

AC/27.06.2023/RS 1



SIES

College of Arts,
Science &
Commerce (Autonomous)

RISE WITH EDUCATION

NAAC REACCREDITED - 'A' GRADE

Faculty: Arts

Programme: B.A.

Subject: Philosophy

Academic Year: 2023-2024

FYBA

Choice Based Credit System and
Learning Outcome Based System

as

Multidisciplinary Undergraduate
Program

with DSC in Philosophy
under NEP 2020

Revised Syllabi approved
by Board of Studies in Philosophy
w.e.f. June 2023

1. Preamble

॥ कल्पयतु, विश्वासं कुरु, साधयतु ॥

“कल्पना करो, विश्वास करो, हासिल करो।

Imagine, Believe, Achieve!

With the implementation of National Education Policy (NEP 2020) and in continuation with academic autonomy engaging the undergraduates in Philosophy has continued to be more meaningful and purposeful. As per the NEP First Year Course Structure, the FYBA Courses are revised and designed to promote critical thinking, ethical reasoning, and philosophical inquiry among the students. In a rapidly changing world with evolving technologies and global challenges, ethical reasoning is vital for addressing moral dilemmas. It enables individuals to consider the implications of their actions on others, weigh competing values and interests, with a commitment to fulfil one's own professional duties and responsibilities.

Philosophy is one of the oldest disciplines in the world and its origin can be traced back in all the historical civilizations. Moreover, it is the academic exploration of life's big questions. Its multidisciplinary approach can be applied to any field, and it helps to develop critical thinking skills. Today, the bedrock of ethical practice in demand in any professional settings is competence, and an attitudinal skill to uphold principles of justice, fairness, and integrity.

Through a collective effort of the members of Board of Studies in Philosophy at SIES College, Sion (West) both within and from outside the institution we have collectively kept the national interest while framing the syllabus. Their expertise was very valuable in conceptualizing the syllabus as per NEP 2020 guidelines and based on OBE. This syllabus shall help learners to sustain their interest in the subject, that could be a beginning in the career of some willing to do their Major in Philosophy, and it shall further enable them to engage in self-directed thought.

F. Y. B. A. Philosophy Course Structure (NEP 2020)

and credit distribution for

3 / 4 Year Multidisciplinary Undergraduate Program

opting for Discipline Specific Courses (DSC)-Philosophy as Major

		Faculty of Arts		Faculty of Arts/Commerce			Inter-Intra Faculty		
		Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Credits	
		Major	Minor	GEC/OE	VSC/ SEC (VSEC)	AEC/VEC/ IKS	OJT/FP/CE P/CC/RP		
Level	Sem	Core	DSE						
4.5	I	C 1 Fundamentals of Ethics (4) SIUPHCA 111	---	Fundamentals of Ethics SIUPHCB 111	---	VSC Professional Ethics (2) SIUPHVS 111	---	---	4+2 =06
	II	C 2 Introduction to Logic (4) SIUPHCA 121	---	Introduction to Logic SIUPHCB 121	---	VSC Critical Thinking (2) SIUPHVS 121	---	---	4+2 =06
Semesters I & II		08	---	---	---	04	---	8+4 =12	
Exit option with Certificate in Major with completion of course minimum of 40-44 credits, 4 Exit Skill Credits OR Continue with Major and Minor									

F. Y. B. A. Philosophy Syllabus (NEP 2020) Semester I
(Choice Based Credit System and Learning Outcome Based System
with DSC in Philosophy under NEP 2020
with effect from academic year 2023-2024)

Class	Semester	Course Code	Course Name	No. of hours	Credits	Marks
FYBA	I	SIUPHCA 111 & SIUPHCB 111	Subject 1&2 Fundamentals of Ethics	60	4	40+60=100

Learning Objectives -

- Familiarise learners to the foundational knowledge of ethics and human value as rooted in philosophy.
- Develop an ability to apply ethical principles in decision making.

Learning Outcomes -

1. Identify ethical terms and issues along with its area of specific application.
2. Discuss the significance of duty, virtue, character and moral obligations as an integrated phenomenon in diverse cultures.
3. Examine the need for moral decision making and corrective measures for responsible behavior through theories and discussions.

Module I: Introduction to Moral Philosophy [15 hours]

- (a) Definition, nature, scope of ethics, values and types
- (b) Moral/immoral/amoral, absolutism/relativism
- (c) Applied ethics- Corporate, Bio-medical & Social Media

Module II: Indian & Western ethics [15 hours]

- (a) Vedic & Upanishadic ethical concepts - Rta, Rna, Purusharthas, Shreyas and Preyas
- (b) Virtue ethics- Socrates, Plato & Aristotle
- (c) Gita Ethics and Kantian ethics

Module III: Conditions for moral responsibility [15 hours]

- (a) Freewill verses Determinism- Necessitarianism, Libertarianism & Compatibilism
- (b) Teleology- Utilitarianism of Jeremy Bentham and John Stuart Mill
- (c) Theories of Punishment- Deterrent, Reformative and Retributive, Capital Punishment-debates

Module IV: Morality of Self-Interest and Altruism [15 hours]

- (a) Charvaka Hedonistic ethics-Sukhavada
- (b) David Hume's ethics of Altruism
- (c) Ayn Rand's Selfishness as virtue

Suggested References:

- Acton, H. B. (ed.), *The Philosophy of Punishment* (Macmillan, 1969)
- Bowie, Norman & Werhane, Patricia. *Management Ethics* (Blackwell Publishing, 2005)
- Fieser, James and Lillegard, Norman. *Philosophical Questions: Reading and Interactive Guides* (New York/Oxford: OUP, 2005)
- Honderich, Ted. *Punishment: The Supposed Justifications* (Penguin Books, 1969)
- Lawhead, William. *The Philosophical Journey: An Interactive Approach* (Mayfield Publishing Company, 2000)
- Levy, Neil. *Sartre* (One world Publications, 2007)
- Norman, Richard. *The Moral Philosophers: An Introduction to Ethics* (Oxford: Clarendon Press, 1983)
- Olen, Jeffery & Barry, Vincent. *Applying Ethics* (Wadsworth, 1998)
- Rand, Ayn. *The Virtue of Selfishness* [Introduction, chpts. 1 and 3] (New York: Signet Book, 1964)
- Sartre, Jean Paul. "Existentialism is a Humanism" in Walter Kaufman (ed.), *Existentialism from Dostoyevsky to Sartre* (New American Library -Meridian Book, 1975)
- Shankar, Uma Maheshwari. & Pai, Vatsala. *Moral Philosophy*, (Sheth Publishers, Mumbai. 2014)

Class	Semester	Course Code	Course Name	No. of hours	Credits	Marks
FYBA	I	SIUPHVS 111	VSC 1- Professional Ethics	30	2	20+30=50

Learning Objectives:

- Familiarize with concepts central to the philosophical study of professional ethics.
- Foster morally responsible citizens.

Learning Outcomes:

1. Explain the historical, social, or cultural contexts of the professions, codes of professional ethics, and the relations between the professions and other institutions.
2. Apply moral theories to professional or workplace moral issues using the case-study method.
3. Write an argument that analyzes, evaluates, or defends a solution to a specific problem in professional ethics.

Course Content-

Module I: Human Values, Rights and Responsibility **[10 Hours]**

- (a) Morals, Values and Ethics – Integrity-Academic integrity-Work Ethics.
 (b) Civic Virtue – Respect for others- Living peacefully- Caring and Sharing- Honesty-
 courage-Cooperation – Commitment – Empathy-Self Confidence -Social Expectations.
 I Peer assessment – Managing conflict- Collective bargaining- Confidentiality -Conflicts of
 interest- Occupational crime- Professional rights Employee right- IPR.

Module II: Code of conduct **[10 Hours]**

- (a) Teacher and Students
 (b) Doctor and Patients
 © Lawyer and Clients

Module III: Case Study Analysis (Practical) **[10 Hours]**

- (a) Business Ethics
 (b) Media Ethics
 © Ethics of Artificial Intelligence

Suggested References:

1. Chadwick, Ruth. Professional Ethics. In E. Craig (Ed.), *Routledge Encyclopedia of Philosophy*. (London: Routledge. 1998)
2. Frey, R.G. and Wellman, Christopher Heath (ed.) : *A Companion to Applied Ethics*, (John Wiley & Sons, New York, 2008)
3. Fullerton, G.S. *Introduction to Philosophy*, (Andrews UK Limited, Luton, 2012)
4. Joshi, H.M. *Traditional and Contemporary Ethics: Western and Indian*. (Bharatiya Vidya Prakashan, Delhi, 2002)
5. Lillie, William. *An Introduction to Ethics*. (Methuen, London, 1966)
6. Singer, Peter. *Practical Ethics*, Cambridge University Press, Cambridge, UK, 1990.
7. Sinha, Jadunath. *Manual of Ethics*, New Central Book Agency (P) Limited, Calcutta, 1998
8. Naagarazan. R.S. *Professional Ethics and Human Values*. New Age International (P) Limited, Publishers, New Delhi, 2006
9. Tandon, Nirmala. *Contemporary Indian Ethics*, English Edition Publishers, Mumbai, 2003
10. Titus, Harold. *Ethics Today*, Eurasia Publishing house Pvt. Ltd., New Delhi, 1966.

F. Y. B. A. Philosophy Syllabus (Autonomous) Semester II
(Choice Based Credit System and Learning Outcome Based System
with DSC in Philosophy under NEP 2020
with effect from academic year 2023-2024)

Class	Semester	Course Code	Course Name	No. of hours	Credits	Marks
FYBA	II	SIUPHCA 121 & SIUPHCB 121	Subject 1 & 2 Introduction to Logic	60	4	40+60=100

Learning Objectives:

- Acquaint learners with fundamental concepts in logic and reasoning.
- Enable learners to engage in rational communication with argumentative and analytical skills.

Learning Outcomes:

1. Describe basic concepts in logic.
2. Distinguish between Propositions and Inferences, Logic and Language.
3. Determine with the logical rules, decision procedure methods the truth of propositions, validity of inferences and fallacies in an argument.

Module I: Basic Concepts in Logic [15 hours]

- (a) **Introduction-** definition, nature and scope of logic.
- (b) **Inference-** definition, nature, validity, types, exercise.
- (c) **Application areas:** Scientific reasoning, Procedural reasoning and Practical reasoning

Module II: Propositions and Inferences [15 hours]

- (a) **Proposition/Sentence/Judgement-**definition, nature & types
- (b) **Classification of Proposition-**Traditional & Modern, Relational proposition, exercise.
- (c) **Decision Procedure-** Truth-Table & Truth-Tree, exercise.

Module III: Logic and Language [15 hours]

- (a) **Role of Logic in Language-**Functions of language and exercise.
- (b) **Kinds of Agreement and Disagreement** and exercise.
- (c) **Definitions-** definiendum & definiens, nature, types, exercise.

Module IV: Fallacies [15 hours]

- (a) **Fallacy-** definition, nature, classification- formal & non-formal, purpose of study.
- (b) **Formal fallacies** – reasons for occurrence, types & exercise
- (c) **Non-formal fallacies** – reasons for occurrence, classification, types & exercise

Suggested References:

- Basantani, K.T., *Elementary Logic in LL.B.* Sheth Publishers, Mumbai.
- Copi, Cohen, Rodych, *Introduction to Logic.* 15th edition, (Routledge, U.S.A.2019)
- Dave, Ramesh., Sardesai, Rohini & Srinivas, Kamala. *Logic.* Sheth Publishers, Mumbai.
- Firma, R.D, *Logic of truth-functions- An Introduction to Symbolic Logic.*, (K.L. Mukhopadhyay, Calcutta, 1964)
- Hughes, G.E., Londey, D.G., Mansukhani, G.N. *The Elements of Formal Logic.* B.I Publications, Bombay,1965

- Hunter, G. *Metalogic: An – Introduction to the Metatheroy of Standard First order Logic*, University of California Press, Rev. Ed.1996
- Hurley, Patrick J. & Watson, Lori. *A Concise Introduction to Logic*. (Cengage Learning India Pvt. Ltd. 2019)
- Jetli P & Prabhakar, M. *Logic* (Pearson: Delhi, Chennai and Chandigarh 2012)
- Robert Lata and Alexander Macbeath, *The Elements of Logic*. (Macmillan & Co. Ltd.)

FYBA COURSE

SEMESTER I : Fundamentals of Ethics (Subject 1 & 2) SIUPHCA 111 & CB 111

SEMESTER II : Introduction to Logic (Subject 1 & 2) SIUPHCA 121 & CB 121

The following question paper pattern for FYBA Subject I & II titled Fundamentals of Ethics and Introduction to Logic to be brought into effect from the academic year (2023-2024)

Internal Assessment [40 marks – 20 marks class test + 15 marks individual/group presentation + 5 marks for active participation in the class]

1. ONLINE CLASS TEST (Multiple Choice) – [20 marks]

Any **One** of the above first two units

2. INDIVIDUAL/GROUP - Participation in lecture and seminar, webinar/Project work/
Written Test / Panel Discussion / Power Point Presentation/
Field Visit Report Writing/ Paper Presentation- [20 marks]

Semester End Exam Evaluation [60 marks]

1. There shall be four compulsory questions
2. The four questions shall correspond to the four units (with internal choice)
3. Each question shall carry a maximum of 15 marks

Q.1. Module I – a or b	15
Q.2. Module II – a or b	15
Q.3. Module III – a or b	15
Q.4. Module IV – a or b	15

OR

Q.1. Module I – a & b	7 + 9 = 15
Q.2. Module II – a or b	15
Q.3. Module III – a & b	7 + 9 = 15
Q.4. Module IV – a or b	15

Class	Semester	Course Code	Course Name	No. of hours	Credits	Marks
FYBA	II	SIUPHVS 121	VSC 2 - Critical Thinking	30	2	20+30=50

Learning Objectives:

- Familiarize with preconceived assumptions, illogical reasons, biases and change them to build effective thinking skill.
- Empower learners with knowledge of reasoning and arguments to make applicable decisions in work environments.

Learning Outcomes:

1. Distinguish between thinking, reasoning and cognition.
2. Understand the role of bias on critical thinking.
3. Apply and assess decision making based on facts, assumptions, arguments to arrive at practical solutions.

Module I: Thinking, Reasoning and Cognition [10 hours]

- (a) What are the types of thinking?
- (b) What is critical thinking?
- (c) Importance of critical thinking

Module II: Cognitive Bias [10 hours]

- (a) What is Cognitive Bias?
- (b) How does it impact Critical Thinking?
- (c) Strategies to overcome biases

Module III: Critical Thinking and Its application [10 hours]

- Case Studies and Story Telling
- Understanding the practical application of Critical Thinking
- Developing a powerful logic-based positive mindset
- Applying the tools and theories to improve Critical Thinking

Suggested References:

- Dauer, Francis Watanabe. *Critical Thinking: An Introduction to Reasoning*, (Oxford University Press. 1989)
- Dowden. Bradley H., *Logical Reasoning*. Philosophy. (Department, California State University Sacramento, CA 95819 USA. 2012)
- Fisher, Alec and Scriven, Michael. *Critical Thinking: Its Definition and Assessment*, (Center for Research in Critical Thinking (UK) / Edgepress (US). 1997)
- Moore, Brooke Noel and Parker, Richard. *Critical Thinking*. 10th ed. (Published by McGraw-Hill. 2012)
- Paul, Richard. *Critical Thinking: How to Prepare Students for a Rapidly Changing World*. 4th ed. (Foundation for Critical Thinking. 1995)
- Paul, Richard and Elder, Linda. *Critical Thinking Tools for Taking Charge of Your Learning and Your Life*, (New Jersey: Prentice Hall Publishing. 2006)
- van den Brink-Budgen, Roy. *Critical Thinking for Students*, (How To Books Publisher. (4th Ed.). 2011)

Evaluation Pattern

These courses will follow the ‘Do-Review-Learn-Apply’ model

SEMESTER I: VSC 1- Professional Ethics

SEMESTER II: VSC 2- Critical Thinking

The following question paper pattern for FYBA titled Professional Ethics and Critical Thinking as Vocational Skill Course (Semester I & II) to be brought into effect from the academic year (2023-2024)

Internal Assessment [20 marks – 10 marks class test + 10 marks individual/group presentation, includes marks to be considered for active participation in the class]

Any **One** of the above first two units

1. ONLINE TEST (Multiple Choice) - **10 marks class test**
2. INDIVIDUAL/GROUP - Participation in Lectures and Seminars, Webinars/Project work/
Book review/ Symposium/ Written Test / Panel Discussion /
Power Point Presentation/ Field Visit Report Writing/
Paper Presentation - **10 marks**

Semester End Exam Evaluation [30 marks]

1. There shall be Three compulsory questions
2. Questions shall correspond to the three units (with internal choice)

Q.1. Module I – a or b	10
Q.2. Module II – a or b	10
Q.3. Write Short notes – any one from all 3 modules	10