

**PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE
(AUTONOMOUS)
MARGAO – GOA**

**MINUTES OF MEETING OF THE BOARD OF STUDIES IN PHILOSOPHY
HELD ON 22nd MAY, 2021 AT 10.00 am**

Vide Chowgule College notice (F.133C/146 dated 3rd May, 2021) a meeting of this BOS was convened on 17th May, 2021 via online mode. During 14th – 19th May there was network connection issues owing to Tuaktae Strom the BOS meeting was postponed and convened on 22nd May, 2021 at 10:00 a.m. via G-meet. Since the number of members present represented the Quorum, the BOS began its proceedings.

Minutes are presented in the format.

Members present:

- | | | |
|--------------------------------|---|--------------------------|
| 1. Ms. Anushka Fernandes | - | Chairperson |
| 2. Ms. Saroj Usgaonkar | - | Member Secretary |
| 3. Dr. Koshy Tharkan | - | Vice Chancellor Nominee |
| 4. Dr. kamaladevi Kunkolienkar | - | Academic Council Nominee |
| 5. Dr. Roshida Rodrigues | - | Academic Council Nominee |
| 6. Ms. Shefali Kamat | - | Alumni |

Members Absent with Intimation:

- | | | |
|-------------------------|---|---------------------------|
| 1. Miss Anwesha Singbal | - | Industrial Representative |
| 2. Ms. Sangeeta More | - | Member |

Proceedings:

The Chairperson welcomed the members of the Board of Studies (BOS). Ms. Saroj Usgaonkar, the member secretary summarized the points discussed and passed in previous meetings; thereafter introduced and explained the agenda for the present meeting and the Board transacted the following business:

Agenda Items:

1. Revision of UG Courses
2. Approval of SEC courses
3. Approval of LOCF document
4. Any Other Business (A.O.B.)

PART A: Resolution:

- 1) The BOS passed the resolution to approve the revised syllabus for **Generic Elective Course (GEC)**; titled – CURRENT ETHICAL ISSUES for B.A. programme in Philosophy.
 - i. The GEC course “CURRENT ETHICAL ISSUES”; is of four credits and the teaching-learning hours allotted for this course is 60 hours. The current syllabus is loaded with many sub-topics in its all four units which is not able to cover up in due hours. Hence BOS members decided to reduce some sub-topics from the syllabus and develop the new syllabus for this course.
 - ii. The following changes/addition made in the course as per experts’ suggestions.

Title of the Course (with Course Code)	Existing Items	Changes/Addition made in the new syllabus for GEC
CURRENT ETHICAL ISSUES (GEC); Course code: PHI.VI.I-1	Course Objective	Added course objective number four – “To generate awareness about ambiguities that arises along with ethical issues that will help the learners to evaluate them accordingly”.
	Syllabus Units	In Unit I - <i>Introduction to Ethics and Applied Ethics</i> , the sub-topic 1.3 changed to “The nature and scope of Applied Ethics” from “Applied Ethics”
		In Unit II - <i>Current Ethical Issues: Individual and Social</i> ; <ul style="list-style-type: none">• The sub-topic 2.1 changed to “LGBTQ++” from “Homosexuality”• The sub-topic 2.2 titled as “Prostitution” and the concept “Pornography” is removed• The sub-topics 2.4 and 2.5 are reduced; i.e. Capital Punishment and Human trafficking/ child abuse respectively.

		<p>In Unit III - Science, Technology and Environmental Ethics;</p> <ul style="list-style-type: none"> • The sub-topic 3.1 titled as “Cloning and Surrogacy” and the concept “Sex- selection” is been reduced. • The sub-topic 3.4 “Animal Health and Welfare” shifted to 3.3 and the concept “Cyber Security” which was 3.3 is been reduced. • The sub-topic 3.5 “Ecological Associate Movements” shifted to 3.4 <p>In Unit IV - Ethics in Business, Research, Politics and Media;</p> <ul style="list-style-type: none"> • The sub-topic 4.1 titled as “Business Ethics” from “Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment” • The sub-topic 4.3 “Political Violence”; the topics “War & Torture” are been reduced and the topics “Naxalism and Terrorism” are kept. • The sub-topic 4.4 “Ethics in Media”; specifically mentioned topics are “Deception and Yellow journalism”.
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2) The BOS passed the resolution to approve the following courses to float as **Skill Enhancement Courses** (SEC) for Intra-department students for B.A. programme in Philosophy.

- i. The course PHILOSOPHY AND FILMS; Course code: PHI-VI.I2, is been approved as SEC with few alteration. It is decided to include practical component into the syllabus for the same course. The changes and additions to the course syllabus are been displayed in the following table.
- ii. A new SEC course is been designed; titled as PRACTICAL LOIC, Course title: PHI-SEC-21. The Syllabus for the same is been attached in the **Part-D**.

iii. In the following changes are been suggested by subject experts.

Title of the course (with course code)	Changes/Addition made for the approval floating as SEC
PHILOSOPHY AND FILMS; Course Code: PHI-VI.I2	Added course objective number four – “Stimulate innovative interactions between students that will allow students to make enriching connections between two disciplines, i.e. Philosophy and Films”.
	<ul style="list-style-type: none"> • The course outcomes were reduced to four from six; each course outcome was framed such a way that it related to unit wise respectively. • Following are the new course outcomes approved in BOS: CO 1: Elaborate upon the concepts in the philosophy of movies. CO 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. CO 3: Design videos, plays, etc. that depict human life in the aesthetic context of movies CO 4: Assess arguments for and against concepts that crop up through a study of films.
	<ul style="list-style-type: none"> • Unit II is titled as <i>Film and Practical Approach</i> from <i>Films and Art Forms</i>; hence the sub-topic 2.3 “Music, Dance and Drama” is removed due to change of unit title. • Sub-topic 2.2 “Beauty, Symbolism and Metaphors” is merged with sub-topic 2.1 “Photography and Representation”, therefore 2.1 is now renamed as “Photography and Representation: Beauty, Symbolism and Metaphors” • Sub-topic 2.4 “Presentation: Reality and Fiction” is shifted to 2.2 • New sub-topics are added to Unit II, concerning practical component, i.e. 2.3 “Teachings through Cinema” and 2.4 “Film Criticism and Virtue theory”

	<p>In Unit III – <i>Development of Psychological Elements in Films</i>;</p> <ul style="list-style-type: none"> • The sub-topic 3.3 “Identification and Spectatorship” is been merged with 3.2 “Imagination” and renamed as “Imagination, Identification and Spectatorship” • Sub-topic 3.4 “Communication and Persuasion” shifted as 3.3 • A new sub-topic is added again concerning practical component, i.e. 3.4 “Photographic Psychology: Image and Psyche”
	<p>In Unit IV – <i>Ethics in Film</i>;</p> <ul style="list-style-type: none"> • The sub-topic 4.1 “Teaching through Cinema” shifted in Unit II as sub-topic 2.3 and a new sub-topic added under 4.1 is “Ethics in Filmmaking” • The sub-topic 4.3 “Film Criticism and Virtue theory” shifted to Unit II as sub-topic 2.4. • The sub-topic 4.4 “Evils and Issues: Pornography, Freewill, Civil Rights Ordinance” is divide into two sub-topics as 4.3 “Evils and Issues: Pornography, Freewill” and 4.4 “Civil Rights Ordinance”

3) The BOS passed the resolution to approve Learning Outcome Based Curricular Framework (LOCF) document for B.A. programme in Philosophy for the year 2019-2020.

- i. The LOCF document for B.A. programme in Philosophy for the year 2019-2020 was presented to the BOS members.
- ii. BOS member perused it and approved it.
- iii. The LOCF document contains Introduction to the department, its mission, overview, graduate attributes, PLOs, CLOs, course structure, course description, teaching evaluation pedagogies, activities of the department, course syllabus and learning outcome matrixes.

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

- Reduction of many sub-topics in the revision of new syllabus for GEC course -CURRENT ETHICAL ISSUES, under which following points are been suggested by subject experts:
 - In Unit II – Homosexuality, Pornography, Capital Punishment, Human Trafficking/Child Abuse
 - In Unit III – Sex selection and Cyber Security
 - In Unit IV – Sexual Harassment, Torture and War.
- Addition of new topics in GEC course - CURRENT ETHICAL ISSUES, suggested by the council members as below:
 - In Unit I – 1.3 The nature and scope of Applied Ethics
 - In unit II – 2.2 LGBTQ++
 - In Unit IV – 4.4 Ethics in Media – Deception and Yellow journalism
- Addition of new course objective in GEC course - CURRENT ETHICAL ISSUES, suggested by the council members – fourth objective: “To generate awareness about ambiguities that arises along with ethical issues that will help the learners to evaluate them accordingly.”
- Addition of new course to float as a SEC course, titled as PRACTICAL LOGIC, Course code: PHI-SEC-21 for B.A. programme in Philosophy.
- The course PHILOSOPHY AND FILMS is now approved as SEC course for B.A. programme in Philosophy.
- Reduction of topic “Music, Dance and Drama” under Unit II in the SEC course – PHILOSOPHY AND FILMS.

- Reframing of COs in the SEC course – PHILOSOPHY AND FILMS. The new COs are mentioned below:
 - CO 1: Elaborate upon the concepts in the philosophy of movies.
 - CO 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.
 - CO 3: Design videos, plays, etc. that depict human life in the aesthetic context of movies
 - CO 4: Assess arguments for and against concepts that crop up through a study of films.
- Reframing Unit II of SEC course – PHILOSOPHY AND FILMS. The syllabus for unit II as below:

Unit II – Film and Practical Approach

(15 hours)

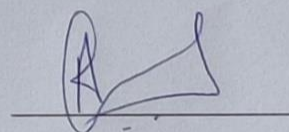
2. 1. Photography and Representation: Beauty, Symbolism and Metaphors
2. 2. Presentation: Reality and Fiction
2. 3. Teachings through Cinema
2. 4. Film Criticism and Virtue theory

- Addition of a new topic in Unit III of SEC course – PHILOSOPHY AND FILMS, i.e. 3.4 “Photographic Psychology: Image and Psyche”
- Addition of a new topic in Unit IV of SEC course – PHILOSOPHY AND FILMS, i.e. 4.1 “Ethics in Filmmaking”
- The Learning Outcome Based Curricular Framework (LOCF) document is been approved by BOS members for B.A. programme in Philosophy for the year 2019-2020.

The foregoing minutes of the meeting were read out by the member secretary at the meeting itself and they were unanimously approved by all the members present. The meeting was conveyed via online mode through Google meet.

1. Miss Anushka Fernandes	-	Chairperson	Present
2. Dr. Koshy Tharkan	-	Vice Chancellor Nominee	Present
3. Dr. kamaladevi Kunkolienkar	-	Academic Council Nominee	Present
4. Dr. Roshida Rodrigues	-	Academic Council Nominee	Present
5. Ms. Anwesha Singbal	-	Industrial Representative	<u>Absent</u>
6. Ms. Shefali Kamat	-	Alumni	Present
7. Miss Sangeeta More	-	Member	<u>Absent</u>
8. Miss Saroj Usgaonkar	-	Member Secretary	Present

Date: 22nd May 2021



Signature of the Chairperson

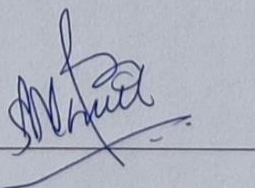
(Miss Anushka Fernandes)

Part C: The member of the Dean of faculty

- Minutes are in order
- The minutes may be placed before the Academic Council with remark, if any.
- Important points of the minutes which needs clear policy decision of the Academic Council to be recoded.

Date: 22nd May 2021

Signature of the Dean:



(Note: below attached photograph is a proof of members present for BoS meeting in Philosophy of Parvetibai Chowgule College of Arts and Science, Autonomous)

Daily Attendance Report for Class List: 2021-05-22

[Show Attendance Summary](#)


Class Name: **Class List** Meet ID: **jbv-ybjk-eak** Date: **2021-05-22** Earliest Arrivals: **09:58** Start: **9:58** End: **12:22** Duration: **144** min

8 Names (0 Absent) ☆	9:55	9:58	10:00	10:05	10:10	10:15	10:20	10:25	10:30	10:35	10:40	10:45	10:50	10:55	11:00	11:05	11:10	11:15
✓ Philosophy Department																		
? Anushka Maria Fernandes																		
? Shefali Kale																		
? Kamladevi Kunkolienkar																		
? Kamladevi Kunkolienkar																		
? Roshida Rodrigues																		
? Dr. Koshy Tharakan																		
✓ Saroj Atmaram Usgaonkar																		

Daily Attendance Legend:

✓ The student was present then exited, rejoined then exited again, and rejoined again, etc., etc.

The alternating background patterns indicate that the student may have left and rejoined the Meet

✓ The student was marked present by the teacher (but did not shown up in the Meet window)

The student missed the entire class

Help videos:

To help your eye follow across the page, the table rows alternate between white and grey backgrounds which leads to two subtly different shades of green for the times when the student was present

NB - If you want a printed copy of this report, make sure that the 'More settings' → 'Background graphics' checkbox is checked in the Print dialog

Generated by the [Google Meet Attendance extension \(v1.4.6\)](#)

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS), MARGAO - GOA
SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PHILOSOPHY**

APPROVED REVISED GEC COURSE

Course Title: **Current Ethical Issues (GEC)**

Course Code: **PHI.VI.I-1**

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 paper 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 Outcome: At the end of the course the students should be able to—

- CO 1: Elaborate various ethical issues that influence individuals and society today.
- CO 2: Interpret how different moral theories have evolved and developed over centuries.
- CO 3: Apply concepts of ethical thinking to create empathy to the general human condition in daily life situations.
- CO 4: Critically analyze and assess moral dogma that impedes basic human rights.

SYLLABUS

UNIT – I: Introduction to Ethics and Applied Ethics

(15 hours)

- 1:1 Meaning, nature and scope of ethics.
- 1:2 Traditional and Modern theories
- 1:3 The nature and scope of Applied Ethics

UNIT – II: Current Ethical Issues: Individual and Social

(15 hours)

- 2. 1. LGBTQ++
- 2. 2. Prostitution
- 2. 3. Abortion, Euthanasia and Suicide (Self-Killing)

UNIT – III: Science, Technology and Environmental Ethics

(15 hours)

- 3. 1. Cloning and Surrogacy
- 3. 2. Bio Diversity and Chemical Waste
- 3. 3. Animal Health and Welfare
- 3. 4. Ecological Associate Movements – Chipko, Bishnoi & Narmada Bachao

UNIT – IV: Ethics in Business, Research, Politics and Media

(15 hours)

- 4. 1. Business Ethics
- 4. 2. Plagiarism
- 4. 3. Political Violence - Naxalism and Terrorism
- 4. 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.

Web Links:

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
2. Singh, Gopal. “*Psychology of Political Violence*.” *Social Scientist*, vol. 4, no. 6, 1976, pp. 3–13. *JSTOR*, www.jstor.org/stable/3516257.

APPROVED SEC COURSES

Course Title: **PHILOSOPHY AND FILMS (SEC)**

Course Code: **PHI-VI.I2**

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. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. 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. Stimulate innovative interactions between students that will allow students to make enriching connections between two disciplines, i.e. Philosophy and Films.

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

- CO 1: Elaborate upon the concepts in the philosophy of movies.
- CO 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.
- CO 3: Design videos, plays, etc. that depict human life in the aesthetic context of movies
- CO 4: Assess arguments for and against concepts that crop up through a study of films.

SYLLABUS

Unit 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

Unit II – Film and Practical Approach (15 hours)

- 2. 1. Photography and Representation: Beauty, Symbolism and Metaphors
- 2. 2. Presentation: Reality and Fiction
- 2. 3. Teachings through Cinema
- 2. 4. Film Criticism and Virtue theory

Unit 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. Photographic Psychology: Image and Psyche

Unit IV– Ethics in films (15 hours)

- 4. 1. Ethics in Filmmaking
- 4. 2. Authorship and copyright
- 4. 3. Evils and Issues: Pornography, Freewill
- 4. 4. Civil Rights Ordinance

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.

Web links:

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.

Course Title: **Practical Logic (SEC)**

Course Code: **PHI-SEC-21**

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 paper is designed with following objectives—

1. A practical introduction to the basic concepts of logic and various methods of argumentation will equip students with necessary analytical tools to understand and engage in critical reasoning.
2. Extensive in-class exercises on different language uses and definitional techniques which will build confidence in applying the methods in a wide variety of circumstances and in increasingly complex arguments.
3. A discussion on different fallacies in language combined with in-class exercises to illustrate the principles and ensure practical competency.
4. To enhance reasoning skills that will enable students to answer various competitive examinations.

Course Outcome: At the end of the course the students will be able to—

- CO 1: Understand and summarize the different types of arguments by identifying its premises and conclusion.
- CO 2: Apply critical thinking on denotative and connotative techniques to develop strong definitions.
- CO 3: Categorize systematically the different means of communication by analyzing various functions of language.
- CO 4: Distinguish different types of informal fallacies that will enable to reason skillfully and clarify obscurity in language.

SYLLABUS

UNIT – I: Propositions

(15 hours)

- 1:1 Definition and nature of simple proposition and compound proposition
- 1:2 Types of simple propositions and compound propositions
- 1:3 Symbolic representation of simple propositions and compound propositions

UNIT – II: Meaning and Definitions

(15 hours)

- 2. 1. Varieties of Meaning
- 2. 2. The intension and extension of terms
- 2. 3. Definition and their purposes: Stipulate, Lexical, Précising, Theoretical and Persuasive
- 2. 4. Definitional techniques: Denotative and Connotative
- 2. 5. Identifying different types of definitions

UNIT – III: Aspects of Language

(15 hours)

- 3. 1. Language functions: Informative, Expressive, Directive, mixed functions of language
- 3. 2. Emotive words and Emotively Neutral language
- 3. 3. Dispute and Ambiguity
- 3. 4. Kinds of agreement and disagreements- belief and attitude
- 3. 5. Identifying the different types of agreement and disagreement

UNIT – IV: Fallacies

(15 hours)

- 4. 1. Meaning of fallacy and its classifications
- 4. 2. Fallacies of Relevance
- 4. 3. Fallacies of Presumption, Ambiguity
- 4. 4. Identifying different kinds of fallacies

References

Mandatory Reading:

- 1. Copi, Irving M. & Cohen, Carl. (2006) – 8th & 9th edition. *Introduction to Logic*. New Delhi: Prentice Hall of India.

2. Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: Cengage Course India Pvt. Ltd.

Supplementary reading:

1. Black, Max. Critical thinking. (1946). *An Introduction to logic and Scientific method*. Prentice-Hall, Inc., New York
2. K.T. Basantani, *Introduction to Logic*, (Bombay, A.R. Sheth& Co., 1973)

Web Links:

1. Miller, Barry. "Logically Simple Propositions." *Analysis*, vol. 34, no. 4, 1974, pp. 123–128. JSTOR, www.jstor.org/stable/3328014.
2. "COMPOUND PROPOSITION." *The Massachusetts Teacher* (1858-1871), vol. 11, no. 10, 1858, pp. 373–376. JSTOR, www.jstor.org/stable/45024334.
3. Walton, Douglas. "Defeasible Reasoning and Informal Fallacies." *Synthese*, vol. 179, no. 3, 2011, pp. 377–407. JSTOR, www.jstor.org/stable/41477428.
4. Hahn, Ulrike, and Mike Oaksford. "A Bayesian Approach to Informal Argument Fallacies." *Synthese*, vol. 152, no. 2, 2006, pp. 207–236. JSTOR, www.jstor.org/stable/27653391



Parvatibai Chowgule College of Arts and Science
(Autonomous)

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
Best affiliated College-Goa University Silver Jubilee Year Award



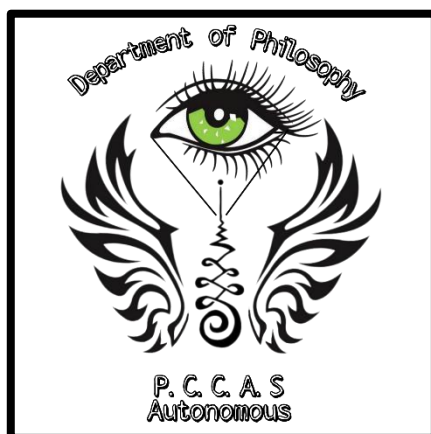
LEARNING OUTCOME – BASED EDUCATION (LOBE)

For

UNDERGRADUATE PROGRAMME

BA PHILOSOPHY

2019-2020



LEARNING OUTCOME BASED CURRICULAR FRAMEWORK (LOCF) 2019-2020



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INTRODUCTION

The BA Philosophy programme at Parvatibai Chowgule College of Arts and Science Autonomous has been running since 1962. It is an attempt to introduce a new subject to the students which is relevant in the time as well as challenging. The programme offers an insight to Indian and Western Philosophy. It will help students in creating a strong moral ground and awareness of the current ethical issues through papers like practical and applied ethics. Students will also be able to explore the views of contemporary Indian and western Philosophers which will help them to understand the worldly issues through their theories. Some of the papers that are offered by in the programme are Introduction to Feminist Philosophy, Philosophy of law, logic, Problems of Philosophy etc. It also deals with concepts like family, work, society and this helps in recognizing and responding to various current ethical issues. The essence of the programme is to help students build critical and analytical thinking and have a practical approach to life

MISSION

To examine and reflect upon our understanding of the world and our place within it through the study of Philosophy, and translate its teachings into personal experience, through constant reflection and action.



OVERVIEW OF THE DEPARTMENT

The Department of Philosophy currently has three faculty members:

1. Assistant Professor Anushka Fernandes (MA in Philosophy)
2. Assistant Professor Saroj Usgaonkar (MA in Philosophy)
3. Assistant Professor Sangeeta More (MA in Philosophy)

We offer various opportunities for students to build their confidence and their overall development. An outcome based educational system is followed by developing course plans and objectives. The Department focuses on equality of all students. There are various activities taking place in the Departments which helps in developing teamwork and leadership qualities among students.

GRADUATE ATTRIBUTES

- i. Understanding the subject: Capable of identifying different stages in the development of Philosophy and apply fundamental concepts
- ii. Critical and analytical thinking: Students will be able to analyze and criticize various thoughts and ideas of basic Philosophical concepts.
- iii. Ethics: Capable of increasing their knowledge of professional codes of ethics. It will also help them in gaining knowledge of codes of responsibilities associated with a given field with ethical sensibilities.
- iv. Practical approach to life: The student will be able to strengthen their extrovert qualities and maintain a systematic balance between cognition, emotion and compassion.
- v. Effective Communication: Capable of communicating different Philosophical arguments and theories with experts and non-experts of the subject.



PROGRAMME LEARNING OUTCOMES (PLOS)

PLO	Domain	Upon completion of the program students will be able to:
PLO1	Subject knowledge & understanding	<ul style="list-style-type: none">● Identify the different stages in the development of Philosophy.● Understand and apply the fundamental concepts of Philosophy.
PLO2	Critical and Analytical thinking	<ul style="list-style-type: none">● Analyse and criticise the thoughts and ideas of basic concepts of Philosophers/ Philosophy.
PLO3	Effective Communication	<ul style="list-style-type: none">● Communicate the different Philosophical arguments/ theories to those with disciplinary knowledge and to non- experts.
PLO4	Ethics	<ul style="list-style-type: none">● Communicate ethical values to families, communities, churches and other spheres of the society.● Increase the knowledge of professional codes of ethics and responsibilities associated with a given field with ethical sensibility and self-knowledge.
PLO5	Logical thinking	<ul style="list-style-type: none">● Systematically analyses their views in Philosophical thesis.● Apply logical thinking in spheres of life.
PLO6	Practical approach to life	<ul style="list-style-type: none">● Able to live empathetic life through recognition of their capacities● One able to maintain systematic balance between Cognitive, Emotional, and Compassion.● Able to strengthen the extrovert qualities in a person and adopts expansive attitude as genially frank and communicative



COURSE STRUCTURE

DEPARTMENT OF PHILOSOPHY THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY

SEME STER	CORE COMPULSORY		CORE ELECTIVE				INTER - DISCIPLINARY
I	PHI-I.C-1 Moral Philosophy	PHI-I.C-2 Logic	-	-	-	-	-
II	PHI-II.C-3 Philosophy of Religion	PHI-II.C-4 Practical Ethics	-	-	-	-	-
III	PHI-III.C-5 Classical Indian Philosophy	-	PHI-III.E1 Study of World Religions	PHI-III.E-2 Philosophy of Mind	PHI-III.E-3 Symbolic Logic	PHI-III.E-4 Value Education	PHI-V.I-1 Current Ethical Issues
IV	PHI-IV.C-6 Orthodox Indian Philosophy	-	PHI-IV.E-6 Political Philosophy	PHI-IV.E-7 Philosophy of Human Rights	PHI-IV.E-8 Eco- Philosophy	PHI-V.E-9 Philosophy of Science	PHI-VI.I-2 Philosophy and Films
V	PHI-V.C-7 Ancient Greek & Medieval Philosophy	-	PHI-IV.E-5 Problems of Philosophy	PHI-V.E-12 Philosophy of Managemen t	PHI-VI.E-13 Contempo rary Western Philosophy	PHI-VI.E-14 Vedanta Philosophy	PHI-IV.E-7 Philosophy of Human Rights
VI	PHI-VI.C-8 Modern Western Philosophy	-	PHI-VI.E-15 Philosophy of Law	PHI-VI.E-16 Applied Philosophy (Yoga & Art of Living)	PHI-VI.E-17 Introductio n to Feminist Philosophy	PHI-V.E-10 Contempor ary Indian Philosophy	PHI.INT-03 Philosophy of Existentialism in literature and Film



COURSE DESCRIPTION

MORAL PHILOSOPHY: Moral Philosophy is a branch of Philosophy which deals with ethics. Ethics as a science of morality criticises vague inaccurate notions of right and wrong. It evaluates the voluntary and habitual actions of persons and considers their rightness and wrongness. The paper defines various concepts related to ethics such as free will, determinism, dharma, ethical relativism, absolutism etc. It also illustrates the nature of moral evil, theories and various forms of punishment. The paper also helps the students to take ethical positions and to apply and understand creative solutions to ethical problems.

LOGIC: Logic is a method of reasoning and argumentation that develops reasonable conclusions with the help of various principles of validity. These principles of validity enable us to draw valid reasoning that affirms whether the piece of reasoning is valid or invalid, especially regarding making inferences. There are different types of logic like, informal logic, formal logic, symbolic logic and mathematical logic. This course introduces to the students the basic elements and the concepts in logic and it develops logical thinking skills among the students. So you will be learning inductive and deductive reasoning (valid or invalid), types of propositions and types of syllogism.

ECO PHILOSOPHY: Eco philosophy is a Philosophical approach to the environment which emphasizes on the importance of action and individual beliefs. It is a Philosophy which is related to human and environment and is concerned about Mother Nature and humans place within it. It is also associated with environmental ethics like Deep and Shallow ecology, Anthropocentrism and biocentrism which helps the students to understand the importance of environment and develop a consistent view of sustainability along with human development. It is a branch of philosophy that examines what moral obligations humans have towards the environment and the other species in the environment.

CURRENT ETHICAL ISSUES: The paper helps the learners to understand the various ethical issues that influence the lives of individuals in today's society. The topics that are discussed in the paper are Suicide, Euthanasia, Surrogacy, Homosexuality, Pornography, Animal health and welfare, Political violence etc. which helps the learners to understand these ethical issues and values and communicate them to their families, communities, friends etc. Thus, helping them to create awareness about the ethical issues in the society and to become a



better civilised person. The students develop critical thinking skills and become aware of the basic human rights about which they are not aware.

PHILOSOPHY OF RELIGION: Philosophy of Religion is a rational thought about religious issues and concerns without the presumption of the existence of a deity or reliance on acts of faith. The paper also deals with the arguments that prove the existence of God and grounds for disbelief in God. Various concepts like theism, atheism, and agnosticism, karma, and immortality are examined in the paper. The students develop a better understanding about the religious concepts which helps them to become a better person and engage in critical analysis of religious phenomena, beliefs and practices.

PRACTICAL ETHICS: Practical ethics exposes students to various ethical situations in daily life. The course explores topics like suicide, abortion, homosexuality, racism etc. which is an important topic of discussion in the current times. This paper helps students to identify situations that are morally conflicting and take a firm stand on these moral issues.

VALUE EDUCATION: Learning and teaching of ideas is Value Education. It instils moral standards in an individual to create more civil and democratic and a happy society. Value education promotes tolerance and understanding above and beyond our political, cultural and religious differences, putting special emphasis on the protection of human rights and the conservation and protection of the environment. It helps the students to build personality development skills. The paper helps the students to understand the various value systems and the impact of individual values on social phenomena. It also helps the students to understand the importance of sustainable development where they become aware about women empowerment, environmental awareness, social equality among society and peace.



COURSE LEARNING OUTCOMES (CLOs)

Courses under Department of Philosophy in B.A.

	PHI-I.C-1	Moral Philosophy	<p>CO1: Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.</p> <p>CO 2 : Describe various theories of ethics,</p> <p>CO 3 : Illustrate the nature of moral evil and various forms of punishments</p> <p>CO 4: Analyze any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.</p> <p>CO 5: Critically analyze ethical theories and issues; reduce personal bias.</p> <p>CO 6: Write research articles providing creative suggestions to problems of ethics and taking an ethical position on any situation.</p>
	PHI-I.C-2	Logic	<p>CO 1: Enumerate and elaborate various methods to reason better logically</p> <p>CO 2: Interpret different arguments so as to design stronger and better logical arguments.</p> <p>CO 3: Apply the concepts of logical thinking to identify mistakes in the points opponents make.</p> <p>CO 4: Critically analyze and assess logical arguments in the context of their relevance in today's world.</p>



	PHI-II.C-3	Philosophy of Religion	<p>CO1: Examine the main issues, concepts and arguments of philosophy of religion such as the concept of God, religion, faith, revelation and immortality of the soul.</p> <p>CO 2: Differentiate and associate between Philosophy and theology, theism, atheism and agnosticism and the beliefs for and against the existence of God.</p> <p>CO 3: Construct arguments/defense in favor of and against the criticisms for the existence of God.</p> <p>CO 4: Engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.</p> <p>CO 5: Assess various religious viewpoints while understanding their unanimities and celebrating their differences.</p> <p>CO 6: Develop one's understanding of religious and theological views.</p>
	PHI-II.C-4	Practical Ethics	<p>CO 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.</p> <p>CO 2: Interpret different ethical situations so as to understand the uniqueness of morality based on context.</p> <p>CO 3: Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.</p> <p>CO 4: Critically analyze and assess unethical situations and challenge their validity in the context of today's world.</p>
	PHI-III. C-5	Classical Indian Philosophy (upto Buddhism)	<p>CO 1: Quote and examine philosophical concepts in shruti and smrti texts, and Charvaka, Buddhist and Jaina schools.</p>



			<p>CO 2: Discover the epistemological, metaphysical and ethical aspects of different schools of Indian Philosophy.</p> <p>CO 3: Demonstrate the inter-linking bonds between Indian and Western perspectives.</p> <p>CO 4: Critically analyze various philosophical theories from different schools of thought.</p> <p>CO 5: Recommend ways in which Indian philosophical concepts can be applied to modern consciousness.</p> <p>CO 6: Integrate the various Indian schools of thought to create a holistic approach to Indian philosophy.</p>
	PHI.E-1	The Study of World Religion	<p>CO1 : Awareness of multiple religious traditions and cultures</p> <p>CO2 : Knowledge of rituals used in different religious traditions</p> <p>CO3 : Awareness of the concept of “religion” and its evolution in multifaceted ways</p> <p>CO4 : General appreciation for the different religious traditions all over the world</p>
	PHI.E-2	Philosophy of Mind	<p>CO 1: Enumerate and elaborate various basic concepts of the mind-body problem in philosophical thought.</p> <p>CO 2: Interpret how different theories have evolved and developed over centuries with regard to philosophy of the mind.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to philosophical study of the human mind.</p>



	PHL.E-3	Symbolic Logic	<p>CO 1: Enumerate and elaborate the basic concepts of logic – what it means for an argument to be valid and consistent.</p> <p>CO 2: Interpretation of different theories have evolved and developed to recognize and construct correct logical deductions and refutations.</p> <p>CO 3: Apply the concepts of philosophy to evaluate normal language sentences in precise symbolic format.</p> <p>CO 4: Critically analyze and assess the value of logical thinking in a practical context.</p>
	PHI-III.E-4	Value Education	<p>CO 1: Enumerate various processes of value formation.</p> <p>CO 2: Understand the impact of individual values on social phenomena.</p> <p>CO 3: Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.</p> <p>CO 4: Appraise various value systems with minimal personal bias.</p> <p>CO 5: Judge the traditional styles of impartation of values and their practical applicability in the modern scenario.</p> <p>CO 6: Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.</p>
	PHL.INT-01	Current Ethical Issues	<p>CO 1: Enumerate and elaborate various ethical issues that influence individuals and society today.</p> <p>CO 2: Interpret how different moral theories have evolved and developed over centuries.</p> <p>CO 3: Apply the concepts of ethical thinking to emphasize empathy to the general human condition in daily life situations.</p> <p>CO 4: Critically analyze and assess moral dogma that impede basic human rights.</p>



	PHI-IV.C-6	Orthodox Indian Philosophy	<p>CO 1: Identify and describe the orthodox systems of Indian Philosophy</p> <p>CO 2: Compare between the orthodox systems of Indian Philosophy and between Indian and Western Schools.</p> <p>CO 3: Apply the practical aspects of the Indian schools to modern lifestyle.</p> <p>CO 4: Critically analyze various theories given by the orthodox schools.</p> <p>CO 5: Assess the process of evolution of thought in each of the orthodox schools.</p> <p>CO 6: Formulate creative alternatives to the philosophical arguments given in the Orthodox Indian schools of thought.</p>
		Problems of Philosophy	<p>CO 1: To describe the distinctive agendas of different areas of philosophy.</p> <p>CO 2: To identify the different Philosophical issues.</p> <p>CO 3: To apply philosophical methods in understanding society</p> <p>CO 4: Explain various meta-ethical theories.</p>
	PHI-IV.E-6	Political Philosophy	<p>CO 1: Examine various concepts involved in political philosophy and the roots of political ideologies.</p> <p>CO 2: Understand the necessity and evolution of political theories and their application in the modern society.</p> <p>CO 3: Demonstrate the underlying philosophy behind a particular political system and form of governance.</p> <p>CO 4: Critically analyze the political ideas, concepts and theories of different thinkers.</p> <p>CO 5: Rank the efficacy of following a political ideology in a given society.</p>



			CO 6: Integrate creative suggestions into a given political structure in order to enhance its political governance.
	PHI-IV.E-7	Philosophy of Human Rights	<p>CO 1: Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights</p> <p>CO 2: Demonstrate the changing nature of human rights and the necessity of human rights at the individual and social level.</p> <p>CO 3: Compare various types of human rights and apply them in a given situation.</p> <p>CO 4: Analyze the historical evolution of human rights and its changing nature.</p> <p>CO 5: Evaluate the process of governance of human rights in an international context.</p> <p>CO 6: Formulate suggestions to facilitate the protection and promotion of human rights at the national and international level.</p>
	PHI-IV.E-8	Eco-Philosophy	<p>CO 1: Describe important concepts in eco-philosophy and the importance of the theoretical basis of ecological perspectives.</p> <p>CO 2: Discover the spirituality of ecology and its implications in the 21st century.</p> <p>CO 3: Apply religious teachings to ecological problems as experienced in modern society.</p> <p>CO 4: Connect Indian and Western ecological movements leading to a holistic understanding of ecocriticism.</p> <p>CO 5: Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.</p> <p>CO 6: Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside human development.</p>



	PHI-VI.I-2	Philosophy and Films	<p>CO 1: Enumerate and elaborate upon the concepts in the philosophy of movies.</p> <p>CO 2: Interpret a film plot in the context of philosophical thinking.</p> <p>CO 3: Apply the concepts of philosophy that are learnt from films in practical situations.</p> <p>CO 4: Critically analyze the Philosophical characteristics of films as a product and manifestation of the society in which we live.</p> <p>CO 5: Assess arguments for and against concepts that crop up through a study of films.</p> <p>CO 6: Design videos, plays, etc. that depict human life in the aesthetic context of movies.</p>
	PHI-V.C-7	Ancient Greek and Medieval Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Ancient Greek and Medieval Philosophy.</p> <p>CO 2: Compare Ancient Greek and Medieval Philosophy with Modern Western Philosophy.</p> <p>CO 3: Apply concepts of Ancient Greek and Medieval Philosophy to modern understanding of philosophical thinking.</p> <p>CO 4: Connect contemporary Ancient Greek and Medieval Philosophy with Modern Western Philosophy as well as Eastern and Indian Philosophy</p> <p>CO 5: Critically analyze the contributions of Ancient Greek and Medieval Philosophers and their influence in today's world.</p> <p>CO 6: Integrate Ancient Greek and Medieval Philosophy views into the present day ideologies and society.</p>



	PHI.E-9	Philosophy of Science	<p>CO 1: Enumerate and elaborate various basic concepts of understanding scientific knowledge through philosophy.</p> <p>CO 2: Interpret how different theories have developed of the progress and evolution of scientific thought and theory.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the scientific enterprise and its understanding of the world around us.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to generating well-organized and objective scientific arguments through critical and analytical processes.</p>
	PHI-V.E-10	Contemporary Indian Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Contemporary Indian Philosophy.</p> <p>CO 2: Compare Classical Indian Philosophy with Contemporary Indian Philosophy</p> <p>CO 3: Apply concepts of Contemporary Indian Philosophers to modern social practices, practices in education, nationalism and religion.</p> <p>CO 4 : Connect contemporary Indian Philosophy with Modern and contemporary Western Philosophy</p> <p>CO 5: Critically analyze the contributions of Contemporary Indian Philosophers and their influence on modern society.</p> <p>CO 6: Integrate Contemporary Indian Philosophical views into present day Indian politics, ideologies and society.</p>



	PHI-VI.C-8	Modern Western Philosophy	<p>CO 1: Identify important philosophers and describe important concepts in Modern Western Philosophy.</p> <p>CO 2: Compare Modern Western Philosophy with Ancient Greek and Medieval Philosophy.</p> <p>CO 3: Apply concepts of Modern Western Philosophy to contemporary understanding of philosophical thinking.</p> <p>CO 4: Connect contemporary Modern Western Philosophy with Ancient Greek and Medieval Philosophy in general, and Eastern and Indian Philosophy in particular.</p> <p>CO 5: Critically analyze the contributions of Modern Western Philosophers and their influence in today's world.</p> <p>CO 6: Integrate Modern Western Philosophy views into the present day ideologies and society.</p>
	PHI-VI.E-15	Philosophy of Law	<p>CO 1: Examine various concepts involved in the theories of law.</p> <p>CO 2: Distinguish between Normative and Analytical Jurisprudence.</p> <p>CO 3: Demonstrate the necessity of law in the functioning of the society.</p> <p>CO 4: Critically analyze the principles on which legal rules are based.</p> <p>CO 5: Evaluate the manner in which justice is derived and the implication of penal laws.</p> <p>CO 6: Develop the applicability of legal reasoning to current socio-ethical phenomena.</p>



	PHL.INT-03	Philosophy of Existentialism in Literature and Films	<p>CO 1: Enumerate and elaborate upon the concepts in the school of existentialism.</p> <p>CO 2: Interpret a given literary text or film in the light of philosophy of existentialism.</p> <p>CO 3: Apply the concepts of existentialism in practical situations of modern living.</p> <p>CO 4: Critically analyze the characteristics of the school of existentialism as a product of a war-torn western society.</p> <p>CO 5: Assess arguments for/against concepts that exist in existential tensions.</p> <p>CO 6: Design posters/videos/role plays/essays that depict existential dilemmas in human life.</p>
	PHL.E-17	Introduction to Feminist Philosophy	<p>CO 1: Enumerate and elaborate various basic concepts of Feminist Philosophy.</p> <p>CO 2: Interpret how different theories have evolved and developed with regard to the role gender plays in daily life – individual and community.</p> <p>CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of traditional philosophical thinking from a feminist and human standpoint.</p> <p>CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to feminism transcends gender thereby seeing humanity empathetically, as well as towards campaigning for the rights of women.</p>



TEACHING-LEARNING-EVALUATIVE-PEDAGOGIES

TEACHING PEDAGOGY:

Traditional Method	1. Chalk/Marker and board
	2. Direct instructions
	3. Class Discussions
Innovative Teaching Methods	1. Powerpoint Presentations
	2. Experiential learning like Movies, Documentaries.
	3. Flipped Classrooms
	4. Debates
	5. In class activities

EVALUATION PEDAGOGY:

1	Written tests
2	Movie reviews
3	Interviews (Case studies)
4	Power point presentations
5	Poster presentations
6	Debates
7	Role plays
8	Videos



ACTIVITIES OF THE DEPARTMENT

A guest lecture on “Religious Pluralism” was organized by the Department of Philosophy on 3rd March 2020. The resource person was **Dr. Sonia Sikka**, Professor at University of Ottawa, Canada.



COURSE SYLLABUS

Courses under the Department of Philosophy in B.A.

F.Y.B.A (SEMESTER-I)

Course Title: **MORAL PHILOSOPHY**

Course code: **PHI-I.C-1**

Credits: 04

Marks: 100

Duration: 60 hours

Course Objective: The objective of the paper is to –

1. Enable the students realize the importance of ethics and morality in life
2. Introduce the basic concepts and theories of ethics to students
3. Enable the students to analyse and evaluate a situation from moral perspective

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

CO1: Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.

CO 2: Describe various theories of ethics,

CO 3: Illustrate the nature of moral evil and various forms of punishments

CO 4: Analyse any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.

CO 5: Critically analyse ethical theories and issues; reduce personal bias.

CO 6: Write research articles providing creative suggestions to problems of ethics and taking an ethical position on any situation.

Each paper in non-experimental subjects shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Syllabus

Unit 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



Unit 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.

Unit III: Ethical theories.

(15 hours)

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

Unit 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).
<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.

Web Links:

1. Crimes of Misery and Theories of Punishment. [John B. Mitchell](https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465) *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](https://www.jstor.org/stable/j.ctt1h4mhxw) [Webb Keane](https://www.jstor.org/stable/j.ctt1h4mhxw) Princeton University Press (2016) <https://www.jstor.org/stable/j.ctt1h4mhxw>



Course Title: **LOGIC**

Course Code: **PHI-I.C-2**

Credits: 04

Marks: 100

Duration: 60 hours

Course Objective: The objective of the paper is to

1. Introduce to the students the basic elements and concepts in logic.
2. Develop logical thinking skills among the students.

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

CO 1: Enumerate and elaborate various methods to reason better logically

CO 2: Interpret different arguments so as to design stronger and better logical arguments.

CO 3: Apply the concepts of logical thinking to identify mistakes in the points opponents make.

CO 4: Critically analyse and assess logical arguments in the context of their relevance in today's world.

Each paper in non-experimental subject shall have 60 hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: About Logic (15 hours)

- 1.1. Meaning, nature and importance of logic.
- 1.2. Argument : Identifying reason and conclusion
- 1.3. Sentences and propositions.
- 1.4. Deductive and Inductive arguments.
- 1.5. Truth, Validity and Soundness.

Unit II: Propositions (15 hours)

- 2.1. meaning and classification of propositions
- 2.2. Nature of standard form categorical propositions
- 2.3. Representation through Venn diagram.
- 2.4. Reduction of sentences to standard form categorical propositions.
- 2.5. Distribution of terms.

Unit III: Inferences (15 hours)

- 3.1. Meaning and types of inferences.
- 3.2. Opposition to propositions.
- 3.3. Deductions-its types.



3.4. Categorical Syllogism – its structure and evaluation

Unit IV: Ordinary language arguments

(15 hours)

- 4.1 Hypothetical argument –its nature and rules of validity.
- 4.2 Disjunctive argument – its nature and rules of validity.
- 4.3 Enthymeme- its meaning and types.
- 4.4 Socrates-its meaning and distinction between Aristotelian and Goclenian Sorites.

References

Mandatory Reading:

- 1. Copi, Irving M. & Cohen, Carl. (2006) – 8th & 9th edition. *Introduction to Logic*. New Delhi: Prentice Hall of India.
- 2. Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: CengageCourse India Pvt. Ltd.

Supplementary reading:

- 1. Black, Max. Critical thinking.(1946). *An Introduction to logic and scientific method*. Prentice-Hall, Inc., New York
- 2. K.T. Basantani, *Introduction to Logic*, (Bombay, A.R. Sheth& Co., 1973)

Web links:

- 1. *Use of Formal Logic* Alfred Sidgwick *Mind*, Vol. 41, No. 163 (Jul., 1932), pp. 341-3
<https://www.jstor.org/stable/2250309>
- 2. *Ancient Logic* A. C. Lloyd *The Philosophical Quarterly* (1950-), Vol. 5, No. 19 (Apr., 1955), pp. 175-178 <https://www.jstor.org/stable/2217144>



F.Y.B.A (SEMESTER-II)

Course Title: **PHILOSOPHY OF RELIGION**

Course Code: **PHI-II.C-3**

Credits: 04

Marks: 100

Duration: 60 hours

Course Objectives:

1. To introduce students to the central areas of debate in the Philosophy of Religion.
2. To introduce students to some of the basic issues and methods of Philosophy of Religion.
3. To develop students' analytic reasoning.

Course Outcome:

CO1: Examine the main issues, concepts and arguments of philosophy of religion such as the concept of God, religion, faith, revelation and immortality of the soul.

CO 2: Differentiate and associate between Philosophy and theology, theism, atheism and agnosticism and the beliefs for and against the existence of God.

CO 3: Construct arguments/defence in favour of and against the criticisms for the existence of God.

CO 4: Engage in critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other.

CO 5: Assess various religious viewpoints while understanding their unanimities and celebrating their differences.

CO 6: Develop one's understanding of religious and theological views.

(Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.)

Syllabus

Unit I: Introduction

(15 hours)

- 1.1. Nature of Philosophy of Religion its scope and methods
- 1.2. Relation of Philosophy of Religion to Philosophy and Theology
- 1.3. Relation of Religion to Morality and Science

Unit II: Religious Epistemology

(15hours)

Sources of religious knowledge- Revelation, Faith, Mystical and Spiritual experiences
Religious concepts:

- Theism and its types
- Atheism



- Agnosticism

Unit III: Problems of God

(15hours)

- 3.1. Grounds for belief in God
 - Ontological, Cosmological, Teleological, Moral arguments.
- 3.2. Grounds for disbelief in God
 - Karl Marx's view
 - Sigmund Freud's view
 - Challenges from science
 - Challenges from evil

Unit IV: The progress and destiny of man

(15 hours)

The goal of human history
The idea of immortality
Law of Karma

References

Mandatory reading:

1. Hick, John. (1991). *Philosophy of Religion*. New Delhi: Prentice Hall of India Private Limited.
2. Mohapatra, A.R. (1985). *Philosophy of Religion - An Approach to World Religions*. New Delhi: Sterling Publishers Private Limited.
3. Wright, W. K. (1958). *A Students' Philosophy of Religion*. New York: Macmillan Company.
4. Edward, Paul. (1972). *Encyclopedia of Philosophy*. New York: Macmillan Publishing Co.
5. Masih, Y. (1995). *Introduction to Religious Philosophy*. New Delhi: Motilal Banarsidass Publishers Private Limited.

Supplementary reading:

1. Galloway, George. (1954). *Philosophy of Religion*. New York: Charles Scribner's Son's.
2. Honer, S.M.et.al. (2006). *Invitation to Philosophy*. USA: Thomson Course Academic Resource Center.
3. Lewis, H.D. (1975). *Philosophy of Religion*. London: St. Paul's House.
4. Davies, Brian. (2004). *An Introduction to Philosophy of Religion*. Oxford University Press. Walton Street. Oxford OX2 6DP Oxford. New York

Web Links:

1. Science and Religious Belief in the Modern World: 'Challenges and Opportunities' (pp. 35-46). *Science and Religion: Christian and Muslim Perspectives* Denis Alexander. Georgetown University Press (2012)
<https://www.jstor.org/stable/j.ctt2tt5h4>



Course Title: **PRACTICAL ETHICS**

Course code: **PHI-II.C-4**

Credits: 04

Marks: 100

Duration: 60 hours

Course Objective: The objective of the paper is

1. 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 Outcome: After completing the course students should

CO 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.

CO 2: Interpret different ethical situations so as to understand the uniqueness of morality based on context.

CO 3: Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.

CO 4: Critically analyze and assess unethical situations and challenge their validity in the context of today's world.

Each paper in non-experimental subject shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Syllabus

Unit I: Bio-ethics (15 hours)

- 1.1 Euthanasia
- 1.2 Abortion
- 1.3 Animal experimentation
- 1.4 Cloning
- 1.5 Surrogacy

Unit II: Professional Ethics (15 hours)

Medical ethics
Legal ethics.
Media ethics
Business ethics

Unit III: Social Ethics (15 hours)



Homosexuality, gay and lesbian marriages
Racism
Gender discrimination.
Corruption

Unit IV: Environmental Ethics

(15 hours)

Eco-crisis
Dominion Perspective
Participation Perspective
Stewardship Perspective.

References

Mandatory reading:

2. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
3. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
4. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
5. Titus, H.H. (1994). *Living Issues in Philosophy*. New Delhi: CenagageCourse 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 Encyclopedia. Published Tuesday May 18, 2010. <https://plato.stanford.edu/entries/theory-bioethics/>

Web Links:

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.ctvgc6054>



Course Title: Classical Indian Philosophy (up to schools of Buddhism)

Course Code: PHI-III.C-5

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) Expose students to the foundations of Indian Philosophy
- 2) Enable the students to understand some of the classical systems of Indian Philosophy

Course Outcome—At the end of the course students should—

CO 1: Quote and examine philosophical concepts in shruti and smrti texts, and Charvaka, Buddhist and Jaina schools.

CO 2: Discover the epistemological, metaphysical and ethical aspects of different schools of Indian Philosophy.

CO 3: Demonstrate the inter-linking bonds between Indian and Western perspectives.

CO 4: Critically analyse various philosophical theories from different schools of thought.

CO 5: Recommend ways in which Indian philosophical concepts can be applied to modern consciousness.

CO 6: Integrate the various Indian schools of thought to create a holistic approach to Indian philosophy.

Syllabus

Unit I: Foundations of Indian Philosophy

(15 hours)

- 1.1. The Vedas
- 1.2. The Upanisads
- 1.3. The Bhagwadgita
- 1.4. Sutras and Prasthanas-trayas

Unit II: Charvaka Philosophy

(15 hours)

- 2.1. Epistemology
- 2.2. Metaphysics
- 2.3. Ethics



Unit III: Jaina Philosophy**(15 hours)**

- 3.1. Epistemology
- 3.2. Metaphysics
- 3.3. Relativism

Unit IV: Buddhist Philosophy**(15 hours)**

- 4.1. Four Noble Truths
- 4.2. Philosophical Doctrines of Buddhism.
- 4.3. Schools of Buddhism.

References**Mandatory reading:**

1. Chatterjee, SandDMDatta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
2. Hiriyana, M. (1973) *Essentials of Indian Philosophy*. Bombay: George Allen & Unwin (India) Pvt. Ltd.
3. Chandradhar, Sharma (1979). *A Critical Survey of Indian Philosophy*. New Delhi: Motilal Banarasi Das Publishers Pvt. Ltd.

Supplementary reading:

1. Bishop, Donald H. (Ed). (1975). *Indian thought an Introduction*. Delhi: Wiley Eastern Pvt. Ltd.
2. Ramakrishna, Puligandla (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K. Printworld Pvt. Ltd.
3. Das Gupta, Surendranath. (2010 Reprint). *A history of Indian Philosophy* (Vol I). New Delhi: Motilal Banarasi Das Publishers Pvt. Ltd.
4. Radhakrishnan, Sarvepalli. - *Indian Philosophy* – (all 4 Volumes). Oxford. 2 edition .2008
5. Barlingay, S S. *Re-understanding Indian Philosophy*. D.K. Print World Ltd; 1 edition. 1998

Web Links:

1. [The Vedantic Solution](https://www.jstor.org/stable/j.ctt22nm7nh) (pp. 75-84) From: *The Age of the Sages: The Axial Age in Asia and the Near East* . MARK W. MUESSE Augsburg Fortress, Publishers (2013) <https://www.jstor.org/stable/j.ctt22nm7nh>



Course Title: **STUDY OF WORLD RELIGIONS**

Course code: **PHI-III.E-1**

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) Introduce the students to the major religions of the world.
- 2) Study the belief system and teachings in particular religion.
- 3) Enable the students to compare different religions.

Course Outcome: At the end of this course students should be able to-

CO 1: Awareness of multiple religious traditions and cultures

CO 2: Knowledge of rituals used in different religious traditions

CO 3: Awareness of the concept of “religion” and its evolution in multifaceted ways

CO 4: General appreciation for the different religious traditions all over the world

Syllabus

Unit I: Hinduism (15 hours)

- 1.1. History
- 1.2. Concepts
- 1.3. Myths, beliefs, Customs and Practices
- 1.4. Sacred Texts and Scriptures.

Unit II: Buddhism, Jainism and Sikhism (15 hours)

- 2.1. Buddhism: Origin, History and Development, Schools, Practices
- 2.2. Jainism: History, Schools, Principles, Teachings, Ethics and Sects
- 2.3. Sikhism: History, Profounder, Worship, Beliefs and Practices

Unit III: Judaism, Christianity and Islam (15 hours)

- 3.1. Judaism: History; Old testaments; Torah; Ten Commandments; Beliefs and practices.
- 3.2. Christianity: Origin; Concepts of Christianity; Beliefs and Practices; New Testament; Major Denominations.
- 3.3. Islam: Origin; Beliefs and Practices; Five pillars; Sects.

Unit IV: Confucianism Taoism and Universal Religion (15 hours)

- 4.1. Confucianism: Founders and Teachings; Beliefs and Practices
- 4.2. Taoism: Founders and Teachings; Beliefs and Practices
- 4.3. Elements of Universal religion

References

Mandatory reading:

1. Chetterjee, P.B. (1971). *Studies in Comparative Religion*. Calcutta.
2. Mohapatra, A.R. *Philosophy of Religion (An Approach to World Religions)*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Y. Masih. (1991). *Introduction to Religious Philosophy*. Motilal Banarsidass Publisher.

Supplementary reading:



1. Bakshi S.R. and Lipi Mahajan. (2000). *Encyclopaedic History of Indian Culture and Religion: Religion of India*.
2. India: Deep & Deep Publications. Eliade, Mircea. (2005). *Encyclopedia of Religions*. USA: McMillan Publishers.
3. George, Galloway. (2009). *Philosophy of Religion*. Charleston: BiblioBazar.
4. Haneef Suzanne. (1994). *Whatever you should know about Islam and Muslims*. United States.
5. Helm, E. Thomas. *The Christian Religion An Introduction*. Western Illinois University, Prentice Hall, Englewoodcliffs.
6. Jacob, Hermann (1990). *Jaina Sutras*. Atlantic Publishers and Distributors, New Delhi.
7. Krishnamurthy, V. (1989). *Essentials of Hinduism*. Narosa Publishing House.
8. Robert S. Ellwood, Gregory D. Alles. (2008). *The Encyclopedia of World Religions*. InfoBase Publishing.
9. Shushtery, A.M.A (1954). *Outlines of Islamic Culture - Historical and Cultural Aspects*. The Bangalore Printing and Publishing Co., Ltd.
10. Singh, Karan. (1983). *Religion of India*. University of Michigan. Clarion Books
11. Wright Beth. (2013). *A Study Companion to Introduction to World Religions*. Augsburg Fortress Publishing

Web Links:

1. [Confucianism and Taoism](https://www.jstor.org/stable/j.ctt1tm7gnj) (pp. 54-57) From: *Atlas of World Religions*. Tim Dowley Augsburg Fortress, Publishers (2018)
<https://www.jstor.org/stable/j.ctt1tm7gnj>
2. 'Hinduism' and 'Taoism' in Singapore: 'Seeing Points of Convergence' Vineeta Sinha *Journal of Southeast Asian Studies*, Vol. 39, No. 1 (Feb., 2008), pp. 123-147
<https://www.jstor.org/stable/20071873>



Course Title: **PHILOSOPHY OF MIND**

Course code: **PHI-III.E-2**

Credits: **04**

Marks: **100**

Duration: 60 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 objective of the paper is to:

- 1) Introduce the students to various theories of mind.
- 2) Study the nature of mind, mental functions and mental events.
- 3) Enable the students to have knowledge about the current issues in philosophy of mind.

Course Outcome: At the end of this course students should be able to-

CO 1: Enumerate and elaborate various basic concepts of the mind-body problem in philosophical thought.

CO 2: Interpret how different theories have evolved and developed over centuries with regard to philosophy of the mind.

CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.

CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to philosophical study of the human mind.

Syllabus

Unit I: (15 hours)

- 1.1. Nature of Philosophy of Mind.
- 1.2. Survey of the Problems of Philosophy of Mind.
- 1.3. Ancient and modern concepts of mind.

Unit II: (15 hours)

- 2.1. Theory of personality- Freud, Adler and Jung.
- 2.2. Theory of Dreams-Freud.
- 2.3. Parapsychology-Telepathy, clairvoyance, Psych kinesis

Unit III: (15 hours)

- 3.1. Mind-body relation- Interactionism, Psycho-physical parallelism and Epiphenomenalism.
- 3.2. Personal Identity-Memory criterion and Bodily criterion.
- 3.3. Our Knowledge of other minds.

Unit IV: (15 hours)

- 4.1. Concept of mind in Yoga, Nyaya and Vedanta.
- 4.2. Difference between mind and self in Indian philosophy.
- 4.3. Difference between Antahkarana and the western concept of mind.

References:

Mandatory reading:

1. Chennakesavan, Saraswati (1960). *Concept of mind in Indian Philosophy*. Bombay: Asia Publishing Housing.
2. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind*. USA: Wiley-Blackwell.



3. Hospers, John (1971). *Introduction to Philosophical Analysis*. Madras: Allied Publishers private Limited.
4. Paul Edwards (1972 Reprint edition). *Encyclopedia of Philosophy*. New York: Macmillan Publishing co. and Free Press.
5. Shaffer, Jerome (1968). *Philosophy of Mind*. Prentice-Hall. California

Supplementary reading:

1. Datta, D.M. (1972) *Sixways of knowing: A Critical Study of the Vedanta Theory of Knowledge*. Calcutta: University of Calcutta.
2. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind*. U.K: Blakwell Publishers Ltd.
3. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind*. UK: Cambridge University Press.
4. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research*. California: Wiley- Blackwell.

Web Links:

1. Adlerian Theory (pp. 168-193) . From: *Transpeople: Repudiation, Trauma, Healing* . CHRISTOPHER SHELLEY . University of Toronto Press (2008)
<https://www.jstor.org/stable/10.3138/9781442689503>
2. Imitation-Man and the 'New' Epiphenomenalism . Eric Russert Kraemer . *Canadian Journal of Philosophy*, Vol. 10, No. 3 (Sep., 1980), pp. 479-487
<https://www.jstor.org/stable/40231162>
3. Yoga and Metaphysics (pp. 41-78) . From: *Yoga, Karma, and Rebirth: A Brief History and Philosophy* . Stephen H. Phillips . Columbia University Press (2009)
<https://www.jstor.org/stable/10.7312/phil14484>



Course Title: **Symbolic Logic**

Course Code: **PHI-III.E-3**

Credits: **04**

Marks: **100**

Duration: 60 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 objective of the paper is to—

- 1) Expose the students to modern logic
- 2) Enable the students to realize the difference between traditional and modern logic
- 3) Enable the students to realize the advantage of modern logic over traditional logic
- 4) Enable the students to understand and use symbolic logic procedures for analyzing and assessing deductive arguments.

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

CO 1: Enumerate and elaborate the basic concepts of logic – what it means for an argument to be valid and consistent.

CO 2: Interpretation of different theories have evolved and developed to recognize and construct correct logical deductions and refutations.

CO 3: Apply the concepts of philosophy to evaluate normal language sentences in precise symbolic format.

CO 4: Critically analyse and assess the value of logical thinking in a practical context.

Syllabus

Unit I–Propositional Logic (15 hours)

- 1.1. Simple and compound propositions
- 1.2. Symbolizing the statements
- 1.3. Truth-Table
- 1.4. Identifying statement forms using truth-table
- 1.5. Testing the validity of truth functional arguments using truth-table

Unit II-Method of Formal Proof–I (15 hours)

- 2.1. Formal proof of validity
- 2.2. Rules of Inference



2.3. Rules of Replacement

Unit III– Method of Formal Proof–II

(15 hours)

3.1. Rule of Conditional Proof

3.2. Rule of Indirect Proof

3.3. Proving in validity by the method of assigning truth value.

Unit IV–Predicate Logic

(15 hours)

4.1. The need for quantification

4.2. Universal and Existential quantifiers.

4.3. Rules of quantification

4.4. Testing the validity of quantificational arguments.

References

Mandatory reading:

1. Bason, A.H.&DanielJohnO’Conner.(1968).[*IntroductiontoSymbolicLogic*](#).
a. UniversityTutorialPress.
2. Copi , Irving M. (1979), *Symbolic Logic*(8th & 9th edition). New York : Macmillan Publishing Co.
3. Hurley, Patrik J. (2007) *Introduction to Logic*. New Delhi: CengageCourse Indian Pvt.Ltd.

Supplementary reading:

1. Copi,IrvingM.,Cohen,Carl&McMahon(2013),*IntroductiontoLogic*(14th edition).NewY
ork:Pearson
2. Goswami,Chinmay&SinghArindamSymbolicLogic
3. Langer,SusanneK.(2013).[*AnIntroductiontoSymbolicLogic*](#).LiteraryLicensing,LLC
4. Hausman, Alan &Kahane, Howard &Tidman, Paul. (2012). 12th Edition. *Logic and Philosophy – A modern Introduction*. CengageCourse publisher.
5. Cohen, Morris R. & Nagel, Ernest. (1934). *An Introduction to Logic and Scientific Method*. Simon Publications

Web links:

1. Introduction to Symbolic Logic and its Applications by Rudolf Carnap . Review
by: Hugues Leblanc . *The Journal of Philosophy*, Vol. 57, No. 9 (Apr. 28, 1960), pp.
311-313;<https://www.jstor.org/stable/2022247>



Course Title: **Value Education**

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

Credits: **04**

Marks: **100**

Duration: 60 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 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.

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

CO 1: Enumerate various processes of value formation.

CO 2: Understand the impact of individual values on social phenomena.

CO 3: Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.

CO 4: Appraise various value systems with minimal personal bias.

CO 5: Judge the traditional styles of impartation of values and their practical applicability in the modern scenario.

CO 6: 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 **hours)**

(15

- 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: Routledge.
2. Halstead, J.M. and Pike, M.A. (2006). *Citizenship and moral education: values in action*, UK: Routledge.
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 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



Course Title: **Current Ethical Issues (Interdisciplinary Course)**

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 paper is designed with following objectives–

- 1) To make the learners familiarize with the critical ethical issues faced by our present society by developing largely with the understanding of ethical precepts, principles and examples to a variety of contemporary ethical dilemmas.
- 2) To challenge the learners to address these 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 toward a lifetime of communicating ethical values to their families, churches, communities and other spheres of influence. It also enables to generate awareness of the ambiguities that go along with ethical situations and evaluation among the learners.

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

CO 1: Enumerate and elaborate various ethical issues that influence individuals and society today.

CO 2: Interpret how different moral theories have evolved and developed over centuries.

CO 3: Apply the concepts of ethical thinking to emphasize empathy to the general human condition in daily life situations.

CO 4: Critically analyse and assess moral dogma that impedes basic human rights.

Syllabus

UNIT - I Ethics and Applied Ethics (15 hours)

- 1.1. Traditional and Modern theories
- 1.2. Applied Ethics Areas

UNIT – II Current Ethical Issues: Individual and Social (15 hours)

- 2.1. Homosexuality
- 2.2. Prostitution and Pornography
- 2.3. Abortion, Euthanasia and Suicide (Self-Killing)
- 2.4. Capital Punishment
- 2.5. Human trafficking/ child abuse

UNIT – III Science, Technology and Environmental Ethics (15 hours)

- 3.1. Sex Selection, Cloning, and Surrogate Motherhood
- 3.2. BioDiversity and Chemical Waste
- 3.3. Cyber Security
- 3.4. Animal Health and Welfare
- 3.5 Ecology and Associate Movements

UNIT – IV Ethics in Business, Research, Politics and Media (15 hours)

- 4.1 Ethics in Workplace: Corporate and Business Ethics and Sexual Harassment
- 4.2 Plagiarism
- 4.3 Political Violence – Torture, War, Naxalism and Terrorism,



4.4 Ethics in Media

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.

Web Links:

1. Business Ethics (pp. 143-155) From: Ethics for A-Level Mark Dimmock, Andrew Fisher Edition: 1 Open Book Publishers (2017)
<https://www.jstor.org/stable/j.ctt1wc7r6j.12>
2. Psychology of Political Violence Gopal Singh *Social Scientist*, Vol. 4, No. 6 (Jan., 1976), pp. 3-13 <https://www.jstor.org/stable/3516257>
3. **EMPOWERMENT (pp. 104-143)**. Networking Arguments: Rhetoric, Transnational Feminism, and Public Policy Writing. REBECCA DINGO. University of Pittsburgh Press (2012). <https://www.jstor.org/stable/j.ctt5hjn0g>



Course Title: **ORTHODOX INDIAN PHILOSOPHY**

Course Code: **PHI-IV.C-6**

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. Introduce the different orthodox systems to the students.
2. Enable the students to understand the commonalities and differences among the different orthodox systems.
3. Enable the students to frame their own opinion on different philosophical issues.

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

CO 1: Identify and describe the orthodox systems of Indian Philosophy

CO 2: Compare between the orthodox systems of Indian Philosophy and between Indian and Western Schools.

CO 3: Apply the practical aspects of the Indian schools to modern lifestyle.

CO 4: Critically analyse various theories given by the orthodox schools.

CO 5: Assess the process of evolution of thought in each of the orthodox schools.

CO 6: Formulate creative alternatives to the philosophical arguments given in the Orthodox Indian schools of thought

Syllabus

Unit I –Nyāya-Vaiśeṣika Philosophy. (15 hours)

- 1.1. Nyāya Philosophy – Epistemology and Causation.
- 1.2. Vaiśeṣika Philosophy – Padārthas and Atomism.

Unit II –Sāṃkhya-Yoga Philosophy. (15 hours)

- 2.1. Sāṃkhya Philosophy – Concepts of Prakṛti and Puruṣa, Theory of evolution.
- 2.2. Yoga Philosophy – Aṣṭāṅga Yoga and The problem of God.

Unit III –Mīmāṃsā and Advaita Philosophy (15 hours)

- 1.1. Mīmāṃsā Philosophy – Theory of truth and validity, Theories of error.
- 1.2. Advaita Philosophy – Concept of Brahman, Māyā and the world, Brahman and Ātman.

Unit IV – Viśiṣṭādvaita and Dvaita Philosophy (15 hours)

- 4.1. Viśiṣṭādvaita Philosophy - Concept of God, nature and status of the world, liberation and means to attain it.



- 4.2.** Dvaita Philosophy – Concept of Difference and five-fold differences, Concept of God, Liberation and means to attain it.

References

Mandatory reading:

1. Chatterjee, S.C. and D.M.Datta. (1968). [*An Introduction to Indian Philosophy*](#). University of Calcutta.
2. Sinha, J.N. (2006). *Indian Philosophy* (Vol-1&II). New Delhi: MotilalBanarsidass Publishers Pvt. Ltd.
3. Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy* (Vol I). New Delhi: MotilalBanarsidass Publishers Pvt.Ltd.
4. Hiriyanna M. (1973). *Essentials of Indian Philosophy*. Mumbai: George Allen & Unwin (India) Pvt. Ltd.
5. Sharma. C.D. (1979). *A Critical Survey of Indian Philosophy*. New Delhi: MotilalBanarsidass Publishers Pvt. Ltd.

Supplementary reading:

1. Bishop, Donold H. (ed).(1975). *Indian Thought and Introduction*. Delhi: Wiley Eastern Pvt.Ltd.
2. Mohanty, J.N. (2000). *Classical Indian Philosophy*. U.K; Oxford University Press.
3. Puligandla, Ramakrishna. (2008). *Fundamentals of Indian Philosophy*. New Delhi: D.K.PrintworldPvt.Ltd.

Web Links:

1. THE PHILOSOPHY OF MADHVA DVAITA VEDĀNTA Nagraj Rao *Annals of the Bhandarkar Oriental Research Institute*, Vol. 23, No. 1/4 (1942), pp. 379-385
<https://www.jstor.org/stable/44002578>



Course Title: **PROBLEMS OF PHILOSOPHY**

Course Code: **PHI-IV. E-5**

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. Introduce to the students some of the main philosophical topics.
2. Introduce the students to the philosophical modes of thought.

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

CO 1: To describe the distinctive agendas of different areas of philosophy.

CO 2: To identify the different Philosophical issues.

CO 3: To apply philosophical methods in understanding society

CO 4: Explain various meta-ethical theories.

Syllabus

Unit I – Metaphysics (15 hours)

- 1.1. Realism v/s Idealism
- 1.2. Appearance and Reality
- 1.3. Substance and Universals
- 1.4. Causation and Human Freedom

Unit II – Epistemology (15 hours)

- 2.1. Rationalism v/s Empiricism
- 2.2. Knowledge and its sources
- 2.3. Skepticism
- 2.4. Truth : Western Theories

Unit III – Meta-ethics (15 hours)

- 3.1. Normative Ethics and Meta-ethics
- 3.2. Meta-ethical theories: Emotivism, Prescriptivism, Naturalism, Intuitionism

Unit IV – Philosophical Methods (15 hours)

- 4.1. Introduction to Philosophical Methods
- 4.2. Phenomenology
- 4.3. Hermeneutics
- 4.4. Apophasis/ *Via-Negativa*



References

Mandatory reading:

1. Hospers, John. (1994). [*An Introduction to Philosophical Analysis*](#). Mumbai: Allied Publishers Pvt. Ltd.
2. Rai, Chhaya. (1980). *Studies in Philosophical Methods*. University of Jabalpur
3. Russell, Bertrand. (1912). [*The Problems of Philosophy*](#). U.K: Oxford University Press.
4. Edward, Paul. (1972). *Encyclopedia of philosophy*. New York: Macmillan
5. Gensler, Harry. J. (1988). *Ethics: A Contemporary Introduction*. London and New York: Routledge Publishers

Supplementary reading:

1. Moran, Dermot. (2000). *Introduction to phenomenology*. USA: Routledge Publishers.
2. Miller, Alexander (2003). *An Introduction to Contemporary Meta ethics*. UK: Blackwell Publishers.
3. Sherrat, Yvonne. (2006). *Continental Philosophy of Social Science*. Cambridge: Cambridge University Press.
4. Cunningham, G. Watts. (1956). *Problems of Philosophy – An Introductory survey*. Chuckervetty, Chatterjee & CO, Ltd. Calcutta.
5. *Introduction to Philosophy*. (2010). University of Ibadan Distance Course Centre Open and Distance Course Series Development. Prof. Bayo Okunade (editor). Nigeria

Web links:

1. The Methods and Problems of Philosophy . Jared S. Moore . *Philosophy*, Vol. 16, No. 61 (Jan., 1941), pp. 56-73 <https://www.jstor.org/stable/3747645>
2. Moral Philosophy and Meta-Ethics . Mary Mothersill . *The Journal of Philosophy*, Vol. 49, No. 18 (Aug. 28, 1952), pp. 587-594 <https://www.jstor.org/stable/2020439>
3. On Philosophical Subjects and Methods . Fuchun Peng, Xuemeng Cheng . *Frontiers of Philosophy in China*, Vol. 1, No. 3 (Sep., 2006), pp. 432-454 <https://www.jstor.org/stable/30209981>



Course Title: **POLITICAL PHILOSOPHY**

Course Code: **PHI-IV.E-6**

Credits: **04**

Marks: **100.**

Duration: 60 hours

This 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. Introduce the students to the ancient, modern and contemporary political thinkers and the theories.
2. To study the theories as foundations of the political set up.

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

CO 1: Examine various concepts involved in political philosophy and the roots of political ideologies.

CO 2: Understand the necessity and evolution of political theories and their application in the modern society.

CO 3: Demonstrate the underlying philosophy behind a particular political system and form of governance.

CO 4: Critically analyse the political ideas, concepts and theories of different thinkers.

CO 5: Rank the efficacy of following a political ideology in a given society.

CO 6: Integrate creative suggestions into a given political structure in order to enhance its political governance.

Syllabus

Unit I – Ancient Political Philosophers (15 hours)

- 1.1. Plato
- 1.2. Aristotle
- 1.3. Cicero
- 1.4. Kautilya

Unit II – Contemporary Political Philosophers. (15 hours)

- 1.1. J. S. Mill
- 1.2. John Rawls
- 1.3. B.R Ambedkar
- 1.4. Mahatma Gandhi

Unit III – Political ideology - I (15 hours)

- 3.1. Monarchism
- 3.2. Contractualism
- 3.3. Democracy
- 3.4. Communism

Unit IV – Political ideology - II (15 hours)

- 4.1. Fascism
- 4.2. Sarvodaya
- 4.3. Radicalism
- 4.4. Multiculturalism

References



Mandatory reading:

1. Cahn, Steve. M (2010.). *Political Philosophy* – (3rd Ed.).U.K: Oxford University Press.
2. Coleman, Janet. (2000). *A History of Political Thought: From Ancient Greece to Early Christianity*. U.K: Blackwell Publishers Ltd.
3. Dunning, William. A. (1902). *A History of Political Theories-Ancient and Medieval*. New York: The Macmillan Company.
4. Jayapalan, N. (2003). *Indian Political Thinkers*. New Delhi: Atlantic Publishers.
5. Shamasastri, R. (1956). *Kautilya's Arthasastra*. Mysore: Mysore Printing and Publishing House.

Supplementary reading:

1. Eva, Pfohl. (2014). *Between Ethics and Politics: Gandhi Today*. New Delhi: Routledge.
2. Ghoshal, Upendra. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Age*. London: Oxford University Press.
3. Gokhale, B.K. (1985). *Study of Political Theory*. Mumbai: Himalaya Publishing House.
4. Haworth, Alan. (2012). *Understanding the political philosophers: From ancient to modern times* – (2nd Ed). New York: Routledge.
5. Mashruwala, K.G. (195). *Gandhi and Marx*. Ahmadabad: Jivanji Dahyabhai Desai Navajivan Press.
6. Owen, David and Laden, Anthony Simon. (2007). *Multiculturalism and Political Theory*. Cambridge: Cambridge University Press.
7. Rawls, John. (1973). *A Theory of Justice*. Oxford: Oxford University Press.
8. Raphael, D. D. (2nd edition). (1990). Macmillan Publishers Limited. Palgrave, London.

Web links:

1. [Why Political Philosophy?](#) (pp. 1-9) . From: [Political Philosophy](#) . STEVEN B. SMITH Yale University Press (2012) <https://www.jstor.org/stable/j.ctt32bv21>
2. [FASCISM](#) (pp. 151-170); From: [Karl Polanyi's Political and Economic Thought: A Critical Guide](#) . Gareth Dale, Mathieu Desan . Agenda Publishing (2019) <https://www.jstor.org/stable/j.ctvnjbfgk>
3. [SARVODAYA](#) . [BUDDHADEB BHATTACHARYYA](#) . *The Indian Journal of Political Science*, Vol. 19, No. 4 (October-December 1958), pp. 375-387 <https://www.jstor.org/stable/42753640>
4. [Multiculturalism](#) (pp. 21-26) . From: [Significant difference? A comparative analysis of multicultural policies in the United Kingdom and the Netherlands](#) . Laura Coello . Amsterdam University Press (2010) <https://www.jstor.org/stable/j.ctt6wp5j3>



Course Title: **PHILOSOPHY OF HUMAN RIGHTS**

Course code: **PHI-IV.E -7**

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. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

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

CO 1: Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights

CO 2: Demonstrate the changing nature of human rights and the necessity of human rights at the individual and social level.

CO 3: Compare various types of human rights and apply them in a given situation.

CO 4: Analyse the historical evolution of human rights and its changing nature.

CO 5: Evaluate the process of governance of human rights in an international context.

CO 6: Formulate suggestions to facilitate the protection and promotion of human rights at the national and international level.

Syllabus

Unit I – Introduction (15 hours)

- 1.1. Meaning, nature and ethical foundation of Human Rights
- 1.2. Philosophical Evolution of Human Rights
- 1.3. Rights, Responsibilities and Freedom

Unit II – Basic Concepts (15 hours)

- 1.1. Freedom, Equality and Justice
- 1.2. Individual Rights v/s Group Rights
- 1.3. Universal Rights v/s Relativism

Unit III – Types of Human Rights (15 hours)

- 3.1. Social and Economic Rights.
- 3.2. Rights of Women and Children
- 3.3. Civil and Political Rights
- 3.4. Minority Rights



Unit IV – Governance of Human Rights

(15 hours)

- 4.1. Universal declaration of human rights
- 4.2. Indian Constitution and Human Rights
- 4.3. Human Rights in International Context

References

Mandatory reading:

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press.
3. Morsink, Johannes. (1999). *The Universal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.

Supplementary reading:

1. Cook, Rebecca J. (1994). *Human Rights of Women: National and International Perspectives*. Philadelphia: University of Pennsylvania Press.
2. Douzinas, Costas. (2007). *Human Rights and Empire*. U.K: Routledge.
3. Philip, Alston. (1992). *The United Nations and Human Rights: A Critical Appraisal*. Oxford: Clarendon Press.
4. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
5. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights*. U.K : Oxford University Press.
6. Raphael, D. D. (1970). *Problems of Political Philosophy*. London: Pall Mall Press
7. Rosenbaum, S. (1980). *The Philosophy of Human Rights: International Perspectives*. Westport: Greenwood Press.

Web Links:

1. Cultural Relativism and Universal Human Rights Author(s): Jack Donnelly Source: Human Rights Quarterly, Vol. 6, No. 4 (Nov., 1984), pp. 400-419 Published by: The Johns Hopkins University Press Stable URL: <https://www.jstor.org/stable/762182>
2. Individual Rights Revisited Author(s): Wulf Gaertner, Prasanta K. Pattanaik and Kotaro Suzumura Source: Economica, New Series, Vol. 59, No. 234 (May, 1992), pp. 161-177 Published by: Wiley on behalf of The London School of Economics and Political Science and The Suntory and Toyota International Centres for Economics and Related Disciplines Stable URL: <https://www.jstor.org/stable/2554744>
3. Individual, collective and group rights: History, theory, practice and contemporary evolution Author(s): B. G. RAMCHARAN Source: International Journal on Group Rights, Vol. 1, No. 1 (1993), pp. 27-43 Published by: Brill Stable URL: <https://www.jstor.org/stable/24674494>



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.

CO 4: Connect Indian and Western ecological movements leading to a holistic understanding of eco-criticism.

CO 5: Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

CO 6: Develop a consistent and coherent view on sustainability; its aims, practical necessity alongside human development

Syllabus

Unit I – Origins (15 hours)

- 1.1. What is Ecology?
- 1.2. Genesis: Religious
- 1.3. Nature and Value
- 1.4. Metaparadigm
- 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. Naess, 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. Ecology, Cambridge University Press.
8. 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.

Web Links:

1. [An Assessment of Buddhist Eco-Philosophy . Donald K. Swearer . The Harvard Theological Review](https://www.jstor.org/stable/4125290), 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>



Course Title – **PHILOSOPHY AND FILMS (Interdisciplinary Paper)**

Course code: **PHI.VI.I-2**

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. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. 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.

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

CO 1: Enumerate and elaborate upon the concepts in the philosophy of movies.

CO 2: Interpret a film plot in the context of philosophical thinking.

CO 3: Apply the concepts of philosophy that are learnt from films in practical situations.

CO 4: Critically analyse the Philosophical characteristics of films as a product and manifestation of the society in which we live.

CO 5: Assess arguments for and against concepts that crop up through a study of films.

CO 6: Design videos, plays, etc. that depict human life in the aesthetic context of movies.

Syllabus

Unit 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

Unit II – Film and Art forms (15 hours)

- 2.1. Photography and Representation
- 2.2. Beauty, Symbolism and Metaphors
- 2.3. Music, Dance and Drama
- 2.4. Presentation: Reality and Fiction

Unit III – Psychological Elements (15 hours)

- 3.1. Films and Emotions : Fear, Comedy, Empathy, Suspense
- 3.2. Imagination
- 3.3. Identification and Spectatorship
- 3.4. Communication and Persuasion

Unit IV–Ethics in films (15 hours)



- 4.1. Teachings through Cinema
- 4.2. Authorship and copyright
- 4.3. Film Criticism and Virtue theory
- 4.4. Evils and Issues: Pornography, Freewill, Civil Rights Ordinance

List of Movies: (Tentative)

Cognitive Fiction: Matrix, The Purple Rose of Cairo, The Rules of the Game, Citizen Kane, The Lady from Shanghai.

Narrative: Mulholland Drive, Rear Window.

Horror: Jurassic Park; The Fly; Repulsion; Scream; The Man Who Knew Too Much; Alien; An American Werewolf in London. The Atomic Cafe (Comedy, Horror, fiction)

Indian Movies: Queen, English Vinglish, Rajneeti, Sarkar, Gangajal. AankhonDekhi, Oh My God, PK, Astitva.

N.B.: Above mentioned list of movies are subject to availability and also tentative. The showcasing of the movies may also differ based on the topic and context (Participants).

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.

Web links:

1. [Apperception on Display: Structural Films and Philosophy . Jinhee Choi . The Journal of Aesthetics and Art Criticism](https://www.jstor.org/stable/3700501), Vol. 64, No. 1, Special Issue: Thinking through Cinema: Film as Philosophy (Winter, 2006), pp. 165-172
<https://www.jstor.org/stable/3700501>



SEMESTER V

Course Title: **ANCIENT GREEK AND MEDIEVAL PHILOSOPHY**

Course Code: **PHI-V.C-7**

Credits: **04**

Marks: **100**

Duration: 60 hours

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

Course Objectives: The objective of the Course is to:

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western Philosophical thought.

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

CO 1: Identify important philosophers and describe important concepts in Ancient Greek and Medieval Philosophy.

CO 2: Compare Ancient Greek and Medieval Philosophy with Modern Western Philosophy.

CO 3: Apply concepts of Ancient Greek and Medieval Philosophy to modern understanding of philosophical thinking.

CO 4: Connect contemporary Ancient Greek and Medieval Philosophy with Modern Western Philosophy as well as Eastern and Indian Philosophy

CO 5: Critically analyse the contributions of Ancient Greek and Medieval Philosophers and their influence in today's world.

CO 6: Integrate Ancient Greek and Medieval Philosophy views into the present day ideologies and society.

Syllabus

Unit I – Ancient Greek Philosophy (upto Socrates) (15 hours)

1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Empedocles, Anaxagoras and Atomists.

1.2 Sophists and Socrates

a) Sophists – Protagoras and Gorgias

b) Socrates - Socratic Method and Socratic ethics.

Unit II –Post - Socratic Ancient Greek Philosophy (15 hours)

2.1 Plato – Epistemology, Theory of ideas, Cosmology.

2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.



Unit III – St. Augustine, Anselm and Arabic Philosophy

(15 hours)

3.1 St. Augustine – Epistemology, God and the problem of evil, Freedom of the will.

3.2 St. Anselm – The problem of God.

3.3 Arabic Philosophy (Islamic and Jewish philosophies).

Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam

(15 hours)

4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.

4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.

4.3 William of Occam- Occam's Razor.

References

Mandatory reading:

1. Stace, W.C. (2015) [*A Critical History of Greek Philosophy*](#). New York: Oxford University Press.
2. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
3. O'Conner, D.J. (1985) *A Critical History of Western Philosophy*. New York: Free Press.

Supplementary reading:

1. Copleston, Frederick (1993) *A Critical History of Philosophy*. New York: Image Publishers.
2. Masih, Y (2016) *A Critical History of Western Philosophy*. (Greek, Medieval, Modern). New Delhi: Motilal Banarasi Das.
2. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.
3. Russell, Bertrand. (1945). *A History of Western Philosophy*. Simon & Schuster. Inc. Rockefeller Center, 1230 6th Avenue. New York
4. Rogers, Arthur K. (1907). *A Student's History of Philosophy*. New York, The Macmillan company; London, Macmillan & co., ltd.

Web Links:

1. **INDIAN AND GREEK PHILOSOPHY** Francisco R. Adrados *Annals of the Bhandarkar Oriental Research Institute*, Vol. 58/59, Diamond Jubilee Volume (1977-1978), pp. <https://www.jstor.org/stable/41691672>



Course Title: **PHILOSOPHY OF SCIENCE**

Course Code: **PHI-V.E-9**

Credits: **04**

Mark: **100**

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

Course Objective: The objective of the paper is to –

1. Enable the students to understand and apply correctly the basic concepts of science
2. Acquaint the students with fundamental concepts and issues in philosophy of science.

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

CO 1: Enumerate and elaborate various basic concepts of understanding scientific knowledge through philosophy.

CO 2: Interpret how different theories have developed of the progress and evolution of scientific thought and theory.

CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the scientific enterprise and its understanding of the world around us.

CO 4: Critically analyse and assess the value of philosophical ways of thinking with regard to generating well-organized and objective scientific argument through critical and analytical processes.

SYLLABUS

Unit I – Science and Scientific Explanation (15 hours)

- 1.1 Nature and types of sciences
- 1.2 Defining scientific explanation
- 1.3 Role of laws in scientific explanation
- 1.4 Scientific explanation and non-scientific explanation

Unit II- Scientific Method (15 hours)

- 1.1 Deduction and Induction
- 1.2 The problem and justification of induction
- 1.3 Induction as a method of science
- 1.4 Hypothesis

Unit III - Revolutions in science (15 hours)

- 3.1 Positivism v/s post-positivism
- 3.2 Karl Popper- Conjectures and refutations
- 3.3 Thomas Kuhn- Incommensurability, Relativism and Progress



Unit IV- Realism and anti-realism

(15 hours)

- 3.1 Metaphysics of the external world
- 3.2 Scientific realism
- 3.3 Anti-realism
- 3.4 Under-determination.

References

Mandatory reading:

1. Curd, Martin and Cover, J.A. (eds) (2012) *Philosophy of Science: The central issues*. New York: W.W. Norton & Co.
2. Godfrey-Smith, Peter (2003) *Theory and Reality: An Introduction to Philosophy of Science*. U.S.A: University of Chicago Press Ltd.
3. Kuhn, Thomas. S. (1962). 2nd edition, *The Structure of scientific Revolutions*. The University of Chicago Press, Ltd., London
4. Ayer, A. J. (1935). *Language, truth and Logic*. 11 Foubert's Place, London

Supplementary reading:

1. Kyburg, Henry E.(1968) *Philosophy of Science- A Formal Approach*. New York: The Macmillan Company.
2. Ladyman, James (2002) *Understanding Philosophy of Science*. New York: Routledge
3. Okasha, Samir(2008) *Philosophy of Science: A very short Introduction*. New York: Oxford University Press.
4. Rosenberg, Alex (2012) *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

Web links:

[Karl Popper](#) . [JONATHAN LIEBERSON](#) . *Social Research*, Vol. 49, No. 1, Modern Masters (SPRING 1982), pp. 68-115 <https://www.jstor.org/stable/40970854>

THOMAS KUHN & THE SHADOW OF WITTGENSTEIN (pp. 13 – 34) .From: [Social Inquiry After Wittgenstein and Kuhn: Leaving Everything as It Is](#) . [John G. Gunnell](#) . Columbia University Press (2014) <https://www.jstor.org/stable/10.7312/gunn16940>



Course Title: **Contemporary Indian Philosophy**

Course Code: **PHI-V. E-10**

Credits: **04**

Marks: **100**

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. Acquaint the students with the philosophy of contemporary Indian thinkers.
2. Enable the students to connect the classical Indian Philosophy with contemporary Indian philosophy.

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

CO 1: Identify important philosophers and describe important concepts in Contemporary Indian Philosophy.

CO 2: Compare Classical Indian Philosophy with Contemporary Indian Philosophy

CO 3: Apply concepts of Contemporary Indian Philosophers to modern social practices, practices in education, nationalism and religion.

CO 4: Connect contemporary Indian Philosophy with Modern and contemporary Western Philosophy

CO 5: Critically analyse the contributions of Contemporary Indian Philosophers and their influence on modern society.

CO 6: Integrate Contemporary Indian Philosophical views into present day Indian politics, ideologies and society.

Syllabus

Introduction – Characteristics of contemporary Indian Philosophy.

Unit I: Mahatma Gandhi and S. Radhakrishnan **(15 hours)**

- 1.1 Mahatma Gandhi- Truth, Non-violence, Satyagraha, Sarvodaya
- 1.2 S. Radhakrishnan- Nature of ultimate reality, Nature of soul, Essence of religion

Unit II: Swami Vivekanand and Aurobindo **(15 hours)**

- 1.1 Swami Vivekanand – Nature of religion, Ideal of universal religion, raj yoga, Practical Vedante.
- 1.2 Aurobindo – The super mind, Triple status of super mind, Integral yoga.



Unit III: Mohammad Iqbal and M.N.Roy

(15 hours)

- 3.1 MohamadIqbal- Nature of intuition, Human destiny
- 3.2 M.N.Roy – New humanism

Unit IV: Rabindranath Tagore and K.C.Bhattacharya

(15 hours)

- 4.1 Rabindranath Tagore – Humanism, Religion and God
- 4.2 K.C.Bhattacharya – Consciousness and its four grades, negation as a basis of philosophy.

References

Mandatory reading:

1. Chartterjee Margret (1998) *Contemporary Indian Philosophy*. New Delhi: MotilalBanarasidass.
2. Iqbal, Mohammad (1980) *Reconstruction of Religious Thought in Islam*. Delhi: New Taj Office
3. Nigam, R. (1988) *RadicalHumanism of M.N.Roy*. New Delhi: Indus Publishing Co.
4. Radhakrishnan, S. (2009) *An Idealistic view of Life*. Noida: Harper Collins Publishers India Ltd.
5. Sri Aurobindo(1972) *Integral Yoga*. Pondicherry: Sri Aurobindo Ashram.

Supplementary reading:

1. Krishna, Daya(2001) *New Perspectives in Indian Philosophy*. Jaipur: Rawat Publications.
2. Lal, Basant. K. (2010). *Contemporary Indian Philosophy*. MotilalBanarsidass Publishers Pvt. Ltd., New Delhi, India.
3. Mahadevan, T.M.P. &Saroja, G.V. (1981) *Contemporary Indian Philosophy*. New Delhi: Sterling Publishers Pvt.Ltd.
4. Nirvana, V.S. (1964) *Modern Indian Thought*. Mumbai: Asia Publishing House.
5. Sharma, R.N. (1996) *Contemporary Indian Philosophy*. New Delhi: Atlantic Publishers & Distributers.

Web Links:

1. THE MAN IN GANDHIAN PHILOSOPHYADI H. DOCTOR*The Indian Journal of Political Science*, Vol. 53, No. 2 (April - June, 1992), pp. 152-167
<https://www.jstor.org/stable/41855605>
2. Swami Vivekananda and the Mainstreaming of the Yoga Sutra (pp. 116-142)
From: The "Yoga Sutra of Patanjali": A BiographyDavid Gordon WhitePrinceton University Press (2014) <https://www.jstor.org/stable/j.ctt6wq06fn>



SEMESTER VI

Course Title: **MODERN WESTERN PHILOSOPHY**

Course Code: **PHI-VI.C-8**

Credits: **04**

Marks: **100**

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.

CourseObjective: The objective of the paper is to –

1. Acquaint the students with the developments in modern western philosophy
2. Acquaint the students with the major philosophical trends such as rationalism and empiricism.
3. Acquaint the students with the construction of conceptual structures and world views by different thinkers.

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

CO 1: Identify important philosophers and describe important concepts in Modern Western Philosophy.

CO 2: Compare Modern Western Philosophy with Ancient Greek and Medieval Philosophy.

CO 3: Apply concepts of Modern Western Philosophy to contemporary understanding of philosophical thinking.

CO 4: Connect contemporary Modern Western Philosophy with Ancient Greek and Medieval Philosophy in general, and Eastern and Indian Philosophy in particular.

CO 5: Critically analyze the contributions of Modern Western Philosophers and their influence in today's world.

CO 6: Integrate Modern Western Philosophy views into the present day ideologies and society.

SYLLABUS

Unit I – The Beginning of Modern Western Philosophy. (15 hours)

- 1.1 The spirit of renaissance
- 1.2 Rene Descartes - Method of doubt, Theory of innate ideas, Mind-body problem, Proofs for God's existence.

Unit II – Spinoza and Leibniz (15 hours)

- 2.1 Benedict Spinoza - Substance, Attributes, Modes, Pantheism.
- 2.2 Gottfried Leibniz - Theory of monadology, Doctrine of pre-established harmony, Principles of non-contradiction, sufficient reason, identity of indiscernible



Unit III- Locke, Berkeley and Hume

(15 hours)

- 1.1 John Locke - Refutation of innate ideas, Epistemology, Substance and its qualities
- 1.2 George Berkeley - Rejection of materialism, Esse Est Percipi
- 1.3 David Hume - Impressions and ideas, Scepticism, Causality

Unit IV– Kant and Hegel

(15 hours)

- 4.1 Immanuel Kant - Epistemology, Categories of understanding, Rejection of transcendent metaphysics
- 4.2 Georg Hegel - Dialectical method, Idea of the absolute

References

Mandatory reading:

1. Thilly, Frank (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
2. Wright, W.K.(1958) *A History of Modern Philosophy*. New York: The Macmillan Co.
3. Masih, Y. (2016) *A Critical History of Western Philosophy* (Greek, Medieval, Modern). New Delhi: MotilalBanarasidas.
4. O'Conner, D.J.(1985) *A Critical History of Western Philosophy*. New York: Free Press

Supplementary reading:

1. Copleston, Frederick (1993) *A History of Philosophy* (vol.4, 5, 6). New York: Image Publishers.
2. Falkenberg, Richard (2015) *History of Modern Philosophy*. U.S.A.: Jefferson Publication.
3. Rogers, A.K.(1935) *Students History of Philosophy*. New York: The Macmillan Co.
4. Scruton, Roger (2002) *A Short History of Modern Philosophy*. London: Routledge.
5. Solomon, R. and Higgins, K.(1996) *A Short History of Philosophy*. New York; Oxford University Press.

Web Links:

1. [modern western philosophy](http://www.universityofcalicut.info). VI SEMESTER. CORE COURSE. BA PHILOSOPHY. (2011 Admission onwards). UNIVERSITY OF CALICUT. SCHOOL OF ...
www.universityofcalicut.info › SDE › Modern Western Philosophy; VI Semester
MODERN WESTERN PHILOSOPHY – University_ PDF



Course Title: **PHILOSOPHY OF LAW**
Course Code: **PHI-VI.E-15**
Credits: **04**
Marks: **100**

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

Course Objective: The objective of the paper is to –

1. Acquaint the students with issues and problems in the theory and practice of law.
2. Throw light on the basic ideas and principles of law.
3. Help in the logical analysis of legal concepts.
4. Train the critical faculties of the mind of the students.

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

CO 1: Examine various concepts involved in the theories of law.

CO 2: Distinguish between Normative and Analytical Jurisprudence.

CO 3: Demonstrate the necessity of law in the functioning of the society.

CO 4: Critically analyze the principles on which legal rules are based

CO 5: Evaluate the manner in which justice is derived and the implication of penal laws.

CO 6: Develop the applicability of legal reasoning to current socio-ethical phenomena.

Syllabus

Unit I – Analytic Jurisprudence (15 hours)

- 1.1. Natural law theory
- 1.2. Legal positivism - Conventionalist thesis, Social fact thesis, separability thesis.
- 1.3. Ronald Dworkin's theory of law.

Unit II – Normative Jurisprudence (15 hours)

- 1.1. Freedom and limits of law- Legal moralism, Legal paternalism, the offence Principle.
- 1.2. The obligation to obey the law.
- 1.3. The justification of punishment.

Unit III- Critical theories of law (15 hours)

- 1.1. Legal realism
- 1.2. Critical legal studies
- 1.3. Law and economics
- 1.4. Outsider jurisprudence.

Unit IV – Legal Relations (15 hours)

- 4.1. Rights and Justice
- 4.2. Law and society
- 4.3. Law and morality
- 4.4. Individual rights and the state



References

Mandatory reading:

1. Feinberg, Joel (ed.) (1994) *Philosophy of Law*. California: Wadsworth publishing Co.
2. Marmor, Andrei. (2014) *Philosophy of Law*. U.S.A.: Princiton University Press.
3. Murphy, Mark C. (2013) *Philosophy of Law: The Fundamentals*. U.S.A.: Wiley-Blackwell.

Supplementary reading:

1. Patterson, dennis (ed.) (2010) *ACompanion to Philosophy of Law and Legal Theory*. U.S.A. :Wiley- Blackwell
2. Pound, Roscoe. (1982) *An Introduction to Philosophy of Law*. U.S.A.: Yale University Press.
3. Wacks, Raymond (2014) *Philosophy of Law*. New York: Oxford University Press.

Web Links:

1. Cardozo's Philosophy of Law. Edwin W. Patterson. *University of Pennsylvania Law Review and American Law Register*, Vol. 88, No. 1 (Nov., 1939), pp. 71-9. <https://www.jstor.org/stable/3308899>



INTERDISCIPLINARY COURSE (SEM VI) ELECTIVE COURSE

Course Title: **Philosophy of Existentialism in Literature and Films**

Course Code: **PHI.INT-03**

Course Credits: **04**

Total Marks: **100**

COURSE OBJECTIVES: The main objectives of this course in Western Philosophy that developed in the 19th and 20th centuries are:

- (i) To provide the students with basic knowledge in the main areas of existentialism.
- (ii) To focus on human situations and its quest for authenticity through literature and films.

COURSE OUTCOMES:

CO 1: Enumerate and elaborate upon the concepts in the school of existentialism.

CO 2: Interpret a given literary text or film in the light of philosophy of existentialism.

CO 3: Apply the concepts of existentialism in practical situations of modern living.

CO 4: Critically analyse the characteristics of the school of existentialism as a product of a war-torn western society.

CO 5: Assess arguments for/against concepts that exist in existential tensions.

CO 6: Design posters/videos/role plays/ essays that depict existential dilemmas in human life.

Syllabus

UNIT 1: INTRODUCTION TO EXISTENTIALISM (15 hours)

1.1. Background of Existentialism as a Movement

1.2. Meaning and Characteristics of Existentialism

1.3. Relevance and Key Figures of Existentialism

UNIT 2: EXISTENTIALISM AND ONTOLOGY (15 hours)

2.1. The Importance of Existence over Essence

2.2. Notion of Truth

2.3. The Concept of God

2.4. Being and Becoming

UNIT 3: CONCEPTS IN EXISTENTIALISM (15 hours)

3.1. The Self and the Other

3.2. Freedom and Choices

3.3. Evil and Suffering



3.5. Alienation, Estrangement and Absurd

3.6. Authentic Self

3.7. Death

UNIT 4. EXISTENTIALISM IN CONTEMPORARY CULTURE

(15 hours)

4.1. Albert Camus' *The Stranger* (1942)

4.2. Jean Paul Sartre's *No Exit* (1947)

4.3. Rick and Morty (Television Series)

4.4. Groundhog Day, Indian Cinema

References

Mandatory Readings:

1. Sartre, Jean-Paul. (1957) *Existentialism and Humanism*, trans. Bernard Frechtman, New York: The Philosophical Library, 1957.
2. Kaufmann, Walter. (1968) *ed. Existentialism from Dostoevsky to Sartre*, Cleveland: World Publishing Company.
3. Kafka, Franz. (2009) *The Trial*, trans. Anthea Bell. New York: Oxford University Press.
4. Sartre, Jean Paul. (1989) *No Exit and Three Other Plays*. New York: Vintage International.
5. Camus, Albert. (1942) *The Stranger*, trans. Stuart Gilbert. New York, Vintage International.
6. Heidegger, Martin. (1962) *Being and Time*, trans. John Macquarrie, London: SCM.

Supplementary Readings:

1. Kierkegaard, Soren. (1946) *Either/Or*, trans. David Swenson, London: Oxford University Press.
2. Collins, James. (1935) *The Mind of Kierkegaard*, Chicago: Regnery.
3. Danske, J. (1970) *Being, Man and Death: A key to Heidegger*, Kentucky: University of Kentucky Press.
4. Sartre, Jean-Paul. (1966) *Being and Nothingness*, trans. Hazel Barnes, New York: Washington Square Press.
5. Masters, Brian. (1970) *A Student's Guide to Sartre*, London: Heinemann.
6. Marcel, Gabriel. (1949) *Being and Having*, trans. K. Farrer, Westminster: Dacre.

Web links:

1. [Six Existentialist Thinkers](https://drive.google.com/file/d/1yc_u6WimBAx1bqpWexw4Miizbt7dVzk-/view). H. J. BLACKHAM. HARPER TORCHBOOKS. THE ACADEMY LIBRARY. HARPER & BOW, PUBLISHERS. NEW YORK. 1959.



Course Title: **Introduction to Feminist Philosophy**

Course Code: **PHI.E-17**

Credits: **04**

Marks: **100**

COURSE OBJECTIVES:

- i. To introduce students to the Philosophy of Feminism.
- ii. To offer a broad outline with regard to the nature and growth of women's movements in the modern age.

COURSE OUTCOMES:

CO 1: Enumerate and elaborate various basic concepts of Feminist Philosophy.

CO 2: Interpret how different theories have evolved and developed with regard to the role gender plays in daily life – individual and community.

CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of traditional philosophical thinking from a feminist and human standpoint.

CO 4: Critically analyse and assess the value of philosophical ways of thinking with regard to feminism transcends gender thereby seeing humanity empathetically, as well as towards campaigning for the rights of women.

SYLLABUS

UNIT 1: THE RISE OF FEMINIST THINKING (15 hours)

- 1.1. The world before Feminism
- 1.2. Meaning and Characteristics of Feminism
- 1.3. Relevance of Feminism in today's world

UNIT 2: HISTORICAL DEVELOPMENT OF FEMINISM (15 hours)

- 2.1. First, Second, and Third Wave Feminism
- 2.2. Feminism in the 21st Century: Fourth Wave?
- 2.3. Feminism in Africa and South America
- 2.4. Feminism in Asia (special reference to India)

UNIT 3: VARIETIES OF FEMINISM (15 hours)

- 3.1. Socialist Feminism
- 3.2. Radical Feminism
- 3.3. Liberal Feminism
- 3.4. Post-Modern Feminism



UNIT 4: CONTEMPORARY FEMINIST ISSUES

(15 hours)

- 4.1. Work and Family
- 4.2. Woman's Body and Rights
- 4.3. Religion and Women
- 4.4. Politics and Gender

References

Mandatory Readings:

1. Beauvoir, Simone de. (1997) *The Second Sex*, London: Vintage.
2. Ingleheart, Ronald and Norris, Pippa. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge: Cambridge University Press.
3. Johnson, Allan G. (1997) *The Gender Knot: Unraveling our Patriarchal Legacy*, London: Pearson Longman.
4. Kimmel, Michael S. (2008) *The Gendered Society (Third Edition)*, New York: Oxford University Press.
5. Young, Iris Marion. (2005) *On Female Body Experience: "Throwing like a Girl" and Other Essays*, New York: Oxford University Press.
6. "Feminist Traditions" – The Internet Encyclopedia of Philosophy.
7. "Feminism" – Stanford Encyclopedia of Philosophy.

Supplementary readings:

1. Desai, Neera and MaithreyKrishnaraj. (1987) *Women and Society in India*, Delhi: Ajantha.
2. Helmi Jarviluoma, Pirkko Moisala & Anni Vilkkö. (2003) *Gender and Qualitative Methods*, Chicago: The University of Chicago Press.
3. Mies, Maria. (1980) *Indian Women and Patriarchy*, Delhi: Concept.
4. Moore, Henrietta. (1988) *Feminism and Anthropology*, Minnesota: University of Minnesota Press.
5. Nanda, B.R. (1976) *Indian Women: From Purdah to Modernity*, Delhi: Vikas.
6. Ramazanoglu C. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage.
7. Scott, Joan W. (1988) *Gender and the Politics of History*, New York: Columbia University Press.
8. Wallace, Ruth. (Ed.) (1989) *Feminism and Sociological Theory*, California: Sage.
9. De Souza, Alfred. (Ed.) (1987) *Women in Contemporary India*, Delhi: Ajanta.
10. John, Mary. (Ed.) (2008) *Women's Studies in India: A Reader*, New Delhi: Penguin.

Web Links:

1. Introduction to Feminist Philosophy and the Problem of Evil, Part I and Part II [Robin May Schott](https://www.jstor.org/stable/3811018) *Hypatia*, Vol. 18, No. 2, Indigenous Women in the Americas (Spring, 2003), pp. 152-154 <https://www.jstor.org/stable/3811018>
2. 'The feminist reader' MARGARET BEETHAM, HELEN BEETHAM *Critical Survey*, Vol. 4, No. 2, Feminist criticism (1992), pp. 168-173 <https://www.jstor.org/stable/41555648>



LEARNING OUTCOME MATRIX: CLO/PLO ONLY FOR FIRST YEAR

SEMESTER – I (MATRIX 2)

Course Title	PLOs CLOs	PLO-1: subject knowledge and understanding	PLO-2: Critical and analytical thinking	PLO-3: Effective communication	PLO-4: Ethics	PLO 5: Logical thinking	PLO 6: Practical approach to life
CC1 (Moral Philosophy)	CLO 1		✓	✓			✓
	CLO 2			✓	✓		✓
	CLO 3		✓	✓	✓	✓	✓
	CLO 4	✓	✓	✓			✓
	CLO 5		✓	✓	✓		✓
	CLO 6		✓	✓	✓		✓
CC 2 (Logic)	CLO 1		✓	✓		✓	
	CLO 2		✓	✓		✓	
	CLO 3		✓	✓		✓	✓
	CLO 4	✓	✓	✓		✓	✓
CC 3 (Eco-Philosophy)	CLO 1			✓			
	CLO 2			✓			✓
	CLO 3	✓	✓	✓			✓
	CLO 4			✓			✓
	CLO 5			✓	✓		
	CLO 6	✓		✓	✓		✓
CC 4 (Current ethical issues)	CLO 1			✓	✓		
	CLO 2			✓	✓		
	CLO 3	✓	✓	✓	✓		✓
	CLO 4	✓	✓	✓	✓		✓



MATRIX 3 (Course wise) MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs PROGRAMME: BA Philosophy Course: Moral Philosophy (Core) <i>(use if linked (✓), if not linked (X) and if mode not used (-))</i>														
	Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CL O 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
	1,2,3,4	Traditional Method	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
		PPT presentation	-	-	-	-	-	-	-	-	-	-	-	-
		Experiential Learning	-	-	-	-	-	-	-	-	-	-	-	-
	2,3,4	Debates	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
	2,3,4	In Class Activities	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
	2,3,4	Group Discussions	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
		Flipped Learning	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating														



MATRIX 4 (Course wise) MAPPING ASSESSMENT MODES TO CLOs AND PLOs PROGRAMME: BA Philosophy Course: Moral Philosophy (Core) (use if linked (✓), if not linked (X) and if mode not used (-))													
Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	✓	X	✓	X	✓	✓	X	✓	X	X
	Movie Reviews	-	-	-	-	-	-	-	-	-	-	-	-
2,3	Interviews	✓	✓	✓	X	✓	X	✓	✓	X	✓	X	✓
1,2,3,4	PPT Presentations	✓	✓	✓	X	✓	X	✓	✓	X	✓	X	✓
	Poster Presentation	-	-	-	-	-	-	-	-	-	-	-	-
2,3,4	Debates	✓	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓
	Role Plays	-	-	-	-	-	-	-	-	-	-	-	-
	Videos	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 3 (Course wise)

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Logic (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4,5	Traditional Method	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
1,2,3,4,5	PPT presentation	✓	✓	✓	✓	✓	✓	✓	X	✓	X
2,4,5	Experiential Learning	✓	✓	✓	✓	X	✓	✓	X	✓	✓
	Debates	-	-	-	-	-	-	-	-	-	-
2,3,5	In Class Activities	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
3,4,5,6	Group Discussions	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
	Flipped Learning	-	-	-	-	-	-	-	-	-	-

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Logic (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	✓	✓	✓	✓	X	X	✓	✓
	Movie Reviews	-	-	-	-	-	-	-	-	-	-
2,3,4,5	Interviews	✓	✓	✓	✓	✓	X	✓	X	✓	✓
2,3,4,5,6	PPT Presentations	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
2,3,4,5,6	Poster Presentation	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
	Debates	-	-	-	-	-	-	-	-	-	-
	Role Plays	-	-	-	-	-	-	-	-	-	-
	Videos	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



MATRIX 3 (Course wise)

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Eco-Philosophy (GEC)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Traditional Method	✓	✓	✓	X	✓	X	✓	✓	✓	✓	X	✓
	PPT presentation	-	-	-	-	-	-	-	-	-	-	-	-
	Experiential Learning	-	-	-	-	-	-	-	-	-	-	-	-
2,3,4	Debates	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
2,3,4	In Class Activities	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
2,3,4	Group Discussions	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
	Flipped Learning	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Eco-Philosophy (GEC)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	X	✓	X	X	X	✓	✓	X	✓	X	X
2,3,4	Movie Reviews	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
2,3	Interviews	✓	X	✓	X	✓	X	✓	✓	✓	✓	X	✓
1,2,3,4	PPT Presentations	✓	X	✓	X	X	X	✓	✓	✓	✓	X	X
	Poster Presentation	-	-	-	-	-	-	-	-	-	-	-	-
2,3,4	Debates	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	✓
	Role Plays	-	-	-	-	-	-	-	-	-	-	-	-
	Videos	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 3 (Course wise) MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs PROGRAMME: BA Philosophy Course: Current Ethical Issues (GEC) <i>(use if linked (✓), if not linked (X) and if mode not used (-))</i>											
Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4,5	Traditional Method	✓	✓	X	✓	✓	✓	X	✓	X	X
1,2,3	PPT presentation	✓	✓	X	X	X	X	✓	✓	✓	X
2,3	Experiential Learning	✓	✓	X	X	✓	✓	X	✓	✓	✓
2,3,4	Debates	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
1,2,4	In Class Activities	✓	✓	✓	✓	✓	✓	X	✓	X	X
	Group Discussions	-	-	-	-	-	-	-	-	-	-
	Flipped Learning	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Current Ethical Issues (GEC)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	✓	✓	✓	✓	X	✓	✓	✓
1,2,3	Movie Reviews	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
	Interviews	-	-	-	-	-	-	-	-	-	-
	PPT Presentations	-	-	-	-	-	-	-	-	-	-
	Poster Presentation	-	-	-	-	-	-	-	-	-	-
2,3,4,5	Debates	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
2,3,5,6	Role Plays	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Videos	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



SEMESTER - II (MATRIX 2)

Course Title	PLOs CLOs	PLO-1: subject knowledge and understanding	PLO-2: Critical and analytical thinking	PLO-3: Effective communication	PLO-4: Ethics	PLO 5: Logical thinking	PLO 6: Practical approach to life
CC1 (Philosophy of Religion)	CLO 1	✓	✓	✓			
	CLO 2	✓		✓			✓
	CLO 3	✓	✓	✓			
	CLO 4	✓	✓	✓			
	CLO 5	✓		✓		✓	
	CLO 6	✓		✓		✓	✓
CC 2 (Practical Ethics)	CLO 1		✓	✓	✓	✓	
	CLO 2	✓	✓	✓	✓		✓
	CLO 3	✓	✓	✓	✓	✓	
	CLO 4	✓	✓	✓	✓	✓	
CC 3 (Value Education)	CLO 1			✓			
	CLO 2			✓			
	CLO 3			✓	✓		✓
	CLO 4	✓		✓	✓		✓
	CLO 5	✓		✓	✓		✓
	CLO 6	✓		✓	✓		
CC 4 (Current ethical issues)	CLO 1			✓	✓		
	CLO 2			✓	✓		
	CLO 3	✓	✓	✓	✓		✓
	CLO 4	✓	✓	✓	✓		✓



MATRIX 3 (Course wise)

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Philosophy of Religion (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Traditional Method	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
	PPT presentation	-	-	-	-	-	-	-	-	-	-	-	-
1,2	Experiential Learning	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
	Debates	-	-	-	-	-	-	-	-	-	-	-	-
	In Class Activities	-	-	-	-	-	-	-	-	-	-	-	-
1,2,3	Group Discussions	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
	Flipped Learning	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Philosophy of Religion (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4,5	Written Test	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
	Movie Reviews	-	-	-	-	-	-	-	-	-	-	-	-
1,2	Interviews	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
1,2,3,4	PPT Presentations	✓	✓	✓	✓	X	-	✓	✓	✓	✓	✓	X
	Poster Presentation	-	-	-	-	-	-	-	-	-	-	-	-
	Debates	-	-	-	-	-	-	-	-	-	-	-	-
	Role Plays	-	-	-	-	-	-	-	-	-	-	-	-
	Videos	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 3 (Course wise)

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Practical Ethics (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4,5	Traditional Method	✓	X	X	✓	✓	✓	✓	✓	✓	-
1,2,3,4	PPT presentation	✓	✓	✓	✓	X	✓	✓	✓	✓	-
1,2	Experiential Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
1,2	Debates	✓	✓	✓	X	✓	X	✓	✓	✓	-
1,2,3	In Class Activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
1,2	Group Discussions	✓	✓	✓	X	✓	✓	✓	✓	✓	-
1,2	Flipped Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Practical Ethics (Core)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	✓	X	✓	✓	✓	✓	X	X
1,2,3,4	Movie Reviews	✓	✓	✓	X	X	✓	✓	✓	✓	X
	Interviews	-	-	-	-	-	-	-	-	-	-
1,2	PPT Presentations	✓	✓	✓	✓	X	X	X	✓	✓	X
	Poster Presentation	-	-	-	-	-	-	-	-	-	-
	Debates	-	-	-	-	-	-	-	-	-	-
	Role Plays	-	-	-	-	-	-	-	-	-	-
1,2,3,4,5	Videos	✓	✓	✓	✓	✓	X	X	✓	✓	X
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



MATRIX 3 (Course wise)

MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Value -Education (GEC)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Traditional Method	✓	✓	X	✓	✓	X	✓	✓	X	✓	X	X
	PPT presentation	-	-	-	-	-	-	-	-	-	-	-	-
2,3,4	Experiential Learning	✓	✓	X	X	✓	X	✓	✓	X	✓	✓	✓
1,2,3,4	Debates	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
	In Class Activities	-	-	-	-	-	-	-	-	-	-	-	-
	Group Discussions	-	-	-	-	-	-	-	-	-	-	-	-
	Flipped Learning	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 4 (Course wise) MAPPING ASSESSMENT MODES TO CLOs AND PLOs PROGRAMME: BA Philosophy Course: Value Education (GEC) <i>(use if linked (✓), if not linked (X) and if mode not used (-))</i>													
Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	X	✓	✓	X	✓	✓	X	✓	X	X
2,4,5	Movie Reviews	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓
	Interviews	-	-	-	-	-	-	-	-	-	-	-	-
	PPT Presentations	-	-	-	-	-	-	-	-	-	-	-	-
	Poster Presentation	-	-	-	-	-	-	-	-	-	-	-	-
1,2,3,4	Debates	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
3,4,5,6	Role Plays	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	✓
	Videos	-	-	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating													



MATRIX 3 (Course wise) MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs PROGRAMME: BA Philosophy Course: Current Ethical Issues (GEC) <i>(use if linked (✓), if not linked (X) and if mode not used (-))</i>											
Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4,5	Traditional Method	✓	✓	X	✓	✓	✓	X	✓	X	X
	PPT presentation	-	-	-	-	-	-	-	-	-	-
2,3	Experiential Learning	✓	✓	X	X	✓	✓	X	✓	✓	✓
2,3,4	Debates	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
1,2,4	In Class Activities	✓	✓	✓	✓	✓	✓	X	✓	X	X
	Group Discussions	-	-	-	-	-	-	-	-	-	-
	Flipped Learning	-	-	-	-	-	-	-	-	-	-
Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating											



MATRIX 4 (Course wise)

MAPPING ASSESSMENT MODES TO CLOs AND PLOs

PROGRAMME: BA Philosophy

Course: Current Ethical Issues (GEC)

(use if linked (✓), if not linked (X) and if mode not used (-))

Level of Bloom's Taxonomy From (1-6)	T-L-E Modes	CLO 1	CLO 2	CLO 3	CLO 4	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1,2,3,4	Written Test	✓	✓	✓	✓	✓	✓	X	✓	✓	✓
1,2,3	Movie Reviews	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
2,3,4,5	Interviews	✓	✓	✓	✓	✓	X	✓	✓	X	X
	PPT Presentations	-	-	-	-	-	-	-	-	-	-
	Poster Presentation	-	-	-	-	-	-	-	-	-	-
2,3,4,5	Debates	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
2,3,5,6	Role Plays	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Videos	-	-	-	-	-	-	-	-	-	-

Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE
(AUTONOMOUS)**

DEPARTMENT OF PHILOSOPHY

COURSE STRUCTURE

THREE YEARS B.A. DEGREE COURSE IN PHILOSOPHY

SEME STER	CORE COMPULSORY		CORE ELECTIVE				SEC	GEC
I	PHI-I.C-1 Moral Philosophy	PHI-I.C-2 Logic	-	-	-	-		PHI.INT-03 Philosophy of Existentialis m in literature and Film
II	PHI-II.C-3 Philosophy of Religion	PHI-II.C-4 Practical Ethics	-	-	-	-		PHI-IV.E-7 Philosophy of Human Rights
III	PHI-III.C-5 Classical Indian Philosophy	-	PHI-III.E1 Study of World Religions	PHI-III.E-2 Philosophy of Mind	PHI-III.E-3 Symbolic Logic	PHI-III.E-4 Value Education	PHI-V.I-2 Philosophy and Films	PHI-V.I-1 Current Ethical Issues
IV	PHI-IV.C-6 Orthodox Indian Philosophy	-	PHI-IV.E-6 Political Philosophy	PHI-IV.E-7 Philosophy of Human Rights	PHI-IV.E-8 Eco- Philosophy	PHI-V.E-9 Philosophy of Science	PHI-SEC-21 Practical Logic	PHI-V.I-2 Philosophy and Films
V	PHI-V.C-7 Ancient Greek & Medieval Philosophy	-	PHI-V.E-11 Philosophy of Education	PHI-V.E-12 Philosophy of Managemen t	PHI-VI.E-13 Contempo rary Western Philosophy	PHI-V.E-10 Contempor ary Indian Philosophy		PHI-IV.E-8 Eco- Philosophy
VI	PHI-VI.C-8 Modern Western Philosophy	-	PHI-VI.E-15 Philosophy of Law	PHI-VI.E-16 Applied Philosophy (Yoga & Art of Living)	PHI-VI.E-17 Introductio n to Feminist Philosophy	PHI-IV.E-5 Problems of Philosophy	PHI-VI.E-14 Vedanta Philosophy	

Minutes of Meeting 2020-21

Department of Philosophy

ANNEXURE A

(Summary of changes incorporated in the syllabus)

Sem ester	Course Title with Course Code	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
I/II/I II/IV	CURRENT ETHICAL ISSUES (GEC); Course Code: PHI.VI.I-1	Course Objective	Prior there were three course objectives. This BOS approved four course objectives.	To match course objectives with course outcomes.
		Unit I	Changed sub-topic 1.3	To enhance better understanding in the study.
		Unit II	Certain subtopics are removed and addition of one new sub- topic 2.1	The syllabus for Unit-I was running out of allotted teaching hours.
		Unit III	Certain subtopics are removed	The syllabus for Unit-I was running out of allotted teaching hours.
		Unit IV	Certain subtopics are removed	The syllabus for Unit-I was running out of allotted teaching hours.
III/I V	PHILOSOPHY AND FILMS (SEC);	Course Objective	Prior there were three course objectives. This BOS approved four course objectives.	To match course objectives with course outcomes.

	Course Code: PHI-VI.12	Course Outcomes	Prior there were six course outcomes that are reduced to four.	These four course outcomes relates to four units respectively.
		Unit II	Reframed the syllabus	To enhance practical component in the course.
		Unit III	Added new sub-topic 3.4	To enhance practical component in the course.
		Unit IV	Added new sub-topic 4.1	To enhance better understanding in the study.
III/I V	PRACTICAL LOGIC (SEC); Course Code: PHI-SEC-21	New Course in syllabus for B.A. in Philosophy	Developed syllabus and approved in this BOS.	To float a SEC paper for B.A. in Philosophy.