Education.

Suggestive Readings

- Adelman,C.(1993). Kurt Lewin and the Origin of Action Research. *Educational Action Research*, Vol.1 No.1 7-24
- Bryman, Alan. (2021). *Social Research Methods* [6th edition]. Oxford University Press
- Kemmis, S; & Taggart, M.R. (2005) Participatory Action Research: Community Action and Public Sphere. In Denzin., N.& Lincoln, Y.S. (Ed.) *The Sage Handbook of Qualitative Research*, 3rd Edition. Sage Thousand Oaks.
- Molineux, J. (2018). Using Action research for change in organizations: Processes, Reflections and Outcome. *Journal of Work Applied and Management* Vol.10(1)pp 19-34

Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Sage.

Simon, A.F. & Wilder, D. (2018). Action Research in Social Psychology. *Archives of Scientific Psychology*, (6) 169-177.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE 13- CONTEMPORARY
THERAPEUTIC APPROACHES**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE
COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 13: Contemporary therapeutic approaches	04	03	0	01	Class 12th pass	Basic knowledge of Counselling

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce the students to cutting-edge therapeutic approaches that are globally used, but generally not included within traditional counseling theories
- To facilitate development of evidence based counselling skills

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course the student will be able to broaden their understanding of the scope of counseling psychology
- By studying this course the students will understand newer approaches that are informing contemporary counseling practice.

SYLLABUS OF DSE-

Unit 1 **(15 hrs)**

Case conceptualization and intake interview, Diversity and social justice issues in psychotherapy, Somatic therapy (Levine) and EMDR (Eye movement desensitization and reprocessing by Shapiro), Emotion Focused Therapy

Unit 2 **(15 hrs)**

Narrative therapy, Mindfulness based approach, Dialectical Behaviour Therapy, Acceptance-Commitment Therapy

Unit 3 **(15 hrs)**

Creative approaches in counseling and Psychotherapy (arts, music, dance), Integrative modalities/Common factor approach

Practical **(30 hrs)**

A total of two practicals (from different units) of the following:

1. Skill based practicum based on narrative therapy
2. Skill based practicum based on dialectical behaviour therapy
3. Skill based practicum on Acceptance Commitment Therapy
4. Use of creative approaches in counseling
5. Case conceptualization based on secondary data
6. Mindfulness training
7. Counseling case studies and intake interview using role plays

Essential/Recommended Readings:

David Capuzzi and Mark D. Stauffer (Eds) (2016). *Counseling and Psychotherapy: Theories and Interventions*. (6th ed.). APA (Creative approaches to counseling, Narrative)

Else Jones-Smith (2020). *Theories of Counseling and Psychotherapy: An Integrative Approach*. Sage.

Edward Neukrug (Editor) (2020). *Contemporary Theories in Counseling and Psychotherapy*. Cognella Academic Publishing. ISBN-13 : 978-1516581306

Tinsley, H. E. A., Lease, S.H., Giffin Wiersma, N. S. (Eds) (2015) *Contemporary Theory and Practice in Counseling and Psychotherapy*. Sage (for dialectical behaviour, narrative, integrative theory)

Jay L. Lebow (Ed.) (2008). *Twenty-First Century Psychotherapies: Contemporary approaches to theory and practice*. John Wiley and Sons

Seligman, L & Reichenberg, L.W. (2010) *Theories of counseling and Psychotherapy*. New Jersey: Pearson ((Narrative, Emotion focused)


Suggestive Readings:

Colin Feltham, Terry Hanley, & Laura Ann Winter (2018). *The Sage Handbook of Counseling and Psychotherapy*. (4th Ed.). Sage

Sommers-Flanagan, J. & Sommers-Flanagan R. (2004). *Counseling and Psychotherapy theories in Context and Practice: Skills, Strategies and Techniques*. John Wiley and Sons (chapter 12 on multicultural and non-westren theories)

Tracy D. Eels. (Ed) (2007). *Handbook of Psychotherapy Case Formulation*. Guilford (Chapter 1 and 2)

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



REGISTRAR