



# Parvatibai Chowgule College of Arts and Science

(First & Only Autonomous College in Goa)

Accredited by NAAC with Grade 'A+'

Best Affiliated College - Goa University Silver Jubilee Award

## Minutes of the meeting of Board of Studies in the Department of Philosophy held on November 1, 2022 at 2:30 PM

Vide Chowgule College notice (F.133C/1095 dated October 10, 2022) a meeting of the BOS was convened on November 1, 2022 at 2:30 p.m. via hybrid mode (in person and Google Meet). Since the number of members present represented the Quorum, the BOS began its proceedings.

### Proceedings:

The Chairperson welcomed the members of the Board of Studies (BOS), and Member-Secretary summarized the points discussed and passed in previous meeting. Thereafter the Chairperson introduced and explained the agenda for the present meeting and the Board transacted the following business:

### Agenda Items:

1. To revise the course syllabus of the B.A. programme in Philosophy.
2. To finalize the list of external examiners for TY Project evaluations.
3. To discuss the introduction of new courses under NEP 2020.
4. Any Other Business (A.O.B.)

### **PART B: Important Points/ recommendations of BOS that require consideration / approval of Academic Council:**

#### 1. Agenda Point No. 1:

- a. For the course, **Value Education (PHI-III.E-4)**, the Course Objective Number 3: "Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens and he or she must be capable of persuading others that at least on ground level values such as peace, love, respect and justice theoretically can be understood", was split into two Course Objectives as follows: [the addition of references are highlighted in the syllabus attached].
  1. "Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens",
  2. "Persuading others that on ground level values such as peace, love, respect and justice can be understood theoretically".
- a. Additional reference sources were added to the GEC course, **Eco-Philosophy (PHI-IV.E-8)** under 'Supplementary Reading' (8 and 9) and 'Web-links' (2). [The copy of the syllabus of respective course is attached with the minutes].

- b. Suggestions made on topics to be added to the other courses would be discussed by the faculty and brought before the BOS in the next meeting for further discussion and approval.
- c. Any changes in course structure and syllabi would be done in keeping with the requirements brought on by the future implementation of the New Education Policy.

## 2. Agenda Point No. 2

- a. List of external examiners for TY Project evaluations containing the names of six philosophy teachers from other colleges and Goa University was approved. Details about the workings and other requirements of the panel would be intimated at a future date.

List of External Examiners for Third Year projects of B.A. programme Philosophy are as follows:

1. **Dr. Kamaladevi Kunkolienkar**, Associate Professor

Department of Philosophy, P.E.S. College of Arts & Science, Farmagudi, Ponda-Goa  
Email: kaamakhya\_k@rediffmail.com Contact no.: 7447390797

2. **Dr. Anjali Rao**, Associate Professor

Department of Philosophy, P.E.S. College of Arts & Science, Farmagudi, Ponda-Goa  
Email: indologygoa@gmail.com Contact no.: 8888856723

3. **Dr. Roshida Rodrigues**, Associate Professor

Department of Philosophy, Dhempe College of Arts & Science, Miramar, Panjim Goa  
Email: roshida@dhempecollege.edu.in Contact no.: 9921448961

4. **Ms. Aletthra C. Vieira**, Associate Professor

Department of Philosophy, St. Xavier's College of Arts, Science & Commerce, Mapusa-Goa  
Email: tuffyviera@rediffmail.com Contact no.: 9822582357

5. **Ms. Shefali Kamat**, Assistant Professor

Department of Philosophy, St. Xavier's College of Arts, Science & Commerce, Mapusa-Goa  
Email: shefaligoa2016@gmail.com Contact no.: 8390052699

6. **Ms. Sendra Pereira**, Assistant Professor

Department of Philosophy, Dhempe College of Arts & Science, Miramar, Panjim Goa  
Email: sendra@dhempecollege.edu.in Contact no.: 9511852615

## 3. Agenda Point No. 3

- a. Two courses suggested for inclusion: '**Philosophy and Theatre**', and '**Professional Ethics**' were discussed. The faculty would work on creating the course objectives, outcomes, and syllabi for these two courses and put it forth in the next BOS meeting for discussion and approval.

The Chairperson thanked the members of the Board of Studies in Philosophy for their valuable contribution and active participation.

The meeting ended at 4:30 p.m.

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)  
DEPARTMENT OF PHILOSOPHY  
COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY**

<b>SEME STER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>				<b>SEC</b>	<b>GEC</b>
I	<b>PHI-I.C-1</b> Moral Philosophy	<b>PHI-I.C-2</b> Logic	-		-			<b>PHI.INT-01</b> Current Ethical Issues
II	<b>PHI-II.C-3</b> Philosophy of Religion	<b>PHI-II.C-4</b> Practical Ethics	-	-	-	-		<b>PHI-IV.E-7</b> Philosophy of Human Rights
III	<b>PHI-III.C-5</b> Classical Indian Philosophy	-	<b>PHI-III.E1</b> Study of World Religions	<b>PHI-III.E-2</b> Philosophy of Mind	<b>PHI-III.E-3</b> Symbolic Logic	<b>PHI-III.E-4</b> Value Education	<b>PHI.IN T-02</b> Philosophy and Films	<b>PHI-IV.E-8</b> Eco- Philosophy
IV	<b>PHI-IV.C-6</b> Orthodox Indian Philosophy	-	<b>PHI-IV.E-5</b> Problems of Philosophy	<b>PHI-IV.E-6</b> Political Philosophy	<b>PHI-IV.E-7</b> Philosophy of Human Rights	<b>PHI-IV.E-8</b> Eco- Philosophy	<b>PHI-SEC-21</b> Practical Logic	<b>PHI.INT-03</b> Philosophy of Existentialism in literature and Film
V	<b>PHI-V.C-7</b> Ancient Greek & Medieval Philosophy	-	<b>PHI-V.E-9</b> Philosophy of Science	<b>PHI-V.E-10</b> Contemporary Indian Philosophy	<b>PHI-V.E-11</b> Philosophy of Education	<b>PHI-V.E-12</b> Philosophy of Management		<b>PHI-III.E-4</b> Value Education
VI	<b>PHI-VI.C-8</b> Modern Western Philosophy	-	<b>PHI-VI.E-13</b> Contemporary Western Philosophy	<b>PHI-VI.E-14</b> Vedanta Philosophy	<b>PHI-VI.E-15</b> Philosophy of Law	<b>PHI-VI.E-17</b> Introduction to Feminist Philosophy	<b>PHI-VI.E-16</b> Applied Philosophy (Yoga & Art of Living)	

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**(AUTONOMOUS), MARGAO - GOA**

**SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PHILOSOPHY**

**F.Y.B.A. (SEMESTER-I & III)**

**Course Title: Value Education (Elective/GEC)**

**Course Code: PHI-III.E-4**

**Marks: 100**

**Credits: 04**

**Duration: 100 hours**

**The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The paper is designed with following objectives–

- 1) Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- 2) Values are related to the norms of a culture hence values tend to influence attitudes and behavior and help to solve common human problems.
- 3) Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens
- 4) Persuading others that on ground level values such as peace, love, respect and justice can be understood theoretically.

**Course Outcome:** At the end of the course the students should be able to–

**CO 1:** Enumerate various processes of value formation and understand their impact on individual values and social phenomena.

**CO 2:** Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.

**CO 3:** Appraise various traditional value systems with minimal personal bias, and their practical applicability in the modern scenario.

**CO 4:** Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.

## **SYLLABUS**

### **Unit – I Value Education**

**(15 hours)**

- 1.1 Value education- its purpose and significance
- 1.2 Value Education: Then and Now
- 1.3 Value enculturation: Family, School, Society
- 1.4 Role of Culture and Civilization.
- 1.5 Present deterioration in Value System

### **UNIT- II Psychological, Ethical and Aesthetic Values**

**(15 hours)**

2. 1. Emotional Maturity

2. 2. Virtues for Self
2. 3. Creativity
2. 4. Imagination

### **UNIT–III Personality Development**

**(15 hours)**

3. 1. Leadership
3. 2. Communication
3. 3. Attitude and Aptitude
3. 4. Self-esteem

### **UNIT-IV towards an Ethics of Sustainability**

**(15hours)**

4. 1. Social Equality and Peace
4. 2. Conservation and Development
4. 3. Women Empowerment.
4. 4. Environmental Awareness

### ***References***

#### **Mandatory Reading:**

1. Chakravarthy, S. K. (1999). *Values and ethics for Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Values among Young adults: A changing Scenario*. New Delhi: M.D. Publications.

#### **Supplementary Reading:**

1. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Rutledge.
2. Halstead, J. M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Rutledge.
3. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
4. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
5. Satchidananda, M. K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
6. Wringer, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

#### **Web Links:**

1. [Value Education in the Social Studies](https://www.jstor.org/stable/20372415) Jack R. Fraenkel *The Phi Delta Kappan*, Vol. 50, No. 8 (Apr., 1969), pp. 457-461 <https://www.jstor.org/stable/20372415>
2. Sustainability (pp. 91-132) From: *Environment, Economy, and Christian Ethics: Alternative Views on Christians and Markets* Alistair Young Augsburg Fortress, Publishers (2015) <https://www.jstor.org/stable/j.ctt9m0tgc>
3. Shiva, Vandana. (1988). *Staying Alive – Women, Ecology and Survival in India*. KALI FOR WOMEN. New Delhi 110 017. [https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive\\_djvu.txt](https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive_djvu.txt)

**Course Title: ECO-PHILOSOPHY**

**Course Code: PHI-IV.E-8**

**Credits: 04**

**Marks: 100**

**Duration: 60 hours**

**The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.**

**Course Objective:** The objective of the paper is to –

- 1) Offer a uniform and synthesized understanding of the philosophy and ecology.
- 2) Break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
- 3) Differentiating Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

**Course Outcome:** At the end of the course student should be able to –

**CO 1:** Describe important concepts in eco-philosophy and the importance of theoretical basis of ecological perspectives.

**CO 2:** Discover the spirituality of ecology and its implications in the 21st century.

**CO 3:** Apply religious teachings to ecological problems as experienced in modern society, while connecting Indian and Western ecological movements for a holistic understanding of eco-criticism.

**CO 4:** Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

## **SYLLABUS**

### **Unit I – Origins (15 hours)**

- 1.1. What is Ecology?
- 1.2. Genesis: Religious
- 1.3. Nature and Value
- 1.4. Met paradigm
- 1.5. Ecological Humanism

### **Unit II – Contemporary Movements: Indian (15 hours)**

- 2.1. Simple Living: Buddhist Perspective
- 2.2. Ethics and Standards: Jaina Perspective
- 2.3. Spiritual Ecology and Holism: Hinduism
- 2.4. Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda
- 2.5. Twenty first century India and Ecology

### **Unit III – Contemporary Movements: Global (15 hours)**

- 3.1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
- 3.2. Eco- Feminism
- 3.3. Deep Ecology
- 3.4. Social Ecology and Bioregionalism

## Unit IV – Environmental Crises (Case Studies)

(15 hours)

- 4.1. Climate Change, Global warming, Green-house effect
- 4.2. Effects of Pesticides, Eco-farming
- 4.3. Obligation towards Future Generation
- 4.4. Biodiversity, E-waste

### *References*

#### **Mandatory Reading:**

1. Joseph R. Des Jardins. (2001). Environmental Ethics: An Introduction to Environmental Philosophy 3rd Ed. Belmont CA: Wadsworth.
2. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). A Companion to Applied Ethics. USA: Blackwell Publishing.
3. Louis P. Pojman. (2001). Environmental Ethics: Readings in Theory and Application 3th Ed. USA: Wadsworth/Thomson Course.
4. Singer, Peter. (ed.) (1986). Oxford readings in Philosophy: Applied Ethics. Oxford: Oxford University Press.

#### **Supplementary Reading:**

1. Drengson, A. and Y. Inoue (eds.). (1995). The Deep Ecology Movement: An Introductory Anthology. Berkeley: North Atlantic Publishers.
2. Drengson A. & B. Devall (eds.). (2008). The Ecology of Wisdom: Writings by Arne Naess. Berkeley: Counterpoint Press.
3. Kingsland, S.E. (1985) Modelling Nature: Episodes in the History of Population Ecology. University of Chicago Press.
4. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". Inquiry, 16:95-100.
5. Taylor, Paul W. (1986). Respect for Nature: A Theory of Environmental Ethics. Princeton NJ: Princeton University Press.
6. Cooper, G.J. (2007). The Science of the Struggle for Existence: On the Foundations of Ecology, Cambridge University Press.
7. Hicks, C. Dietmar, R. Eugster, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in Environmental Impact Assessment Review 25 (5): 459–471.
8. Mies, Maria, and Shiva, Vandana. (1993) Ecofeminism, London: Zed Books Ltd.
9. Shiva, Vandana. (2005, 2015) Earth Democracy: Justice, Sustainability, and Peace. Berkeley: North Atlantic Books.
8. Mies, Maria, and Shiva, Vandana. (1993) Ecofeminism, London: Zed Books Ltd.
9. Shiva, Vandana. (2005, 2015) Earth Democracy: Justice, Sustainability, and Peace. Berkeley: North Atlantic Books.

#### **Web Links:**

1. An Assessment of Buddhist Eco-Philosophy. Donald K. Swearer. The Harvard Theological Review, Vol. 99, No. 2 (Apr., 2006), pp. 123-137. <https://www.jstor.org/stable/4125290>
2. Transformations in the lives of Dalit women, through their ecological movement for sustainable farming – The Seedkeepers <https://www.youtube.com/watch?v=A0Ohdw7ehTA>
3. An Eco-Deconstructive Account of the Emergence of Normativity "Nature" (pp. 279-302). From: Eco-Deconstruction: Derrida and Environmental Philosophy. Matthias Fritsch. Edition: 1; Fordham University (2018). <https://www.jstor.org/stable/j.ctt201mp8w>

## ANNEXURE A

### (Summary of changes incorporated in the syllabus)

<b>Semester</b>	<b>Course Title</b>	<b>Existing (Indicate only the unit where the change is proposed)</b>	<b>Changes Proposed</b>	<b>Specify the reason for the change</b>
I	Value Education (PHI-III.E-4)	No change in Units	Course Objective Number 3 split into objective 3 and Objective 4	The objective three communicated by CO3 could be communicated better and more precisely by splitting it into two course objectives with respect to CO3 and CO4, thereby making both less wieldy and concise.
I & III	Eco- Philosophy (PHI-IV.E-8)	No change in Units	Additional reference sources in supplementary reading(8 and 9) and web links (2)	To incorporate the field of Eco-Feminism and the ideas of Vandana Shiva, along with the topic of organic innovations in seed development at grassroots level.





Chowgule Education Society's  
**Parvatibai Chowgule College of Arts and Science**  
**(Autonomous)**

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Best Affiliated College-Goa University Silver Jubilee Year Award



**MINUTES OF MEETING OF THE BOARD OF STUDIES IN PHILOSOPHY**  
**HELD ON 20<sup>th</sup> APRIL, 2023 at 4:00 PM**

**Parvatibai Chowgule College of Arts & Science**  
**(Autonomous) - Margao – Goa**

Vide Chowgule College notice (F.133C/51 dated 6<sup>th</sup> April, 2023) a meeting of this BOS was convened on 20<sup>th</sup> April, 2023 at 4:00 p.m. through online Google Meet, Parvatibai Chowgule College of Arts & Science, Margao – Goa. Since the number of members present represented the Quorum, the BOS began its proceedings.

Members present:

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Asst. Prof. Saroj Usgaonkar | – Chairperson              |
| 2. Asst. Prof. Audrick D'Mello | – Member Secretary         |
| 3. Asst. Prof. Sangeeta More   | – Member                   |
| 4. Dr. Kamaladevi Kunkolienkar | – Academic Council Nominee |
| 5. Dr. Roshida Rodrigues       | – Academic Council Nominee |
| 6. Asst. Prof. Shefali Kamat   | – Alumni                   |

Member Absent with Intimation:

- |                         |                           |
|-------------------------|---------------------------|
| 1. Dr. Koshy Tharakan   | – Vice Chancellor Nominee |
| 2. Ms. Daksha Shirodkar | – Industry Representative |

Proceedings:

The Chairperson welcomed the members of the Board of Studies in Philosophy. The Chairperson introduced and explained the agenda for the meeting and read out the minutes of the previous B.O.S meet. The meet continued taking up the following agenda.



Agenda Items:

1. To appraise the course structure as per the UGC guidelines for UG programmes based on NEP 2020.
2. To approve the list of courses under the nomenclatures: Discipline Cores, Vocational Course (VOC), Skill Enhancement Course (SEC), Value Added Course (VAC), and Multidisciplinary Course (MDC)
3. To approve the syllabi of F.Y.B.A courses (Semester I & II) for B.A. programme in Philosophy under the New UGC-NEP Course Structure
4. A.O.B.

**PART A: The BOS passed the resolutions as follows:**

1. Agenda Point No. 1

- a. The chairperson informed the BOS of how the college and department had gone about implementing the UGC guidelines for the UG programmes under NEP 2020, particularly with regard to the department of Philosophy. The BOS was made aware of the approval of AC members on course structure as per the UGC guidelines for UG programmes based on NEP 2020. The BOS found it satisfactory.

2. Agenda Point No. 2

- a. The list of courses under the new nomenclatures and their respective new course codes were approved by the members unanimously (refer **Annexure A**).

3. Agenda Point No. 3

- a. With regard to the approval of the syllabi for the courses to be taught in semesters I & II of the Academic Year 2023-24 under the new course structure, the BOS approved the syllabi of all the courses put forth before them. Discussion was focused on the thinking and logic behind the choice of the courses, the interpretation of topics (refer **Annexure B**).

4. Agenda Point No. 4

- a. Dr. Kunkolienkar requested if she could visit the department at a later date in the new academic year and interact with the faculty to understand and to observe our department's course structure and pedagogy implementing the NEP guidelines.



**PART B: Important Points/ recommendations of BOS that require consideration / approval of Academic Council:**

1. Agenda Point No. 1:

- a. The BOS was made aware of the new course structure approved in the AC meeting of the college for the UG programmes with UGC guidelines under NEP 2020. They were also informed of the differences in the structures of single and double major programmes, honours programmes, and honours with research programmes. The various nomenclatures like MDC, AEC, SEC, and VAC were also elaborated upon. The BOS was also informed of the guidelines for instruction and the credit distribution for the various courses under the new course structure.

2. Agenda Point No. 2

- a. The list of courses under the new nomenclatures and their respective new course codes were approved by the members unanimously (refer **Annexure A**).

3. Agenda Point No. 3

- a. For the VAC course, VALUE EDUCATION, it was decided to make Course Learning Outcome (CLO) No. 4 as CLO2, CLO2 as CLO3, and CLO3 as CLO4.
- b. For the course, Applied Philosophy (Yoga & Practice), after intense deliberation it was decided to use more reference sources for better understanding of the topics besides those already on the list.
- c. The approval of the syllabi for the courses to be taught in semesters I & II of the Academic Year 2023-24 under the NEP 2020 course structure, the BOS approved the syllabi of all the courses put forth before them (refer **Annexure B**).

The Chairperson thanked the members of the Board of Studies in Philosophy for their valuable contribution and active participation. The meeting ended at 6:10 p.m.

The following members of the Board of Studies in Sociology were present for the meeting.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Asst. Prof. Saroj Usgaonkar | – Chairperson              |
| 2. Asst. Prof. Audrick D'Mello | – Member Secretary         |
| 3. Asst. Prof. Sangeeta More   | – Member                   |
| 4. Dr. Kamaladevi Kunkolienkar | – Academic Council Nominee |
| 5. Dr. Roshida Rodrigues       | – Academic Council Nominee |
| 6. Asst. Prof. Shefali Kamat   | – Alumni                   |



Member Absent with Intimation: The following members have conveyed their inability to attend the BOS meeting much in advance.

1. Dr. Koshy Tharakan – Vice Chancellor Nominee
2. Ms. Daksha Shirodkar – Industry Representative



Mr. Audrick D'Mello  
Member Secretary  
Board of Studies in Philosophy



Ms. Saroj Usgaonkar  
Chairperson  
Board of Studies in Philosophy

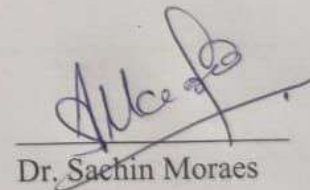
Dated: 20<sup>th</sup> April, 2023

**PART C: The remarks of the Dean of the Faculty:-**

- a. The minutes are in order.
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic Council to be recorded.

Date: 29<sup>th</sup> April 2023

Signature of the Dean:  
(Faculty of Arts)



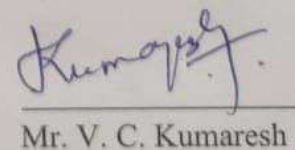
Dr. Sachin Moraes

**PART D: The remarks of the Members Secretary of the Academic Council:-**

- a. The minutes are in order.
- b. The minutes may be placed before the Academic Council with remark, if any.
- c. Important points of the minutes which need clear policy decision of the Academic Council to be recorded.

Date: 29/4/23

Signature of the Member Secretary  
Academic Council



Mr. V. C. Kumaresh

**ANNEXURE A****B.A. PHILOSOPHY - 4 YEARS HONOURS LIST OF COURSES 2022-23 UNDER NEP  
2020 COURSE STRUCTURE**

SEME STER	COURSE CODE	TITLE OF THE COURSE	NOMENCLATURE/ TYPE OF COURSE	CREDITS
1	UG-PHI-101	Moral Philosophy	DSC	4
	UG-PHI-MDC 1	Current Ethical Issues	MDC	3
	UG-PHI-VAC 1	Value Education	VAC	2
	UG-PHI-VAC 2	Professional Ethics	VAC	2
	UG-PHI-SEC 1	Philosophy and Films	SEC	3
2	UG-PHI-102	Practical Ethics	DSC	4
	UG-PHI-MDC 2	Eco-Philosophy	MDC	3
	UG-PHI-VAC 3	Applied Philosophy (Yoga & Practice)	VAC	2
	UG-PHI-SEC 2	Philosophy and Theatre	SEC	3
3	UG-PHI-201	Logic	Core	4
	UG-PHI-MDC 3	Philosophy of Human Rights	MDC	3
	UG-PHI-SEC 3	Practical Logic	SEC	3
4	UG-PHI-202	Philosophy of Religion	DSC	4
	UG-PHI-203	Political Philosophy	DSC	4

	UG-PHI-VOC 1	Philosophy of Mind	Vocational	4
5	UG-PHI-301	Classical Indian Philosophy	DSC	4
	UG-PHI-302	Orthodox Indian Philosophy	DSC	4
	UG-PHI-VOC 2	Philosophy of Management	Vocational	4
6	UG-PHI-303	Ancient Greek & Medieval Philosophy	DSC	4
	UG-PHI-304	Modern Western Philosophy	DSC	4
	UG-PHI-VOC 3	Philosophy of Law	Vocational	4
	UG-PHI-PRJ	Project	Project	4
7	UG-PHI-401	Contemporary Indian Philosophy	DSC	4
	UG-PHI-402	Problems of Philosophy	DSC	4
8	UG-PHI-403	Introduction To Feminist Philosophy	DSC	4
	UG-PHI-404	Contemporary Western Philosophy	DSC	4
	UG-PHI-405	Philosophy of Science	DSC	4
	UG-PHI-406	Symbolic Logic	DSC	4

**ANNEXURE B**



**Parvatibai Chowgule College of Arts and Science  
(Autonomous)**

Accredited by NAAC with Grade 'A+'  
Best Affiliated College-Goa University Silver Jubilee Year Award

**DEPARTMENT OF PHILOSOPHY**

**SYLLABUS FOR FOUR YEAR (DOUBLE MAJOR)  
UNDERGRADUATE DEGREE HONOURS  
PROGRAMME IN PHILOSOPHY**

**(Implemented from the Academic Year 2023-2024  
onwards)**

## COURSE STRUCTURE

SEMESTER	MAJOR CORE	MINOR/VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	UG-PHI-101: MORAL PHILOSOPHY	NA	UG-PHI-MDC1: CURRENT ETHICAL ISSUES	UG-PHI-VAC1: VALUE EDUCATION  UG-PHI-VAC2: PROFESSIONAL ETHICS	NA	UG-PHI-SEC1: PHILOSOPHY AND FILMS
II	UG-PHI-102: PRACTICAL ETHICS	NA	UG-PHI-MDC2: ECO-PHILOSOPHY	UG-PHI-VAC3: APPLIED PHILOSOPHY (YOGA & PRACTICE)	NA	UG-PHI-SEC2: PHILOSOPHY AND THEATRE
III	UG-PHI-201: LOGIC		UG-PHI-MDC3: PHILOSOPHY OF HUMAN RIGHTS		NA	UG-PHI-SEC3: PRACTICAL LOGIC
IV	UG-PHI-202: PHILOSOPHY OF RELIGION	UG-PHI-VOC1: PHILOSOPHY OF MIND				
	UG-PHI-203: POLITICAL PHILOSOPHY					
V	UG-PHI-301: CLASSICAL INDIAN PHILOSOPHY	UG-PHI-VOC2: PHILOSOPHY OF MANAGEMENT				
	UG-PHI-302: ORTHODOX INDIAN PHILOSOPHY					
VI	UG-PHI-303: ANCIENT GREEK &	UG-PHI-VOC3: PHILOSO				



	MEDIEVAL PHILOSOPH Y	PHY OF LAW				
	<b>UG-PHI-304:</b> MODERN WESTERN PHILOSOPH Y					
	<b>UG-PHI-PRJ</b>					
<b>VII</b>	<b>UG-PHI-401:</b> CONTEMPO RARY INDIAN PHILOSOPH Y					
	<b>UG-PHI-402:</b> PROBLEMS OF PHILOSOPH Y					
<b>VIII</b>	<b>UG-PHI-403:</b> INTRODUCT ION TO FEMINIST PHILOSOPH Y					
	<b>UG-PHI-404:</b> CONTEMPO RARY WESTERN PHILOSOPH Y					
	<b>UG-PHI-405:</b> PHILOSOPH Y OF SCIENCE					
	<b>UG-PHI-406:</b> SYMBOLIC LOGIC					

# **SEMESTER I**

## DISCIPLINE SPECIFIC CORE COURSE

**Course Title** : Moral Philosophy

**Course code** : UG-PHI-101

**Credits** : 04

**Marks** : 100

**Duration** : 60 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To enable the students realize the importance of ethics and morality in life
- 2) To introduce the basic concepts and theories of ethics to students
- 3) To enable the students to analyse and evaluate a situation from moral perspective

**Course Learning Outcome:** At the end of the course students should be able to –

- CLO 1:** Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.
- CLO 2:** Describe and analyse the various theories of ethics, so as to reduce personal bias.
- CLO 3:** Analyse any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.
- CLO 4:** Illustrate the nature of moral evil and various forms of punishments, and look at different ways of taking ethical positions in such situations.

### **COURSE CONTENT**

#### **Module I: About Ethics**

**(15 hours)**

- 1.1. Man, Society and Ethics
- 1.2. Meaning, nature and importance of ethics.
- 1.3. Sub-divisions of ethics.
- 1.4. Meaning of moral concepts.
- 1.5. Ethical relativism v/s absolutism.
- 1.6. Concept of Dharma

#### **Module II: Freedom and moral responsibility**

**(15 hours)**

2. 1. Problem of free-will
2. 2. Freedom and determinism
2. 3. Freedom as indeterminism

2. 4. Freedom as self-determinism
2. 5. Customary morality and reflective morality

**Module III: Ethical theories.**

**(15 hours)**

- 3.1. Consequentialist theories
- 3.2. Deontological theories.
- 3.3. Virtue theories.
- 3.4. Indian Theories

**Module IV: Crime and punishment.**

**(15 hours)**

- 4.1. Nature and types of moral evil.
- 4.2. Justification for punishment.
- 4.3. Evaluation of capital punishment

***References***

**Mandatory Reading:**

1. Grcic, Joseph (1989). *Moral Choices–Ethical Theories and Problems*. New Delhi: West publishing Co.
2. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
3. Sinha, J. N. (1978). *A Manual of Ethic*. New Delhi: New central Book Agency Pvt. Ltd.
4. Edwards, Paul (1968). *The Encyclopedia of Philosophy*, University of Pennsylvania Press. <https://www.jstor.org/stable/2708299>

**Supplementary Reading:**

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.
2. Maitra, S.K. (1978) – *The Ethics of Hindus*. Delhi: Asia Publication Services.
3. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K.: Wiley -Blackwell Publishers.

**Online Resources:**

1. Crimes of Misery and Theories of Punishment. John B. Mitchell *New Criminal Law Review: An International and Interdisciplinary Journal*, Vol. 15, No. 4 (Fall 2012), pp. 465-510 <https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465>
2. Ethical Types (pp. 133 – 164) From: *Ethical Life: Its Natural and Social Histories* Webb Keane Princeton University Press (2016) <https://www.jstor.org/stable/j.ctt1h4mhxw>

## MULTIDISCIPLINARY COURSE (MDC)

**Course Title :** Current Ethical Issues

**Course Code :** UG-PHI-MDC 1

**Credits :** 03

**Marks :** 75

**Duration :** 45 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To make learners familiarize with the current ethical issues faced by our present society, to comprehend various ethical precepts, principles through contemporary ethical dilemmas.
- 2) To challenge the learners to address ethical issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through class discussions, papers and presentations.
- 3) To equip and motivate students to communicate ethical values to their families, communities and society.
- 4) To generate awareness about ambiguities that arises along with ethical issues that will help the learners to evaluate them accordingly.

**Course Learning Outcome:** At the end of the course the students should be able to–

**CLO 1:** Elaborate various ethical issues that influence individuals and society today.

**CLO 2:** Apply concepts of ethical thinking to create empathy to the general human condition in daily life situations.

**CLO 3:** Critically analyse and assess moral dogma that impedes basic human rights.

### **COURSE CONTENT**

#### **Module I: Applied Ethics & Individual and Social Ethics (15 hours)**

1:1 Meaning, nature and scope of Applied Ethics

1:2 LGBTQ++

1:3 Prostitution

1:4 Euthanasia and Suicide (Self-Killing)

#### **Module II: Science, Technology and Environmental Ethics (15 hours)**

2. 1. Cloning, Abortion and Surrogacy

2. 2. Bio Diversity and Chemical waste

2. 3. Animal Rights and welfare

2. 4. Ecological Associate Movements – Chipko, Bishnoi & Narmada Bachao

### **Module III: Ethics in Business, Research, Politics and Media**

**(15 hours)**

3. 1. Business Ethics
3. 2. Plagiarism
3. 3. Political Violence - Naxalism and Terrorism
3. 4. Ethics in Media – Deception and Yellow journalism

#### ***References***

##### **Mandatory Reading:**

1. Frey, R. G. And Christopher Heath Wellman (eds). (2003). *A Companion to Applied Ethics*. USA: Blackwell Publishing Ltd.
2. Hugh La Follette (ed.) (2003). *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.
3. Helga Kuhse and Peter Singer (eds.) (1999). *Bioethics: An Anthology*. USA: Blackwell publisher.

##### **Supplementary Reading:**

1. Bowie, Norman. (1989). *Business Ethics*. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Küng, Hans. (2009). *A Declaration towards Global Ethics*. Geneva: Globethics.
3. Paul, Oliver. (2010). *The Student's Guide to Research Ethics*. USA: Open University press.
4. Rawls, John. (2001). *Justice as Fairness: A Restatement*, Cambridge MA: Belknap Press.
5. Weston. Anthony. (2001). *A Practical Companion to Ethics*. Oxford: Oxford University Press.
6. Cudd, Ann E; Andreasen, Robin O. (2005). *Feminist theory: A Philosophical Anthology*. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.

##### **Online Resources:**

1. “*Business Ethics.*” *Ethics for A-Level*, by Mark Dimmock and Andrew Fisher, 1st ed., Open Book Publishers, Cambridge, UK, 2017, pp. 143–155. *JSTOR*, [www.jstor.org/stable/j.ctt1wc7r6j.12](http://www.jstor.org/stable/j.ctt1wc7r6j.12)
2. Singh, Gopal. “*Psychology of Political Violence.*” *Social Scientist*, vol. 4, no. 6, 1976, pp. 3–13. *JSTOR*, [www.jstor.org/stable/3516257](http://www.jstor.org/stable/3516257).

## VALUE ADDED COURSES (VAC)

**Course Title :** Value Education

**Course Code :** UG-PHI-VAC 1

**Credits :** 02

**Marks :** 50

**Duration :** 30 hours

**Course Objective:** The course is designed with following objectives–

- 1) To inculcate education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
- 2) To understand values that are related to the norms of a culture hence values tend to influence attitudes and behavior and help to solve common human problems.
- 3) To enable the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens
- 4) To persuade others that on ground level values such as peace, love, respect and justice can be understood theoretically.

**Course Learning Outcome:** At the end of the course the students should be able to–

- CLO 1:** Enumerate various processes of value formation and understand their impact on individual values and social phenomena.
- CLO 2:** Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.
- CLO 3:** Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.
- CLO 4:** Appraise various traditional value systems with minimal personal bias, and their practical applicability in the modern scenario.

## **COURSE CONTENT**

### **Module I Introduction & Different Values**

**(15 hours)**

- 1.1 Value education- its purpose and significance
- 1.2 Value enculturation: Family, School, Society
- 1.3 Role of Culture and Civilization.
- 1.4 Psychological, Ethical and Aesthetic Values (Maturity, Identity, Creativity & Imagination)

## Module II Personality Development & Sustainability

(15 hours)

1. Leadership & Communication
2. Attitude, Aptitude & Self-esteem
3. Social Equality and Peace (Gender Equality)
4. Conservation and Development (Environmental Awareness)

### References

#### Mandatory Reading:

1. Chakravarthy, S.K. (1999). *Values And Ethics For Organizations: Theory and Practice*. New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. & Gupta, V. K. (1995). *Social Value Among Young adults: A changing Scenario*. New Delhi: M.D. Publications.

#### Supplementary Reading:

1. Gardner, R., Cairns, J. and Lawton, D. (2003). *Education for values: morals, ethics and citizenship in contemporary teaching*, UK: Rutledge.
2. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Rutledge.
3. Meyer John, Brian Burnham, John Cholvat (Eds). (1975). *Values Education: Theory, Practice, Problems, Prospects*. Canada: Wilfrid Laurier Univ. Press.
4. Newman, Julie. (2011). *Green Ethics and Philosophy: An A-to-Z Guide*. California: Sage Publications Inc.
5. Satchidananda, M.K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.
6. Wringe, C. (2006). *Moral education: beyond the teaching of right and wrong*. UK: Springer.

#### Online Resources:

1. **Value Education in the Social Studies** Jack R. Fraenkel *The Phi Delta Kappan*, Vol. 50, No. 8 (Apr., 1969), pp. 457-461 <https://www.jstor.org/stable/20372415>
2. Sustainability (pp. 91-132) From: *Environment, Economy, and Christian Ethics: Alternative Views on Christians and Markets* Alistair Young Augsburg Fortress, Publishers (2015) <https://www.jstor.org/stable/j.ctt9m0tgc>
3. Shiva, Vandana. (1988). *Staying Alive – Women, Ecology and Survival in India*. KALI FOR WOMEN. New Delhi 110 017. [https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive\\_djvu.txt](https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive_djvu.txt)



**Course Title :** Professional Ethics

**Course code :** UG-PHI-VAC 2

**Credits :** 02

**Marks :** 50

**Duration :** 30 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To expose students to multiple view points on ethical situations in professional settings.
- 2) To give guidance in analysing the conflicting ethical positions.
- 3) To develop ethical decision-making skill among the students.

**Course Learning Outcome:** At the end of the course the students should be able to–

- CLO 1:** Enumerate and elaborate various ethical situations in professional settings through which one can have a stronger moral code – as an individual and as a member of society.
- CLO 2:** Interpret different ethical situations in the professional context to understand the uniqueness of the ethical context.
- CLO 3:** Apply the concepts of logical thinking in professional situations when faced with ethical dilemmas.
- CLO 4:** Critically analyse and assess unethical situations and challenge their validity in professional settings in the context of today’s world.

## **COURSE CONTENT**

### **Module I: Medical Ethics and Legal Ethics**

**(15 hours)**

#### 1.1. Medical Ethics

1.1.1. The Nature and Importance of Medical Ethics

1.1.2. Medical Professionals, Medical System, and Patients – Relationship and Responsibility

1.1.3. Golden Principles of Medical Ethics – Autonomy, Non-Maleficence, Beneficence, Justice

#### 1.2. Legal Ethics

1.2.1. The Nature and Importance of Legal Ethics

1.2.2. Legal Professionals, Legal System, and Clients – Relationship and Responsibility

1.2.3. Golden Principles of Legal Ethics – Independence, Honesty, Integrity

## Module II: Media Ethics and Business Ethics

(15 hours)

### 2.1. Media Ethics

- 2.1.1. The Nature and Importance of Media Ethics
- 2.1.2. Media Professionals, Media (Print and Visual), and Public – Relationship and Responsibility
- 2.1.3. Golden Principles of Media Ethics – Independence, Transparency, Commitment, Accountability

### 2.2. Business Ethics

- 2.2.1. The Nature and Importance of Business Ethics
- 2.2.2. Business Professionals, Business World, and Clients – Relationship and Responsibility
- 2.2.3. Golden Principles of Business Ethics – Honesty, Fairness, Integrity, Law Abiding, Transparency

## *References*

### **Mandatory Reading:**

1. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
2. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
3. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
4. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
5. BMA Medical Ethics Department - *Everyday Medical Ethics and Law* – BMJ Books (2013)
6. Anne T. Lawrence\_ (Business ethics professor) James Weber – *Business and society – Stakeholders, Ethics, Public Policy* (2020)

### **Supplementary Readings:**

1. Subramanian, R., Professional Ethics: Need for the 21st Century (OUP, 2017)
2. Naagarazan, R.S., A Textbook On Professional Ethics And Human Values (New Age International Private Limited, 2020)
3. Senthilkumar, V. S., Professional Ethics and Human Values (PHI Learning, 2015)
4. Alavudeen, A., Jayakumaran, M., & Rahman, R. Kalil, Professional Ethics and Human Values (Laxmi Publications, 2015)
5. Raghavan, B. S., Human Values and Professional Ethics (S Chand, 2003)

### **Online Resources:**

1. Dr. Manoj Kumar, Importance of ethics in Professions, <http://data.conferenceworld.in/25FebEMSSH/21.pdf>

## SIKLL ENHANCEMENT COURSE (SEC)

**Course Title :** Philosophy and Films

**Course Code :** UG-PHI-SEC 1

**Credits :** 03

**Marks :** 75

**Duration :** 45 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
- 2) To approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
- 3) To enable the students to approach a movie not only as a mode of entertainment but also as a spectator to evaluate it as a critique so that they get exposed to the field of interdisciplinary work in aesthetics and cognitive science.
- 4) To stimulate innovative interactions between students that will allow students to make enriching connections between two disciplines, i.e. Philosophy and Films.

**Course Learning Outcome:** At the end of the course student should be able to –

**CLO 1:** Elaborate upon the concepts in the philosophy of movies.

**CLO 2:** Interpret a film plot in the context of philosophical thinking and apply the concepts of philosophy that are learnt from films in practical situations.

**CLO 3:** Design videos, plays, etc. that depict human life in the aesthetic context of movies.

## **COURSE CONTENT**

### **Module I – Analytic and cognitive approaches**

**(15 hours)**

1:1 Philosophy around films

1:2 Document, Documentary and Narratives

1:3 Thought orientation through motion picture

1:4 Text, Context and Non-text

**Module II – Film and Practical Approach****(15 hours)**

2. 1. Photography and Representation
2. 2. Beauty, Symbolism and Metaphors
2. 3. Presentation: Reality and Fiction
2. 4. Authorship and copyright

**Module III – Development of Psychological Elements in Films****(15 hours)**

3. 1. Films and Emotions: Fear, Comedy, Empathy, Suspense
3. 2. Imagination, Identification and Spectatorship
3. 3. Communication and Persuasion
3. 4. Film Criticism & Ethics

***References*****Mandatory Reading:**

1. Carroll, Noël and Jinhee Choi. (2006). *Philosophy of Film and Motion Pictures*. Malden: Blackwell Publishing.
2. Colman, Felicity. (ed). (2009). *Film, Theory and Philosophy: the key thinkers*. Montreal and Kingston: McGill-Queens University Press.
3. Freeland, Cynthia A. and Thomas E. Wartenberg (eds.). (1995). *Philosophy and Film*. New York: Routledge.
4. Tredell, Nicholas, (ed.). (2002). *Cinemas of the Mind: A Critical History of Film Theory*. Cambridge: Icon Books.

**Supplementary Readings:**

1. Allen, Richard and Malcolm Turvey (eds.). (2001). *Wittgenstein, Theory and the Arts*. London: Routledge.
2. Bordwell, David. (1997). *Narration in the Fiction Film*. New York: Routledge.
3. Currie, Gregory. (1995). *Image and Mind: Film, Philosophy, and Cognitive Science*. Cambridge: Cambridge University Press.
4. Plantinga, Carl. (1997). *Rhetoric and Representation in Nonfiction Film*. Cambridge: Cambridge University Press.
5. Tan, Ed S. (1996). *Emotion and the Structure of Narrative Film: Film As An Emotion Machine*. London: Routledge.

**Online Resources:**

1. Choi, Jinhee. “*Apperception on Display: Structural Films and Philosophy*.” *The Journal of Aesthetics and Art Criticism*, vol. 64, no. 1, 2006, pp. 165–172. JSTOR, [www.jstor.org/stable/3700501](http://www.jstor.org/stable/3700501).

# **SEMESTER II**

## DISCIPLINE SPECIFIC CORE COURSE

**Course Title** : PRACTICAL ETHICS (Core)

**Course code** : UG-PHI-102

**Credits** : 04

**Marks** : 100

**Duration** : 60 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To expose students to multiple view points on situations of daily life.
- 2) To give guidance in analyzing the conflicting positions.
- 3) To develop decision making skill among the students.

**Course Learning Outcome:** At the end of the course student should be able to –

- CLO 1:** Enumerate and elaborate various ethical situations through which one can have a stronger moral code – as an individual and as a member of society.
- CLO 2:** Interpret different ethical situations so as to understand the uniqueness of morality based on context.
- CLO 3:** Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.
- CLO 4:** Critically analyse and assess unethical situations and challenge their validity in the context of today's world.

### **COURSE CONTENT**

#### **Module I: Bio-ethics**

**(15 hours)**

- 1:1 Euthanasia
- 1:2 Abortion
- 1:3 Animal experimentation
- 1:4 Cloning
- 1:5 Surrogacy

#### **Module II: Professional Ethics**

**(15 hours)**

- 2. 1. Medical ethics
- 2. 2. Legal ethics.
- 2. 3. Media ethics
- 2. 4. Business ethics

**Module III: Social Ethics****(15 hours)**

3. 1. Homosexuality, gay and lesbian marriages
3. 2. Racism
3. 3. Gender discrimination.
3. 4. Corruption

**Module IV: Environmental Ethics****(15 hours)**

4. 1. Eco-crisis
4. 2. Dominion Perspective
4. 3. Participation Perspective
4. 4. Stewardship Perspective.

***References*****Mandatory Reading:**

1. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
2. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
3. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
4. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: Cenagage Course India Pvt. Ltd.

**Supplementary Reading:**

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
2. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
3. Reich, Warren T.(1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
4. Kush, Helga & Singer, Peter. (2006). *Bioethics – An Anthology*. Blackwell Publishing; 2nd edition (March 20, 2006)
5. Theory and Bioethics. Stanford Encyclopaedia. Published Tuesday May 18, 2010. <https://plato.stanford.edu/entries/theory-bioethics/>

**Online Resources:**

1. Applied Ethics (pp. 517-538) From: *Biblical Studies, Theology, Religion and Philosophy: An Introduction for African Universities*. Joseph B. R. GaieZapf Chancery Publishers Africa Ltd. (2010) <https://www.jstor.org/stable/j.ctvvc6054>

## MULTIDISCIPLINARY COURSE (MDC)

<b>Course Title</b>	:	Eco-Philosophy
<b>Course Code</b>	:	UG-PHI-MDC 2
<b>Credits</b>	:	03
<b>Marks</b>	:	75
<b>Duration</b>	:	45 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To offer a uniform and synthesized understanding of these philosophy and ecology.
- 2) To break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
- 3) To differentiate Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

**Course Learning Outcome:** At the end of the course student should be able to –

- CLO 1:** Describe important concepts in eco-philosophy and the importance of theoretical basis of ecological perspectives.
- CLO 2:** Apply religious teachings to ecological problems as experienced in modern society, while connecting Indian and Western ecological movements for a holistic understanding of eco-criticism.
- CLO 3:** Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

### **COURSE CONTENT**

#### **Module I – Introduction & Contemporary Movements in India (15 hours)**

- 1:1 Meaning, nature and scope of Ecological Philosophy
- 1:2 Buddhist & Jain Perspectives
- 1:3 Spiritual Ecology and Holism: Hinduism
- 1:4 Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda

#### **Module II – Global Contemporary Movements (15 hours)**

- 2. 1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
- 2. 2. Eco- Feminism
- 2. 3. Deep Ecology
- 2. 4. Social Ecology and Bioregionalism



### **Module III – Environmental Crises (Case Studies)**

**(15 hours)**

3. 1. Climate Change, Global warming, Green-house effect
3. 2. Effects of Pesticides, Eco-farming
3. 3. Obligation towards Future Generation
3. 4. Biodiversity, E-waste

#### ***References***

#### **Mandatory Reading:**

1. Joseph R. Des Jardins. (2001). *Environmental Ethics: An Introduction to Environmental Philosophy* 3<sup>rd</sup> Ed. Belmont CA: Wadsworth.
2. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). *A Companion to Applied Ethics*. USA: Blackwell Publishing.
3. Louis P. Pojman. (2001). *Environmental Ethics: Readings in Theory and Application* 3th Ed. USA: Wadsworth/Thomson Course.
4. Singer, Peter. (ed.) (1986). *Oxford readings in Philosophy: Applied Ethics*. Oxford: Oxford University Press.

#### **Supplementary Reading:**

1. Drengson, A. and Y. Inoue (eds.). (1995). *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.
2. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
3. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry*, 16:95-100.
4. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.
5. Hicks, C. Dietmara, R. Eugsterb, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in *Environmental Impact Assessment Review* 25 (5): 459–471.
6. Mies, Maria, and Shiva, Vandana. (1993) *Ecofeminism*, London: Zed Books Ltd.
7. Shiva, Vandana. (2005, 2015) *Earth Democracy: Justice, Sustainability, and Peace*. Berkeley: North Atlantic Books.

#### **Online Resources:**

1. An Assessment of Buddhist Eco-Philosophy. Donald K. Swearer. *The Harvard Theological Review*, Vol. 99, No. 2 (Apr., 2006), pp. 123-137 .<https://www.jstor.org/stable/4125290>
2. An Eco-Deconstructive Account of the Emergence of Normativity “Nature” (pp. 279 -302) .From: *Eco-Deconstruction: Derrida and Environmental Philosophy*. Matthias Fritsch. Edition: 1; Fordham University (2018). <https://www.jstor.org/stable/j.ctt201mp8w>

## VALUE ADDED COURSE (VAC)

**Course Title :** Applied Philosophy (Yoga & Practice)

**Course code :** UG-PHI-VAC 3

**Credits :** 02

**Marks :** 50

**Duration :** 30 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To explore philosophical understanding on applied philosophy and Indian ethics
- 2) To approach the cognitive, psychological and ethical dwellings of philosophy of Yoga and its applicability on the person's life
- 3) To learn the fundamentals of Yoga for harmonizing the body, mind and emotions by demonstrate the value and the practice of holistic living.

**Course Learning Outcome:** At the end of the course student should be able to –

- CLO 1:** Understand the basic of Applied Philosophy and the different concepts of Indian Ethics  
Indian Ethics
- CLO 2:** Enable to discipline the mind through practicing Yoga and will understand the consciousness through practical training.

### **COURSE CONTENT**

**Module I: Introduction to Applied Philosophy & Indian Ethics** **(15 hours)**

- 1.3. Meaning, Definition and Nature of Applied Philosophy
- 1.4. Importance of Applied Philosophy Today
- 1.5. Sadharna (Samanya) Dharma & Varnashram Dharma
- 1.6. Purusartha & Karma Niyam

**Module II: Yoga & Practice** **(15 hours)**

- 2.1. History of Yoga & Yoga-Sutra
- 2.2. Asana: Significance, Basic Asana, Application
- 2.3. Pranayama: Effects, Basic Techniques, Application
- 2.4. Dhyana: Importance, Methods of Concentration

## References

### Mandatory Reading:

1. Swami SatyanandaSaraswati. *Āsanās, Prāṇāyāmaand Mudra Bandh*. Yoga Publications Trust, Munger, Bihar, India, 2004.
2. Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy (Vol I)*. New Delhi: MotilalBanarsidass Publishers Pvt.Ltd
3. Mohapatra, P. K. (2019). *An Applied Perspective on Indian Ethics*. Singapore: Springer Singapore.
4. Francis, T. C. (2013). *Patanjali's healing: an interpretation of the Yoga Sutra of Patanjali*. Oxford, USA: Andrews UK;Arthur H. Stockwell.
5. Kak, S. (2016). *Mind and Self: Patañjali's Yoga Sutra and Modern Science*. New York: Mount Meru Publishing.
6. Patanjali. (2009). *Yoga Sutra*. Delhi: Indian Penguin, Penguin Classics.

### Supplementary Reading:

1. Bachman, N. (2005). The Language of Yoga: Complete A to Y Guide to Asana Names, Sanskrit Terms, and Chants. Sounds True.
2. Lasater, P. J. (2009). *Yogabody: Anatomy, Kinesiology, and Asana*. Rodmell Press.
3. Saraswati, S. S. (1995). *Asana, Pranayama, Mudra and Bandha*. New Delhi: Bihar School of Yoga,India.M. Hiriyanna, *The Indian Conception of Value*, Mysore Kavyalaya, Mysore, 1975.
4. K.R. Srinivasa Iyengar, *The Metaphysics of Value*, The Mythic Society, Bangalore, 1942.

### Online Resources:

1. Goodwin, W. F. (1955). ETHICS AND VALUE IN INDIAN PHILOSOPHY. *Philosophy East and West*, 4(4), 321–344. <https://doi.org/10.2307/1396742>
2. Rao, G. H. (1926). THE BASIS OF HINDU ETHICS. *International Journal of Ethics*, 37(1), 19–35. <http://www.jstor.org/stable/2378204>
3. Widgery, A. G. (1930). THE PRINCIPLES OF HINDU ETHICS. *International Journal of Ethics*, 40(2), 232–245. <http://www.jstor.org/stable/2377977>
4. Eliade, M. (1963). YOGA AND MODERN PHILOSOPHY. *The Journal of General Education*, 15(2), 124–137. <http://www.jstor.org/stable/27795868>
5. Macy, R. J., Jones, E., Graham, L. M., & Roach, L. (2018). Yoga for Trauma and Related Mental Health Problems: A Meta-Review With Clinical and Service Recommendations. *Trauma, Violence & Abuse*, 19(1), 35–57. <https://www.jstor.org/stable/27010960>
6. Whicher, I. (2010). A RE-EVALUATION OF CLASSICAL YOGA. *Annals of the Bhandarkar Oriental Research Institute*, 91, 133–154. <http://www.jstor.org/stable/41692166>

## SKILL ENHANCEMENT COURSE (SEC)

**Course Title :** Philosophy and Theatre

**Course code :** UG-PHI-SEC 2

**Credits :** 03

**Marks :** 75

**Duration :** 45 hours

**Course Objective:** The course is designed with the following objectives–

- 1) To explore philosophical problems surrounding theatre as both a form of entertainment and a work of art.
- 2) To approach the cognitive, psychological and ethical dwellings of theatre and inherent relationship between theatre and philosophy.
- 3) To enable the students to approach theatre not to evaluate and critique it so that they are exposed to the aesthetics and cognitive science involved in it.
- 4) To stimulate innovative interactions between students that will allow students to make enriching connections between Philosophy and Theatre.

**Course Learning Outcome:** At the end of the course student should be able to –

**CLO 1: CO 1:** Elaborate upon the concepts in the philosophy of theatre.

**CLO 2: CO 2:** Interpret a play in the context of philosophical thinking and apply the concepts of philosophy learnt from it in practical situations.

**CLO 3: CO 3:** Design plays or scripts that depict human life in the aesthetic context of theatre.

**CLO 4: CO 4:** Assess arguments for and against concepts that crop up through the study of theatre.

## **COURSE CONTENT**

**Module I: Analytic and Cognitive approaches (15 hours)**

1:1 What is Theatre?

1:2 Philosophy around Theatre – Past and Present

1:3 The Script and the Narrative

1:4 Thought Orientation in Theatre

**Module II: Psychological Elements in Theatre (15 hours)**

2. 1. Presentation of Truth and Illusion

2. 2. Imitation and Imagination – Symbolism and Metaphors

2. 3. Theatre and Emotions – Comedy, Tragedy, Suspense

2. 4. The Audience – Identification and Communication of the Plot

### **Module III: Theatre in Practice**

**(15 hours)**

- 3.1. Theatre and Ethics
- 3.2. Teachings through Theatre
- 3.3. Evils and Issues
- 3.4. Theatre as a Means of Social Change

### ***References***

#### **Mandatory Reading:**

1. Stern, Tom, *Philosophy and theatre: An Introduction* (Routledge, 2014)
2. Stern, Tom, *The Philosophy of Theatre, Drama and Acting* (Rowman & Littlefield, 2017)
3. Watt, Daniel, *Theatres of Thought: Theatre, Performance and Philosophy* (Cambridge, 2007)
4. Krasner, David, & Saltz, David. Z., *Staging Philosophy: Intersections of Theater, Performance, and Philosophy* (University of Michigan, 2006)
5. Woodruff, Paul, *The Necessity of Theater* (OUP, 2008)
6. Meyer-Dinkgrafe, Daniel, & Watt, Daniel Peter, *Ethical Encounters: Boundaries of Theatre, Performance and Philosophy* (Cambridge, 2020)
7. Lagaay, Alice, *Encounters in Performance Philosophy* (Palgrave Macmillan, 2014)

#### **Supplementary Readings:**

1. Soto-morettini, Donna, *The Philosophical Actor – A Practical Meditation for Practicing Theatre Artists* (University of Chicago Press, 2011)
2. Granzer, Susanne, *Actors and the Art of Performance: Under Exposure* (Performance Philosophy) (Palgrave Macmillan, 2016)
3. DeCoursey, Matthew, *Embodied Aesthetics in Drama Education: Theatre, Literature and Philosophy* (Bloomsbury Academic, 2018)
4. Gaut, Berys (Ed.), Lopes, Dominic (Ed.), McIver Lopes, Dominic (Ed.), *The Routledge Companion to Aesthetics* (Routledge, 2005)
5. Street, Anna (Ed.), Alliot, Julien (Ed.), Pauker, Magnolia (Ed.) *Inter Views in Performance Philosophy: Crossings and Conversations* (Palgrave Macmillan, 2018)

#### **Online Resources:**

1. Stanford Encyclopedia of Philosophy, Philosophy of Theatre, <https://plato.stanford.edu/entries/theater/>