The Scheme and Syllabus for the First-Degree Programme under the Choice Based Credit Semester System (CBCSS) in Affiliated Colleges

(Outcome Based Education Syllabus)

PHILOSOPHY

UNIVERSITY OF KERALA

2022 admission onwards

PROGRAMME SPECIFIC OUTCOMES(PSO) for BA PHILOSOPHY PROGRAMME

PSO1 Comprehension of Knowledge: The programme specifically helps the students to define and articulate the basic concepts and themes in philosophy

PSO2 Critical and Analytical Thinking: Fostering critical thinking and analytical skills in students is one of the significant outcomes of the programme

PSO3 Problem Solving Aptitudes: The programme equips the students with problem solving methods and techniques

PSO4 Environmental Consciousness: Create learning situations to improve environmental consciousness and to become a responsible citizen with healthy environmental practices is another highlight of the programme

PSO5 Gender Justice: The study of philosophy helps the students to get an awareness of gender justice in their responses to life situations

Sem	Course code	Course Title	Inst/ Hrs/ week	Credit	University Exam duration	Evaluation		Total hours	Total credits
1	EN1111	Lang Course I-EngI	5	4	3hrs	20%	80%	25	17
	1111	Long Course II-Addil. Lang I	5	3	3hrs	20%	80%		
	1121	Foundation Course I	5	2	3hrs	20%	80%		
	PL1141	Methodology and Perspectives of Humanities Core course I	6	4	3hrs	20%	80%		
	PL1131 PS1131	Philosophy of Values /Principles of political science complementary I	3	2	3hrs	20%	80%		
	PL1132 PG1131	Gandhian Philosophy/Foundations of Abnormal Psychology complementary II	3	2	3hrs.	20%	80%		
	EN1211	Language course III- EngII	5	4	3hrs	20%	80%	25	20
	EN1212	Language course IV- Eng III	4	3	3hrs	20%	80%		
	1211	Language course V Addl Lang. II	4	3	3hrs	20%	80%		
II	PL1241	Philosophic Themes & Methods Core II	6	4	3hrs	20%	80%		
	PL1231 PS1231	Indian Aesthetics/ Introduction to Political Theory Complementary–III	3	3	3hrs	20%	80%		
	PL1232	Comparative religion/Stress and Anxiety Disorders complementary–IV	3	3	3hrs	20%	80%		

III	EN1311	Language course VI- Eng IV	5	4	3hrs	20%	80%		
	1311	Language course VII Addl. Lang. III	5	4	3hrs	20%	80%		
	PL1321	Informatics and Philosophy Foundation course II	4	3	3hrs	20%	80%	25	21
	PL1341	Deductive Logic Core III	5	4	3hrs	20%	80%		
	PL1331	Western Aesthetics/ Public administration complementary–V	3	3	3hrs	20%	80%		
	PL1332	Eco- Philosophy/Maladaptive Behaviour Complementary–VI	3	3	3hrs	20%	80%		
	EN1411	Language course VIII- Eng V	5	4	3hrs	20%	80%		
	1411	Language course IX- Addl.	5	4	3hrs	20%	80%		

		Lang. IV							
IV	PL1441	Induction and Scientific Method core IV	5	4	3hrs	20%	80%	25	21
	PL1442	Indian Philosophy: Vedas to Heterodox Systems Core V	4	3	3hrs	20%	80%		
	PL1431	Philosophy of Education/International Politics complementary-VII	3	3	3hrs	20%	80%		
	PL1432 PG1431	Modern Indian Thought/Disorders of Personality and Development complementary-VIII	3	3	3hrs	20%	80%		
V	PL1541	Ancient & Medieval Western Philosophy core VI	4	4	3hrs	20%	80%	25	20
	PL1542	Orthodox Systems of Indian Philosophy core VII	4	4	3hrs	20%	80%		
	PL1543	Introduction to Ethics core VIII	3	2	3hrs	20%	80%		
	PL1544	Modern Western Philosophy core IX	4	4	3hrs	20%	80%		
	PL1545	Ancient and Medieval Political Philosophy Core X	4	4	3hrs	20%	80%		
	PL1551.1 PL1551.1 PL1551.3 PL1551.4 PL1551.5	Fundamentals of Logical Reasoning/Philosophy of Art and Beauty/Peace Studies/Philosophy and Self-Management/ Philosophy of Law opencourse-1	3	2				25	21
		Project	3						
VI	PL1641	Symbolic Logic core XI	5	4	3hrs	20%	80%		

	PL1642	Applied Ethics core XII	5	4	3hrs	20%	80%		
	PL1643	Introduction to 20th Century Western Philosophy core XIII	5	4	3hrs	20%	80%		
	PL1644	Modern Political Philosophy core XIV	4	3	3hrs	20%	80%		
	PL1661	Ethics of Corporate Management Open II Elective	3	2	3hrs	20%	80%		
	PL1645	Project	3	4			100%		

PL1141

Core I semester I

METHODOLOGY AND PERSPECTIVES OF HUMANITIES

No. of Credits -4   No. of instructional hrs/week -6

Objectives

This course introduces students to the methodological issues that are specific to humanities. It helps to inculcate critical perspectives in learning humanities. It also exposes students to the theories of textuality in reading both Western and Indian literature.

Course Outcomes

Co1 Articulate and exemplify the idea of methodology of humanities

Co2 Evaluate the difference between the methodology of science from the methodology of humanities

Co3 Explore the different methodologies of humanities and their significance

Co4 Analyze narrative modes of thinking in philosophy

Co5 Apply philosophical activities and attitudes in practical day to day living

Module I

Introduction – difference between the natural, social and the human sciences- facts and interpretation – study of tastes, values and belief systems- the question of ideology

Module Outcomes

Mo1.1 Differentiate science and humanities

Mo1.2 Evaluate the notions of facts and interpretation

Mo1.3 Expose the notions of taste, value and belief

Module II

Language, Culture and Identity- the relation between language, culture and subjectivity – the social construction of reality- language in history –

language in relation to class, caste, race and gender

Module Outcomes

Mo2.1 Evaluate language, culture and Identity

Mo2.2 Analyze the notion of Subjectivity

Mo2.3 Evaluate language in relation to caste, class, race and gender

Module III

Narration and Representation – reality and / as representation-mimesis and diegesis -Literary narratives-author and implied author, reader and implied reader-distinction between narrative mode of thinking and logico-scientific mode of thinking- narration in philosophy – Plato- Allegory of the Cave as a narrative mode - rhetoric and logic of Aristotle- the three modes of persuasion- ethos, pathos and logos

Module Outcomes

Mo3.1 Appraise 'reality' as a representation

Mo3.2 Compare and evaluate mode of thinking

Mo3.3 Integrating the three modes of persuasion

Module IV

The nature of philosophical Activities

Exposition – analysis – synthesis – description – speculation – prescription – criticism

Module Outcomes

Mo4.1 Assess the nature of philosophical activities

Mo4.2 Distinguish the microscopic and telescopic functions of philosophy

Mo4.3 Critical approach as an activity of philosophy

Module V

Philosophical Attitude

Caring rather than indifferent – courageous rather than timid- open rather than closed - grateful rather than resentful- assertive rather than passive.

Module Outcomes

Mo5.1 Understand the different philosophical attitudes

Mo5.2 Compare the philosophical attitudes with others and assessing their

benefits

Mo5.3 Analyze the significance of being caring, courageous, open, grateful and assertive

Mo5.4 Integrating the philosophical activities as a way of life

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES
Text
For Modules I -III

Abhijit Kundu & Pramod K Nayar, The Humanities: Methodology and Perspectives,   Publisher Pearson.
For Module IV and V
Richard E. Creel. Thinking Philosophically, U.S.A Blackwell Publishers, 2001. pp.53-73

REFERENCES

Terry Eagleton, Literary Theory: an introduction. Oxford: Blackwell, 1983 (Chapter: "What is Literature")
EH Carr, what is History? 2nd ed; London: Macmillan, 1986, pp, 1-24; 50-80 (Chapter1: "The Historian and His Facts' and Chapter 3: " History, Science and Morality")
Peter Widdowson, Literature, London: Routledge, 1999
 Required Reading

Peter L Berger and Thomas Luckmann, The Social Construction of Reality: A Treatise in the Sociology of knowledge. Harmondsworth: Penguin, 1996. Introduction, pp 13-30

JG Merguior, From Prague to Paris. London: Verso, 1986, sections " The Linguistic Paradigm" and " From Language to Culture: in chapter 1, pp. 10-17

Rosalind Coward and John Ellis, Language and Materialism. London: Routledge, 1977

Shlomth Rimmon Kenan, Narrative Fiction: Contemporary Poetics. London: Methuen, 1981, Chapter I

Linda M Shires and Steven Cohen, Telling Stories, London: Methuen, 1985

Richard E. Creel, Thinking Philosophically. U.S.A Blackwell Publishers, 2001. Pp.53-73

The Basic Works of Aristotle

The Rhetorics of Aristotle. Cambridge University Press

PL1131

Complementary I Semester I

PHILOSOPHY OF VALUES

No of Credits: 2   No of Instructional hours/week: 3

Objectives

The course is intended to provide the significance of values and make awareness about the basic principles of value in major religions, constitution and individual thinkers in order to create moral sense and attitudes.

Course Outcomes

Co1 Articulate and exemplify the philosophy of values.

Co2 Evaluate the possibilities of applying values in life.

Co3 Understand the various types of values in thinkers, religion and culture.

Co4 Understand the constitutional values

Co5 Create a general awareness about value crisis in the modern world and also

the necessity of value-oriented education

.

Module I: Introduction

(a)   **Definition- the concept of value- fact and value**

(b)   **Classification of values- Extrinsic and Intrinsic**

(c)   **Universal Value- Truth, righteousness, peace, love, and non-violence**

Module Outcomes

Mo1.1. Examine the nature of value

Mo1:2. Discuss the various types of values

Mo1:3   Analyse the nature of Universal values

Module II: Religious Values

(a)   Hinduism- Purusharthas

(b)   Jainism-Panchamahavratas

(c)   Buddhism- Four noble truth

(d)   Christianity – Agape and Charity

(e)   Islam- Five pillars of Islam

Module Outcomes

Mo2.1. State the Religious values

Mo2.2. Analyse the importance of religious values

Mo2.3 Evaluate the application of religious values in life

Module III: Constitutional Values

Liberty, Equality and Fraternity

Module Outcomes

Mo3.1. Examine the basic nature of constitutional values

Mo3.2. Evaluate the role of liberty, equality, and fraternity in life

Mo3.3. Assess the philosophical significance of constitution

Module IV: Individual Thinkers

(a)   Socrates- Virtue is Knowledge

(b)   Plato- Cardinal virtues

(c)   Aristotle- Arete

Module Outcomes

Mo4.1. Examine the various concepts of value discussed by the Greek thinkers

Mo4.2. Create the philosophical importance of Socrates, Plato and Aristotle

Mo4.3. Evaluate the Practical significance of virtues

Module V: Value Analysis

(a)   Value Crisis in the Modern world- Necessity of value-oriented education-mass media and value transaction.

Module Outcomes

Mo5.1. Justify value crisis in the world

Mo5.2. Examine the necessity of value-oriented education

Mo5.3. Assess the practical significance of value transaction

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments
- Test papers
- Debates
- Seminars
- Discussions

REFERENCES

Harold H. Titus, Living Issues in Philosophy, New Delhi: Eurasia Publishing House Pvt.Ltd

Ed. Kireet Joshi; Philosophy of value-oriented Education, Theory and Practice-ICPR

Keval.V. Kumar, Mass Communications in India 3rdEd.Duhi: Taro Publishing house

William Lillie, An Introduction to Ethics- New Delhi Allied Publishers. 1997

PL 1132

Complementary II Semester I

GANDHIAN PHILOSOPHY

No. of Credits – 2.   No. of Instructional hrs./week – 3

Objectives

Familiarize students with Gandhian ideas and ideals

Course outcomes

Co1 Assess the practical aspects of Gandhian thought

Co2 Evaluate the metaphysical, political, social and economic views of Gandhi

Co3 Facilitate a foundation for international Peace studies

Co4 Analyze the major concepts of Gandhian thoughts

Module I

Influences on Gandhi: Upanishads, Gita, Islam, Christianity, Jainism, Ruskin, Thoreau, Tolstoy

Module Outcomes

Mo1.1 Understand the background of Gandhian thought

Mo1.2 Analyze the traditional and western influences on Gandhian thought

Mo1.3 Evaluate the importance of religious forms and social reformers in Gandhian philosophy

Module II

Truth: God- non-violence, Inseparability of Ends and Means, Trusteeship and Bread- Labour.

Module Outcomes

Mo2.1 Discuss the importance of truth in cultural development

Mo2.2 Articulate the importance of non-violent attitude

Mo2.3 Critically evaluate the meaning of life

Mo2.4 Assess the importance of social cultural developments with the help of trusteeship and bred labour

Module III

Social- Justice: Sarvodaya, satyagraha, the qualifications needed for a Satyagrahi

Module Outcomes

Mo3.1 Apply the concept of Sarvodaya in social political and economic contexts

Mo3.2 Understand the concept of satyagraha

Mo3.3Asses the concept of satyagraha as a political weapon

Module IV

Decentralization of economy, Swadeshi, Critique of modern civilization - sustainable development

Module Outcomes

Mo4.1 Understand the importance of decentralized economy

Mo4.2 Evaluate the importance of patriotism with the concept of swadeshi

Mo4.3Analyze the features of modern civilization and its impacts

Mo4.4 Critically evaluate the possibilities of sustainable development

Module V

Perspectives in Democracy: Swaraj, panchayti Raj -spiritualization of politics- ideal state-Sarva-dharma-samabhavam, Basic education: Nai Talim

Module Outcomes

Mo5.1 Evaluate the Gandhian ideal of democratic system

Mo5.2 Critically evaluate 'spiritualization of politics'

Mo5.3 Analyze the need for basic education in the present scenario

References

1. M.K. Gandhi, The story of my experiments with truth. Ahmedabad: Navajivan Trust

2. J.B. Kripalini, Gandhi: His Life and Thought. New Delhi: Government of India Publications

3. Manmohan Chodhari, Exploring Gandhi. New Delhi: Gandhi Peace Foundation, 1989

4. Dr. G.R. Sharma, An introduction to Gandhian Thought, New Delhi: Atlantic 1995

5. Surendra Varma, Metaphysical foundations of M.K. Gandhi's Thought. New Delhi: Orient Longmans, 1970.

6. S.R. Bhakshi, Gandhi and His Social Thought Delhi: Criterion Publication 1986.

7. Peace Studies -The Discipline and Dimensions – Asha Pasricha.

PL1241

Core Course II Semester II

PHILOSOPHIC THEMES & METHODS

No. of Credits -4   No. of instructional hrs/week -6

Objectives

This course will introduce students to the nature and relevance of Philosophy. It will help distinguish the major branches of philosophical enquiry. Students are enabled to discuss and identify positions and arguments relevant to some of the major philosophical issues.

Course Outcomes

Co1 Introduce and clarify the nature and relevance of Philosophy

Co2 Analyze the major theories and concepts in Philosophy

Co3 Explore philosophical arguments and their significance

Co4 Evaluate one's own abilities to intervene as methods of Philosophizing

Co5 Create perspectives that help link theoretical Philosophy to Practical application

Module I

What is Philosophy: Philosophy and science-Religion and philosophy-Methods of

philosophy-Socratic method-The method of doubt-Intuitive method-Scientific method

Module Outcomes

Mo1.1 Define Philosophy

Mo1.2 Analyse the nature of Philosophy

Mo1.3 Assess the relevance of Philosophy in daily living

Module II

Philosophical themes: Cosmological Enquiries-Ontological Enquiries-Philosophy of Mind- Theory of knowledge-The higher values of life

Module Outcomes

Mo2.1 Critically examine the different methods in Philosophy

Mo2.2. Analyse the method of dialectic

Mo2.3. Assess the method of doubt in the process of philosophizing

Mo2.4. Differentiate the method of deduction from the method of Induction

Module III

Theories of Reality: Monism-Dualism-Pluralism-Materialism-Idealism

Module Outcomes

Mo3.1 Classify the different theories of reality

Mo3.2 Evaluate Monism and Dualism

Mo3.3 Assess the theory of Pluralism

Mo3.4 Distinguish the theories of Materialism and Idealism

Module IV

The Nature of Knowledge: What can we know? -Sources of knowledge-Truth and validity of knowledge.

Module Outcomes

Mo4.1 Examine the significance of Epistemology

Mo4.2 Explore the sources of Knowledge

Mo4.3 Examine the truth and validity of knowledge

Module V

The higher values: The idea of God-Good and evil-Theory of morals-The philosophy of Art.

Module Outcomes

Mo5.1 Analyze Axiology

Mo5.2 Evaluate theory of morals

Mo5.3 Evaluate the philosophy of Art

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:

- Assignments

- Seminar Presentation on selected topics

- Debates

- Quiz

LEARNING RESOURCES
REFERENCES

- GTW Patrick, Introduction to Philosophy. Delhi: Surjeet Publications,1978.

- William Ernest Hacking, Types of Philosophy. New Delhi: Mohit Publication,

1999.

- John Hospers, An Introduction to Philosophy,

- A.C. Ewing, The fundamental Questions of Philosophy

- Harold Titus, Living Issues in Philosophy. D. Van Nostrand Co.

- G W Cunningham Problems of Philosophy

PL 1231
Complementary Course III Semester II

INDIAN AESTHETICS

No. of credits- 3   No. of instructional hrs/ week -3

Objectives

This course helps the students to understand the nature of art and its scope in the factual world. It helps students understand art as an expression of thoughts, ideas and communication. The course aims to expose students to different aesthetic theories in the Indian tradition. This course strives to inculcate sensitivity to different art traditions from an Indian point of view. It helps students delve into the philosophical foundations of Indian aesthetic traditions. Above all it intends to develop a critical framework that aids students to engage in art criticism

Course Outcomes

Co1 Articulate, exemplify and clarify the concept of Indian Aesthetics

Co2 Expose students to the philosophical foundations of Indian aesthetic traditions

Co3 Analyze the theoretical roots of aesthetic theories through an understanding of diverse art forms

Co4 Evaluate one's aesthetic abilities by understanding aesthetics in relation to creativity, aesthetic experience, culture etc.

Co5 Create perspectives that aid students to acquire a foundational basis in the field of art

Module I: Introduction: Indian terminology of art- Soundarya sastra- Definition of art in Indian tradition – Place of art and beauty in Vedas and Upanishads – Purpose of art in Indian tradition

Module Outcomes

Mo1.1 Define the concepts of art and beauty

Mo1.2 Expose the purpose of art in Indian tradition

Mo1.3 Describe and appreciate art forms

Mo1.4 Assess art and beauty as an integral part of Vedas and Upanishads

Module II Theory of Rasa in the context of drama- Bhava and Rasa- Constituents of Rasa- Stayibhavas - Vibhavas- Anubhavas- Sancharibhavas.

Module Outcomes

Mo2.1 Define the various approaches to understanding the theory of Rasa

Mo2.2 Evaluate the basic components of the Rasa theory

Mo2.3 Examine the role of bhava in invoking rasa

Mo2.4 Examine the meaning and implication of the process of accomplishment of rasa

Module III Theory of Rasa- Natyashastra - Rasa in the context of poetry – Poetics or Kavya sastra- Theories of composition – Alamkara, Riti, Vakrokti schools.

Module Outcomes

Mo3.1 Analyse the significance of examining rasa in the context of poetry

Mo3.2 Explain the various approaches to understanding Kavya sastra

Mo3. 3 Create contexts for a deeper understanding of rasa in poetics through different schools

Mo3.4 Examine the implications of poetic meaning from literal meaning

Module IV Theory of Dhvani- Explanation by Anandavardhana - the three kinds of Dhvani- Function of words- Abhida- Lakshana – Vyanjana - Sphota theory

Module Outcomes

Mo4.1 Differentiate the diverse meanings of the concept of dhvani

Mo4.2 Infer the levels of meaning in the understanding of dhvani

Mo4.3 Distinguish the various kinds of dhvani and their significance

Mo4.4 Analyse the function and role of sphota as the source of dhvani

Module V The spirit of Indian art- Indian architecture- Sculpture – Painting – Music and Dance (A Brief Survey)

Module Outcomes

Mo5.1 Evaluate the various styles and modes of art expressions from the different regions of India

Mo5.2 Create contexts to appreciate and develop an aesthetic sensibility

Mo5.3 Critically evaluate Sculpture, painting, music and dance forms of the Indian Tradition.

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT
SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

1. Barlingay S.S, A Modern Introduction to Indian Aesthetic Theory. New Delhi: DK Print World.

2. Sankaran A, Theories of Rasa and Dhvani. Madras University, 1973

3. T P Ramachandran, Indian Philosophy of Beauty (part I and II). Madras University 1989 4. Syammalagupta, Art Beauty and Creativity. Delhi: DK Print World, 2000

5. Sethuraman. V.S, Indian Aesthetics. Madras: Macmillan, 1922.

6. K Kunjunni Raja. Indian Theories of Meaning. Adyar Library & Research Centre. India. 1963

7.T N Sreekantaiya. Indian Poetics.

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**

PL1232

Complementary Course IV Semester II

COMPARATIVE RELIGION

No of credits: 3   No of instructional hours/week 3

Objectives

Create an awareness about the comparative nature of the different religions

Convince the students the essential oneness of different religions

Course Outcomes

Co1 Understand the major world religions and the scope of comparative religion

Co2 Analyze the theoretical issues in the academic study of religion

Co3 Justify religion as an influential expression of human experience

Co4 Analyze the ethical aspects of religions

Co5 Discuss theories of afterlife

Module I

Introduction – World religions (Zoroastrianism, Hinduism, Judaism, Christianity, Islam, Jainism, Buddhism, Sikhism, Taoism, Confucianism) - Nature and scope of the comparative study of religions

Module Outcomes

Mo1.1 Understand the major world religions in a comparative approach

Mo1.2 Explain the scope of comparative religion

Mo1.3 Elucidate the oneness of different religions

Module II

Theories of God

Monotheism-monism- henotheism- deism-polytheism- atheism- pantheism-agnosticism

Module Outcomes

Mo2.1 Understand the conception of God in major religions

Mo2.2 Analyze theistic and atheistic theories

Mo2.3 Discuss the classic conception of God

Module III

God, man and the world

Freedom of the will- karma and rebirth- religious experience- religious consciousness

Module Outcomes

Mo3.1 Evaluate the ethical aspects of religions

Mo3.2 Understand the significance of religious consciousness

Mo3.3 Analyze religious experience

Module IV

Religion and social life

Religious pluralism- secularism- inter-religious dialogues

Module Outcomes

Mo4.1 Understand the relation between religion and social life

Mo4.2 Examine religious pluralism and secularism

Mo4.3 Validate the significance of inter religious dialogues

Module V

Eschatology

Liberation and its means –moksha-nirvana- life after death- day of final judgement

Module Outcomes

Mo5.1 Examine the different views on afterlife

Mo5.2 Understand various metaphysical theories of liberation

Mo5.3 Examine the various means to liberation

References

1. A.R Mohapatra, Religious Philosophy. New Delhi: Sterling, 1985

2. John Hick, Philosophy of Religion. Delhi: Prentice Hall, 1971

3. Y. Masih, Introduction to Religious Philosophy. New Delhi: Motilal, 1971

4. S Radhakrishnan, Indian Religions. Delhi: Vision Books, 1985

PL 1321

Foundation Course II Semester III

INFORMATICS AND PHILOSOPHY

No. of credits – 3   No. of instructional hours/week – 4

Objectives

To create awareness about the role of Information Technology in our day to day lives and examine the various application of IT

To sensitize the students about Intellectual Property Rights (IPR), cybercrime, the need for cyber security and the relevance of cyber ethics.

Course Outcomes

Co1 Understand and apply the knowledge skills offered by Information Technology

Co2 Assess the IT applications in E Governance, medicine and healthcare, industry and commerce, defense, crime detection, weather forecasting and film and media, and IT services for the differently abled.

Co3 Discover the futuristic possibilities in IT like virtual reality and artificial intelligence

Co4 Evaluate the social implications of the exponential growth of IT

Co5 Analyze the salient features of cyber ethics and evaluate its significance in the society

Module I Knowledge Skills for Higher Education

Data, information and knowledge – internet as a knowledge repository – academic search techniques – use of IT in teaching and learning: synchronous and asynchronous e – learning – benefits of e – learning – case study of educational software: SAKSHAT – Academic services: INFLIBNET, NICNET, BRNET – creating cyber presence: weblogs and podcasts

Module Outcomes

Mo1.1 Describe the difference between data, information and knowledge

Mo1.2 Assess academic search techniques and the role of the internet as a knowledge repository

Mo1.3 Compare and contrast synchronous and asynchronous e-learning

Mo1.4 Evaluate the benefits of e-learning and discover case studies of educational software and academic services offered by IT

Module II IT Applications

E-Governance: aims and benefits – case study of e-governance applications: Bhoomi, Railnet

IT applications in medicine and healthcare, industry and commerce, defense, law and crime detection, weather forecasting, film and media, IT services for the differently abled

Module Outcomes

Mo2.1 Understand the aims and benefits of E – Governance through E - Governance applications

Mo2.2 Explain the IT applications in medicine and healthcare

Mo2.3 Assess the IT applications in industry and commerce, defense, crime detection and weather forecasting

Mo2.4 Analyze the IT applications in film and media and discover the IT services for the disabled

Module III IT Applications

Futuristic IT – virtual reality – bio-computing – Turing test – Artificial Intelligence (AI) – application areas of AI.

Module Outcomes

Mo3.1 Evaluate the futuristic possibilities in IT

Mo3.2 Explain the notions of virtual reality and bio-computing

Mo3.3 Analyze the Turing Test and its implications

Mo3.4 Assess the concept of Artificial Intelligence (AI) and explore into its applications

Module IV Social Informatics and Philosophy

Advantages and disadvantages of IT developments – digital divide – methods to counter digital divide – the free software movement – technology transfer:

license, guarantee and warranty.

Module Outcomes

Mo 4.1 Evaluate the advantages and disadvantages of IT developments

Mo 4.2 Assess the dimensions of the digital divide and explain the methods to counter digital divide

Mo 4.3 Explain the history and features of the free software movement

Mo 4.4 Understand the forms of technology transfer like license, guarantee and warranty

Module V Cyber Ethics

What is cyber ethics? Issues in cyber ethics: Privacy - Intellectual Property Rights (IPR) – copyrights – patents – plagiarism – identity theft – spam – adware, malwares and spywares – computer viruses – software piracy – phishing – cybercrimes – cyber security – cyber addiction – information overload – health issues related to the use of computers – e-waste – green computing.

Module Outcomes

Mo5.1 Understand and evaluate the notions of cybercrime and cyber ethics

Mo5.2 Explain the various dimensions of IPR

Mo5.3 Assess the fallouts of cyber addiction and the health hazards related to the prolonged use of computers

Mo5.4 Summarize information overload, e-waste and green computing

Books for Study

1. Alan Evans. *Informatics – Technology in Action*. Pearson Publications, 2009.

2. Luciano Floridi. *Philosophy and Computing: An Introduction*. Routledge publications, 1999.

3. Siny G Benjamin. *Informatics*. GEM publications, Trivandrum, 2014.

4. K Ravindran Asari. *Basics of Informatics*. Medtech Publishers, 2015.

5. Richard A Spinello. *Cyberethics: Morality and Law in Cyber Space*. Jones and Bartlett Learning Publishers, 2016.

6. Neeraj Pandey, KhushdeepDharni. *Intellectual Property Rights*. Prentice Hall of India, 2014.

7. Jacques Berleur (Editor), Markku I. Nurminen (Editor), John Impagliazzo (Editor). *Social Informatics: An Information Society for All?* Springer, 2010.

PL 1341

Core Course-III Semester III

DEDUCTIVE LOGIC

No of Credits 4   No. of Instructional hrs/week- 5

Objectives

To familiarize students with traditional logic.

To make students understand with fundamentals of deductive logic.

Course Outcomes

Co1 Understand what is logic and examine the nature of logical reasoning

Co2 Understand the definition and distinguish basic concepts used in logic

Co3 Analyze the laws of thought

Co4 Distinguish propositions and illustrate traditional square of opposition

Co5 Validate categorical syllogism, conditional syllogism, fallacies of syllogism

Module – I Introduction

Introduction to Logic- Definition- nature and scope of Logic- Relation between Logic and Ethics- Relation between Logic and Psychology

Module Outcomes

Mo1.1 Define Logic

Mo1.2 Examine the nature and scope of logic

Mo1.3 Analyze the relation between Logic and Ethics and Logic and Psychology

Module -II -Words and Terms

Words, Names and Terms- Classification of Terms-Singular, General, Collective, Positive- Negative, Privative- Absolute and Relative- Abstract and Concrete- Connotation and Denotation

Laws of Thought:

1.   **Law of Identity**

2.   Law of non-contradiction

3.   Law of excluded middle

   Module Outcomes

Mo2.1 Differentiate words, names and terms

Mo2.2 Understand the classification of terms

Mo2.3 Distinguish connotation and denotation

Mo2.4. Analyze laws of thought

Module – III

Categorical Proposition

Difference between sentence and proposition- Structure of a categorical proposition- Quality and Quantity of AEIO propositions, Distribution of Terms, Euler's Circle (Brief Description only)

Module Outcomes

Mo3.1 Analyze sentence and proposition

Mo3.2 Understand the structure of categorical proposition

Mo3.3 Compare the quality and quantity of AEIO propositions

Mo3.4 Assess the distribution of terms and illustrate Euler's circle

Module IV – Immediate Inference

Relation between propositions-Opposition-Traditional Square of Opposition-Eduction- Conversion, Obversion, Contraposition

Module Outcomes

Mo4.1 Understand what is immediate inference

Mo4.2 Summarize the relationship between propositions

Mo4.3 Illustrate traditional square of opposition

Mo4.4 Assess the different kinds of immediate inference using traditional square of opposition

Module V- Mediate Inference

Categorical Syllogism- Rules and fallacies of categorical syllogism-Figures and Moods (Short introduction only)

Conditional Syllogism: Hypothetical Syllogism (Rules only) Disjunctive

Syllogism (Rules only)

Dilemma- Different types of Dilemmas

Module Outcomes

Mo5.2 Validate categorical syllogism, its rules and fallacies

Mo5.3 Understand figures and moods

Mo5.4 Evaluate conditional syllogism, its classification and rules

Mo5.5 Examine the different types of dilemma

Text for Study

1.   Introduction to Logic – IM Copi

2.   The Fundamentals of Logic -T.M.P. Mahadevan

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Complementary Course V   Semester III

WESTERN AESTHETICS

No. of credits -3   No: of instructional hrs/ week-3

Objectives

To understand aesthetics as a theory of art and beauty

To evaluate aesthetics as a discipline of philosophy

To evaluate the subjective and objective approach to art and beauty

Course Outcomes

Co1Define aesthetics

Co2 Understand the nature, scope and development of Aesthetics

Co3 Evaluate the notion of aesthetic experience and aesthetic appreciation

Co4 Estimate the Greek theories of Aesthetics

Co5 Compare Freudian theories of art formation and dream formation

Module I

Definition, Nature and Scope of Aesthetics- Process of aesthetics (aesthetic experience, attitude and aesthetic judgment) Classification of art- visual,

auditory, verbal, mixed, literary, fine, and useful art

Module Outcomes

Mo1.1 Define Aesthetics

Mo1.2 Understand the nature and scope of Aesthetics

Mo1.3 Evaluate the process of Aesthetics- Aesthetic experience attitude and Judgement

Mo1.4 Classify art into visual, auditory, verbal, mixed, literary, fine and useful art

Module II

Definitions of Beauty- Forms of Natural Beauty- Symmetry, Proportion and harmony- Forms of Beauty- The Sublime, The Beautiful and the Comic

Module Outcomes

Mo2.1 Define beauty

Mo2.2 Illustrate different forms of natural beauty-symmetry, proportion and harmony

Mo2.3 Evaluate forms of beauty -the sublime, the beautiful and the comic

Module III

Greek Theories of Art: Plato- Art as imitation of imitation-Aristotle-Representational theory- Catharsis as the objective of Art

Module Outcomes

Mo3.1 Evaluate Greek theories of art

Mo3.2 Analyze art as imitation of imitation

Mo3.3 Explain representational theory

Mo3.4 Evaluate catharsis as the objective of art

Module IV

Intellectualist Theories: Kant – Universality of Aesthetic Judgments-Distinction of aesthetic judgment from logical and moral judgments

Module Outcome

Mo4.1 Illustrate Intellectualist theories

Mo4.2 Develop Universality of aesthetic judgements

Mo4.3 Distinguish aesthetic judgement from logical and moral judgements

Module V

Marxian theory of Art – Social responsibility of the artist (compare social role of art with art for art's sake)

Hegel- Application of dialectical method in art

Freud- Art as Expression- Artistic creativity-comparison with dream formation

Module Outcome

Mo5.1 Examine Marxian theory of art

Mo5.2 Examine social responsibility of the artist

Mo5.3 Examine the application of dialectical method in art

Mo5.4 Compare artistic creativity with dream formation

References

1. Syamala Gupta, Art Beauty and Creativity. Delhi: D.K Print world, 2000

2. Anand Amaladass, An Introduction to Aesthetics, Madras: Satyanilayam publications

3. R. Ravindran Pillai, Outline of Aesthetics. Trivandrum: MMSBP Publication

4. Seven Aestheticians New Delhi: ICPR

5. Anada Amaladas, Prelue to Aesthetics. London: George Allen and Unwin, 1968

6. E.F. Carritt, The Theory of Beauty

PL 1332

Complementary Course VI   Semester III

ECOPHILOSOPHY

No. of credits- 3   No. of instructional hours/week-3

Objectives

To introduce the concept of Ecophilosophy and its relevance in the present world.

To throw light on the central issues in Ecophilosophy

To create awareness about the urgent need of sustainable development

Course Outcomes

Co1 Create philosophical perspectives for ecological conservation.

Co2 Create contexts for bringing an attitudinal change for a better world

Co3 Differentiate anthropocentric and non-anthropocentric approaches

in Ecophilosophy.

Co4 Create a holistic approach in conserving the environment

Co5 Evaluate the notion of sustainable development

Module 1

Eco philosophy- Environmental Ethics- Indian concept of nature

Vasudaivakudumbakam- Eco system- Bio diversity- Ecological Conservation

Module Outcomes

Mo1.1 Distinguish Ecophilosophy from Environmental Ethics

Mo1.2 Evaluate the Indian concept of nature

Mo1.3 Integrate the principle of Universal Oneness

Mo1.4 Create contexts for developing Ecological Conservation

Module 2

Different approaches in Environment Ethics: Anthropocentrism-Non

anthropocentrism- Biocentrism- Ecocentrism- Holistic approach

Module Outcomes

Mo2.1 Understand the different approaches in Environment Ethics

Mo2.2 Compare and contrast anthropocentrism and non-anthropocentrism

Mo2.3 Create a holistic approach in environmental concerns

Module 3

Land Ethic and Ecological concerns- Aldo Leopold- Intrinsic and Extrinsic values- Eco feminism

Module Outcomes

Mo3.1 Discover the chief tenets of Land Ethic

Mo3.2 Distinguish intrinsic values and extrinsic values

Mo3.3 Evaluate the relevance of eco feminism

Module 4

Arne Naess - distinction between Deep ecology and Shallow ecology- Platform principles of Deep ecology- Ecosophy T- Biospherical egalitarianism - Self-realisation- Warwick Fox's Transpersonal ecology

Module Outcomes

Mo4.1 Analyze the distinction between Deep ecology and Shallow ecology

Mo4.2 Evaluate the platform principles of Deep ecology

Mo4.3 Analyse the central tenets of Ecosophy

Mo4.4 Understand Warwick Fox's Transpersonal ecology

Module 5

Concept of Sustainable development- Intergenerational justice- Ecological resistance Movements: Chipko Movement, Silent Valley Movement

Module Outcomes

Mo5.1 Analyse the concept of Sustainable development

Mo5.2 Understand the principle of Intergenerational Justice

Mo5.3 Create contexts to develop a sensitivity to practice sustainable development in day-to-day life

Books for Reference

Erach Bharucha, Textbook for Environmental Studies for Under-graduate Courses, UGC.

John Benson, Environmental Ethics: An Introduction with Readings, Routledge, 2001.

Maria Mies and Vandana Shiva, Ecofeminism, Zed Books Ltd., London,1993.

M.Vannuci, Human Ecology in Vedas

Peter Singer, Practical Ethics, Cambridge University Press, 1999

Robin Attfield, Environment Ethics: A Very Short Introduction, Oxford University Press, 2018.

Warwick Fox, Towards a Transpersonal Ecology, State University of New York Press,1995.

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Core IV Semester IV

INDUCTION AND SCIENTIFIC METHOD

No of Credits- 4   No of Instructional hours/week: 5

Objectives
The course aims to introduce students to some of the fundamental principles associated with the two types of reasoning, Inductive and Deductive logic. Inductive reasoning is crucial in scientific research. It is primarily concerned with how reasoning and argumentation functions in scientific inquiry and Research.

Course Outcome
Co1 Examine the methodology of Deductive and Inductive Logic
Co2 Evaluate the significance of Inductive reasoning in establishing scientific truths
Co3 Articulate and exemplify the importance of Hypothesis in scientific Research
Co4 Analyze Mill's method in determining the causal relationship between events in Scientific study

Co5 Evaluate the role of Analogy in generating scientific knowledge

Module I

Introduction to Induction-Difference between Induction and Deduction-Reflective thinking

Module Outcome

Mo1.1 Define Induction and Deduction

Mo1.2 Analyze the scope of Inductive reasoning in Scientific Research

Mo1.3 Evaluate the role of Reflective thinking towards problem solving in Scientific study

Module II

The Problem of Induction-Postulates or axioms of Induction

Kinds of Induction-

(a) Scientific Induction-Four stages

(b) Unscientific Induction: Enumerative Induction and Induction by Analogy

Module Outcomes

Mo2.1 Analyze the problem of Induction in establishing scientific truths

Mo2.2 Examine Scientific Induction as a form of reasoning in generating Truth

Mo2.3 Assess the role of unscientific Induction as a method of arriving at Generalization

Module III

Observation and Experiment-

Difference between Observation and Experiment-Characteristic of Scientific Observation-Fallacies of Observation

(a) Fallacy of Non-Observation

(b) Fallacy of Mal Observation

Hypothesis-

Conditions of valid Hypothesis-False Hypothesis and Barren Hypothesis

Module Outcomes

Mo3.1 Expose the role of Experiment and Observation in Scientific discoveries

Mo3.2 Understand the different types of fallacies in Scientific Observation

Mo3.3 Analyze the importance of Hypothesis in Scientific research

Module IV

Causality-Plurality of Causation -Aristotle's view -Mill's definition of Cause-Methods of Mill.

(a) Method of Agreement

(b) Method of Difference

(c) Method of Agreement and Difference

(d) Method of Concomitant variation

(e) Method of Residue

Module Outcomes

Mo4.1 Understand the different views on Causation

Mo4.2 Evaluate the Scientific test conducted by Mill in establishing Scientific laws

Mo4.3 Examine Mill's methods and create contexts to find out its application in day today life

Module V

Analogy

Definition of Analogy

Rules and conditions of a good or sound Analogy

The value or use of Analogy-Limitations of Analogy

Module Outcomes

Mo5.1 Evaluate the role of Analogy in Scientific Reasoning

Mo5.2 Examine the validity of Analogy in Scientific Induction

Mo5.3 Apply analogy in day today life

Reference

1.   I.M. Copi and Carl Cohen (1996): Introduction to Logic Prentice Hall of India, New Delhi., 9thEdition.

2.   Cohen, M.R &E. Nagel (1972): An Introduction to Logic and Scientific Method, Allied Publishers, New Delhi.

3.   Graham Priest (2000): Logic A very Short Introduction, Oxford Press Publication, New York.

4.   T M P Mahadevan: Introduction to Logic

5.   Krishna Jain – Textbook of Logic. DK Print world, Delhi.

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Core course –V Semester IV

INDIAN PHILOSOPHY: VEDAS TO HETERODOX SYSTEMS

No. of credits -3   No. of instructional hrs/ week-4

Course Outcomes

Co1 Understand the basic features of Indian Philosophy

Co2 Analyze the basic principles underlying this universe with reference to Vedas and Upanishads

Co3 Analyze basic concepts in heterodox systems

Co4 Evaluate the teachings of Charvaka

Co5 Justify the applications of teachings of Gita, Buddhism and Jainism in human life

Module I

Salient features of Indian philosophy -Vedic literature – four Vedas and their divisions- Vedic religion – concept of Rta

The upanisads- Atman - Jiva- Panchakosas - Brahman (cosmic and acosmic views)- Identity of Atman and Brahman- (mahavakyas) 1. Tat tvamasi, 2. Ahambrahmasmi 3. Ayamatma brahma 4. Prajnanam brahmam

Module Outcomes

Mo1.1 Understand the salient features of early Indian philosophy

Mo1.2 Examine the four Vedas and their divisions

Mo1.3 Evaluate the concept of Rta

Mo1.4 Analyze the identity of Atman and Brahman with the help of Mahavakyas

Module II

The Bhagavad Gita- Synthesis of yoga Concept of Nishkama Karma- Sthithaprajna- Lokasamgraha.

Brahma Sutras: The first four aphorisms (a very brief study)

Module Outcomes

Mo2.1 Understand the relevance of the Bhagavad Gita

Mo2.2 Apply the concept of Nishkama karma in human life

Mo2.3 Examine Lokasamgraha as a social ideal

Mo2.4 Evaluate sthithaprajna as a conflict resolution ideology

Mo2.5. Examine the synthesis of yoga

Module III

Classification into Astika and Nastika Darsanas- Charvaka Materialsim-Pramana – Perception – Refutation of Inference- Charvaka Ethics

Module Outcomes

Mo3.1. Understand Charvaka materialism

Mo3.2. Evaluate the Pramana-perception

Mo3.3 Analyze refutation of inference

Mo3.4 Evaluate Charvaka ethics

Module IV

Buddhism: Basic Teachings of Buddhism – Arya Satyas- Pratityasamutpada-Kshanika Vada and Nairatmya Vada- Astanga marga- Nirvana

Module outcomes

Mo4.1 Understand the basic teachings of Buddhism

Mo4.2 Evaluate the principle of Arya satyas

Mo4.3 Speculate the significance of kshanikavada and nairatmyavada

Mo4.4 Create contexts for applying astanga marga

Module V

Jainism- categories -Jiva- Ajiva- Anekantavada- syadvada- Mahavratas and Anuvrtas-triratnas- bondage and liberation in Jainism

Module Outcomes

Mo5.1 Understand the categories in Jainism

Mo5.2 Distinguish between Jiva and Ajiva

Mo5.3. Examine anekantavada

Mo5.4. Assess syadvada

Mo5.5. Discuss bondage and liberation in Jainism

Reference

1. T.M.P. Mahadevan, Invitation to Indian Philosophy. Madras: Arnold

2. H. Hiriyanna, Essentials of Indian Philosophy. Delhi: Motilal

3.C. D. Sharma, Critical Survey of Indian Philosophy. Motilal Banarsidas, 1961

4. Brahmasutras, Sivanand Swami, Divine Life Society, Uttarakhand ,2008.

Further Reading

Dutta and Chatterjee, Introduction to Indian Philosophy. Calcutta: Motialal , 1961

S. Radhakrishnan, Indian Philosophy (Vol. I and II). Delhi Oxford. 1999

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Complementary Course VII Semester IV

PHILOSOPHY OF EDUCATION

No. of Credits -3   No. of instructional hrs/week -3

Objectives

This course helps the students to understand the close relationship between philosophy and education and fosters a new approach of seeing philosophy as a view of life that leads to the goal of education. Emphasis is laid on helping students to develop ideas about education and provide tools that aid in thinking about issues in education. This course helps students to understand various curricular perspectives and to develop foundational views on education.

Course Outcomes

Co1 Articulate, exemplify and clarify the notion of Philosophy of Education

Co2 Analyze the significance of the basic idea of education and create awareness of the need for philosophy of education

Co3 Evaluate major philosophical theories and their significance for education

Co4 Compare different schools of thought on education

Co5 Create perspectives on educative processes and understand the basis of

education in a social context

Module I Definition and nature of philosophy of education- Relation between philosophy and education. Types of Education- Formal, informal and non-formal education. Aims of education: Individual and Social aim - Knowledge aim- Character aim- Vocational aim – Complete living aim.

Module Outcomes

Mo1.1 Define Philosophy of Education

Mo1.2 Expose the relation between Philosophy and Education

Mo1.3 Evaluate the different types of education

Mo1.4 Analyse education as an integral part of Philosophy

Module II

Major philosophical theories: Idealism – Naturalism – Pragmatism – Humanism

Module Outcomes

Mo2.1 Evaluate major philosophical theories on education

Mo2.2 Analyse the different principles of education in relation to these philosophical theories

Mo2.3 Examine the role of various philosophical theories in the process of learning /education

Mo2.4 Exercise different learning skills to clarify problems, issues and concepts

Module III Contribution of Western thinkers on education: Plato - knowledge – Rousseau- Negative Education – Froebel- Kindergarten– Paulo Freire – problem posing education -critical pedagogy

Module Outcomes

Mo3.1 Analyse the significance of the role of Western thinkers and their contributions to the educative process

Mo3.2 Evaluate the various methods of Philosophical interventions in the development of educational ideals

Mo3.3 Examine the philosophical approaches of thinkers and their solutions to

problems in education

Module IV Contribution of Indian Thinkers on education: Vivekananda- Man-making education– Tagore -Spiritual Unity- Radhakrishnan Knowledge and Wisdom- J. Krishnamurti - Freedom

Module Outcomes

Mo4.1 Analyze the significance of the role of Indian thinkers and their contributions to the educative process

Mo4.2 Examine the issues involved in the application of philosophy to education

Mo4.3 Examine the philosophical approaches of thinkers and their solutions to problems in education

Module V

Perceptive changes in education – Internationalism - Globalization – Education as a tradable commodity- four modes of supply

Module Outcomes

Mo5.1 Understand proposed policy changes resulting from the phenomena of globalization

Mo5.2 Create a framework for understanding the characteristics and functions of internationalisation

Mo5.3. Analyse the role of modes of supply in the educational process

Mo5.4. Examine the issues involved in the perception of Education as a tradable commodity

ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

SUGGESTED CLASS ROOM ACTIVITIES:
- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz

LEARNING RESOURCES

REFERENCES

Aggarwal, J.C. Theory and Principles of Education New Delhi: Vikas Publication, 2002.

Chandra, S.S. & R.K. Sharma Philosophy of Education New Delhi: Atlantic Publication, 2002

Manso, Robin Globalising Education. London Routledge,1998.

Madhu, K. Education in Huma Values, Delhi; Sterling Publishing, 2000.

ONLINE RESOURCES

- **http://www.oxfordreference.com/browse?t0=ORO:AHU02720**
- **http://www.iep.utm.edu/**
- **https://www.inflibnet.ac.in/**
- **https://plato.stanford.edu/**
- **https://www.rep.routledge.com/**

PL 1432

Complementary - VIII Semester IV

MODERN INDIAN THOUGHT

No. of Credits-3   No. of instructional hours/ week-3

Objectives

To introduce the student of philosophy to the Indian renaissance movement and provide insights into the features of modern Indian thought

To acquaint the students with the salient features of the philosophies of Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Sir Mohammed Iqbal, Dr. B. R. Ambedkar, J. Krishnamurti, Sri Narayana Guru, and Chattampi Swamikal

Course Outcomes:

Co1 Understand the historical background of the Indian Renaissance movement and the features of Modern Indian Thought

Co2 Summarize, evaluate and incorporate the ideals of Practical Vedanta and Universal Religion of Swami Vivekananda

Co3 Summarize the salient features of the philosophies of Sri Aurobindo and Rabindranath Tagore

Co4 Assess the key philosophical concepts of Sir Mohammed Iqbal, Jiddu Krishnamurti, and Dr.B.R. Ambedkar

Co5 Assess and evaluate the contributions of Kerala renaissance movements and thinkers

Module I Indian Renaissance and Modern Indian Thought

Introduction to Indian Renaissance Movement - Salient Features of Modern Indian Thought

Module Outcomes

Mo1.1 Describe the historical background of Indian Renaissance Movement

Mo1.2 Evaluate the socio-cultural and political conditions in India that triggered the Indian Renaissance

Mo1.3 Assess the significance of the Indian Renaissance Movement

Mo1.4 Comprehend the salient features of Modern Indian Thought

Module II Philosophy of Swami Vivekananda

Swami Vivekananda- Practical Vedanta- Yogas for Self-realization - Universal Religion

Module Outcomes

Mo2.1 Comprehend the features of Practical Vedanta and assess its significance

Mo2.2 Understand the Yogas for Self-realization as they were envisaged by Swami Vivekananda

Mo2.3 Assess the paths of yoga outlined by Swami Vivekananda

Mo2.4 Analyze and evaluate the significance of the notion of Universal Religion

Module III The Philosophies of Sri Aurobindo and Rabindranath Tagore

Sri Aurobindo Ghosh - Involution and Evolution – Integral Yoga

Rabindranath Tagore- Religion of man – Humanism

Module Outcomes

Mo3.1 Explain the dimensions of Sri Aurobindo's Integral Yoga

Mo3.2 Understand the concepts of involution and evolution in the philosophy of Sri Aurobindo

Mo3.3 Analyze the concept of religion held by Rabindranath Tagore

Mo3.4 Assess the ideal of spiritual humanism as envisaged by Rabindranath Tagore

Module IV The Philosophies of Sir Mohammed Iqbal, Jiddu Krishnamurti and Dr. B. R. Ambedkar

Sir Mohammed Iqbal – Intuition - Concept of Ego

Jiddu Krishnamurti - Concept of Freedom

Dr. B. R Ambedkar – Critique of Casteism - Neo-Buddhism

Module Outcomes

Mo4.1 Understand the notions of intuition and ego as envisaged by Sir Mohammed Iqbal

Mo4.2 Evaluate the concept of freedom as envisioned by Jiddu Krishnamurti

Mo4.3 Analyze the critique of caste undertaken by Dr. B.R. Ambedkar and reflect on its significance

Mo4.4 Explain the features of the Neo-Buddhism expounded by Dr.B.R.

Ambedkar

Module V Kerala Renaissance Movements and Thinkers

Kerala Renaissance Movements and Thinkers

Sri Narayana Guru: Analysis of Caste - Religious Tolerance

Chattampi Swamikal: Revival of Advaita Vedanta – Vedadhikaram

Module Outcomes

Mo5.1 Describe the contributions of Kerala renaissance movements and thinkers

Mo5.2 Analyze the notion of caste and religious tolerance in the philosophy of Sri Narayana Guru

Mo5.3 Assess the steps taken by Chattampi Swamikal for the revival of Advaita Vedanta in Kerala

Mo5.4 Evaluate and reflect upon the concept of Vedadhikaram as envisaged by Chattampi Swamikal

Books for Study

1. Dr. K. Sreenivasan. *Sree Narayana Guru*. Thiruvananthapuram: Jayasree Publications, 1989.

2. Basant Kumar Lal. *Contemporary Indian Philosophy*. New Delhi: MLBD, 1987

3. R.L. Srivastava, *Contemporary Indian Philosophy*. Delhi: MLBD, 1965.

4. Swami Vivekananda, *Vedanta*. Mayavati: Advaita Ashrama, 1965.

5. Swami Vivekananda. *Selections from Complete Works of Vivekananda*. Calcutta: Advaita Ashrama, 1973.

6. Rabindranath Tagore. *The Religion of Man*. Rupa Publications, 2005.

7. S Omana. *The Philosophy of Sree Narayana Guru.* Thiruvananthapuram: Narayana Gurukula, Kerala, 2018.

8. Chattampi Swamikal. *Advaita Cinta Paddhati*. Kollam: Panmana Ashramam publications, 2010.

9. J. Krishnamurti. *Freedom From the Known*. US: Harper and Row, 1969.

10 TMP Mahadevan. *Invitation to Indian Philosophy*. Madras: Arnold Heinmann, 1974.

11. R.N Sharma, *Contemporary Indian Philosophy*. New Delhi Atlantic Publishers and Distributors, 1996.

12. Valerian Rodrigues. *The Essential Writings of B.R. Ambedkar.* New Delhi: Oxford University Press, 2002.

13. B R Ambedkar. *The Annihilation of Caste.* US: Columbia University. 2014.

PL1541

Core Course-VI Semester V

ANCIENT & MEDIEVAL WESTERN PHILOSOPHY

No of credits – 4   No. of instructional hrs/week-4

Objectives

To acquaint the students the features of early Greek Philosophy

To enlighten the students about the fundamental philosophical problems in Sophists, Socrates, Plato, Aristotle and in the Medieval Philosophers, St. Augustine- St. Anselm of Canterbury and St. Thomas Aquinas.

Course Outcomes

Co1 Compare and contrast the characteristics of Ancient and Medieval Western Philosophy.

Co2 Evaluate Sophist Philosophy in the light of modern ethical theories.

Co3 Examine the relevance of Socratic methods in the modern world.

Co4 Compare and contrast the concept of Plato and Aristotle.

Co5 Assess the contributions of Medieval Philosophers- St. Augustine, St. Anselm of Canterbury and St. Thomas Aquinas.

Module I

Introducing Greek Philosophy- Pre-Socratic Philosophy – questions of foundations- Thales- Anaximander- Anaximenes. Problems of change and Permanence- Heraclitus and Parmenides. Greek Atomism – quantitative and qualitative theories.   Democritus and Leucippus- Empedocles and

Anaxagoras

Module Outcomes

Mo1.1 Examine the features of Greek Philosophy

Mo1.2 Assess the problems of change and permanence

Mo1.3 Compare and contrast the quantitative and qualitative theories

Mo1.4 Evaluate the significance of Greek Philosophy

Module II

Sophists- Theory of knowledge and Ethics-Socrates- Socratic Methods - Socratic Problem of knowledge and Ethics

Module Outcomes

Mo2.1 Evaluate Sophist's contributions to the theory of knowledge

Mo2.2 Assess the merits and demerits of Sophist's Ethics

Mo2.3 Explain the significance of Socratic Theory of Knowledge

Mo2.4 Evaluate the significance of the dimensions of Socratic methods

Module III

Plato- Two-world conception –   Theory of knowledge - Theory of divided-line – Metaphysics – Theory of Ideas -Objective Idealism- Allegory of the Cave

Module Outcomes

Mo3.1 Differentiate the material and the Ideal world of Plato

Mo3.2 Appraise Plato's Theory of Ideas

Mo3.3 Describe the features of Objective Idealism

Mo3.4 Analyze the relevance of Plato's Allegory of the Cave- Views on false notions of the present world

Module IV

Aristotle- Substance-form and matter- Potentiality and Actuality-Theory of Causes

Module Outcomes

Mo4.1 Evaluate the Problem of Substance in Aristotle's Philosophy

Mo4.2 Understand the significance of Aristotle's theory of Causation

Mo4.3 Analyze the concepts of potentiality and actuality in Aristotle's Philosophy

Mo4.4 Compare and Contrast the features of Form and matter in Plato and Aristotle

and evaluate its significance

Module V

Medieval Philosophy - questions of faith and reason- problem of evil- St. Augustine- Proofs for the existence of God- St. Anselm of Canterbury and St. Thomas Aquinas

Module Outcomes

Mo5.1 Evaluate the role of reason and faith in the socio-political domains of human life

Mo5.2 Analyze the question of evil in St. Augustine's Philosophy

Mo5.3 Evaluate the arguments for the existence of God and its logical structure in Anselm and Aquinas

References

1.   W.T. Stace, A Critical History of Greek Philosophy, Macmillan Publishers, 1950.

2.   Frank Thilly, A History of Philosophy, Allahabad: Central Publishers, 1992.

3.   Y. Masih: A Critical History of Western Philosophy, Delhi, Motilal Banarsidass Publishers Pvt. Ltd., 1994.

4.   Frederick Copleston, A History of Philosophy, Vol I&II

5.   Bertrand Russell, A History of Western Philosophy, London, Routledge Classics, 2004

PL1542

Core Course VII Semester V

ORTHODOX SYSTEMS OF INDIAN PHILOSOPHY

No. of Credits -4   No. of instructional hrs/ week-4

Objectives

To familiarize the students with the orthodox systems.

To introduce the basic theories of orthodox schools.

Course Outcomes

Co1 Understand sad Darsanas of Indian Philosophy

Co2 Understand the metaphysical concepts in the six systems of Indian Philosophy

Co3 Analyze the epistemological doctrines in the six systems of Indian Philosophy

Co4 Compare the Samkhya and Advaita systems of Philosophy

Co5 Analyze the theoretical and practical depths of the philosophy of ṣad darsanas.

Module I

A brief introduction to the ṣad darsanas of Indian philosophy (refer Invitation to Indian philosophy) Nyaya- Vaisesika- Categories of Vaisesika- Atomism-Nyaya pramanas Asatkaryavada- concept of liberation

Module Outcomes

Mo1.1 Understand ̦ṣad darsanas of Indian Philosophy

Mo1.2 Discuss Nyaya-Vaiseshika and understand its pramanas

Mo1.3 Appraise categories of Vaisesika

Mo1.4 Analyze atomism, asatkaryavada and the concept of liberartion

Module II

Samkhya yoga –Prakriti and Purusa and theory of Evolution – Satkaryavada- Yoga-chitta vritti, Eight limbs of yoga

Module Outcomes

Mo2.1. Understand Samkhya Yoga

Mo2.2. Distinguish Prakriti and Purusha

Mo2.3. Discuss theory of evolution and satkaryavada

Mo2.4. Examine yoga and eight limbs of Yoga

Module III

Purva Mimamsa- Bhatta and Prabhkara schools of Mimamsa- pramanas
accepted by Bhatta and Prabhakara- concept of Dharma and Karma

Module Outcomes

Mo3.1 Understand Purva Mimamsa.

Mo3.2 Distinguish   between Bhatta Mimamsa and Prabhakara Mimamsa

Mo3.3 Examine the pramanas accepted by Bhatta and Prabhakara.

Mo3.4 Explain the concept of Dharma and Karma

Module IV

Absolutistic school of Advaita-Gudapada- Ajativada

Sankara- sadhana chathustaya-Brahman and Maya- Levels of Reality -

Identity of Atman and Brahman- sravana, manana, nididyasana, -

Jivanmukti

Module Outcomes

Mo4.1   Understand Vedanta

Mo4.2   Classify absolutistic and theistic Advaita-Vedanta

Mo4.3   Analyze sadhana chathustaya

Mo4.4   Understand Brahman and Maya

Mo4.5   Explain the identity of Atman and Brahman

Module-V

Theistic schools of Vedanta Visistadvaita- Çit and AÇit- Brahman- Prapatti,

Dvaita Vedanta- Pancabhedas- Concept of Bhakti

Vallabha- Shuddhadvaita

Nimbarka-Bhedaabheda (Dvaitadvaita)

Module Outcomes

Mo5.1 Understand Çit and AÇit and Brahman

Mo5.2 Explain Bhakti and Prapatti

Mo5.3 Understand Dvaita Vedanta

Mo5.4 Explain and evaluate concept of Bhakti

Books for Study

1. T.M. Mahadevan, Invitation to Indian Philosophy. Madras: Arnold Heinmann, 1974

2. M Hiriyanna, Outlines of Indian Philosophy. Delhi: Motiala, 2000

3. C.D. Sharma, Critical survey of Indian Philosophy. Delhi Motital , 1961

4. S. Radhakrishnan, Indian Philosophy (volume I and II- Delhi: Oxford, 1999 5. Dutta and Chatterjee, Introduction to Indian Philosophy. University of Calcutta, 1984

5. P.T. Raju, The Structural Depths of Indian Thought, South Asian Publishers Pvt. Ltd. New Delhi, 1985

PL1543

Core VIII Semester V

INTRODUCTION TO ETHICS

No of Credits: 2   No of Instructional Hours/week: 3

Objectives

To introduce Ethics.

To inculcate ethical sensitivity, ethical knowledge in students to make ethical judgment and willpower.

Course Outcomes

Co1 Understand the nature and scope of ethics

Co2 Analyze the psychological basis of morality

Co3   Evaluate classical ethical theories and approaches

Co4   Explore the relationship between individual and society

Co5 Categorize the different levels of morality

Module l: Introduction

Definition of ethics – Ethics as science and art – nature and scope of ethics- Relation of ethics to psychology, sociology and religion

Module Outcomes

Mo1.1 Understand the definition, nature and scope of ethics

Mo1.2 Examine ethics as science and art

Mo1.3 Illustrate the relation of ethics to psychology, sociology and religion

Module ll: Psychological basis of morality – Difference between voluntary and non – voluntary action – Nature of willed action – Character and conduct – Motive and intention

Module Outcomes

Mo2.1 Examine the psychological basis of morality

Mo2.2 Differentiate between voluntary and non – voluntary action

Mo2.3 Analyze the nature of willed action

Mo2.4 Compare character and conduct, motive and intention

Module lll: Theories of Ethics

Hedonism of Bentham – Utilitarianism of J.S. Mill – Intuitionism of Sidgwick – Ethics of Immanuel Kant –Deontology– Categorical imperative – Ethics of F.H. Bradley – My station and its duties

Module Outcomes

Mo3.1 Discuss Hedonism of Bentham, Utilitarianism of J S Mill and Intuitionism of Sidgwick

Mo3.2 Understand the three Maxims of morality

Mo3.3 Critically interpret Bradley's My station and its duties

Module lV Individual and society – Rights and duties – Relation – Virtue: Views of Socrates, Plato and Aristotle – Eudaimonia – Casuistry – Theories of punishment

Module Outcomes

Mo4. 1 Examine the relationship between individual and society

Mo4.2 Distinguish between rights and duties

Mo4.3 Analyze Virtue ethics defended by Socrates, Plato and Aristotle

Mo4.4 Evaluate the case – based method of reasoning and the theories of punishment

Module V: Development of moral consciousness – Different levels of morality – Level of instinct – Level of custom – Level of conscience – Moral progress – Criteria of moral progress

Module Outcomes

Mo5.1 Describe the development of moral consciousness

Mo5.1 Compare the different levels of morality

Mo5.3 Assess the criteria of moral progress

References

1) Mackenzie – Manual of Ethics

2) William Lillie – An Introduction to Ethics

3) Harold H Titus – Ethics for Today

4) Y.V. Satyanarayana - Ethics-Theory and Practice

5) Peter Singer - A Companion to Ethics

PL1544

Core course IX semester V

MODERN WERSTERN PHILOSOPHY

No. of credits-4   No. of instructional hrs/week – 4

Objectives

Introduce the fundamental characteristics of Modern Western Philosophy so as to infer its different schools and the respective thinkers.

Understand the progress and significance of modern philosophy

Course Outcomes

Co1 Evaluate the origin and characteristics of Modern western philosophy

Co2 Examine the constructive development of thought to defend reason in Modern Western Philosophy

Co3 Distinguish the way Modern Western Philosophy facilitate experience as a contrast to reason

Co4 Evaluate the influence of science in the development of modern thinking

Co5 Understand how Modern Western Philosophy integrates knowledge and the methods devised to infer, analyze, criticize, justify and modify thought-process in creating the progress of philosophy

Module I

A brief survey into the periods of modern western philosophy, its characteristics, methods of interpretation- Bacon- a general outline of Bacon's philosophy, idols

Module Outcomes

Mo1.1 Evaluate how Modern Western Philosophy emerged in the period of Renaissance

Mo1.2 Appraise the way in the later period, when free-thinking suffered, how Bacon became the beacon of the light of reason

Mo1.3 Examine the methodology adapted by Bacon

Mo1.4 Compare the different idols

Module II

Rationalism: Descartes – Method-– cogito ergo sum substance, mind-body relation- Spinoza- Modes, Infinite substance, Pantheism- intellectual love of God, mind-body relation -Leibniz-Theory of knowledge, doctrine of substance, monads, God as the supreme monad- mind body relation

Module Outcomes

Mo2.1 Understand how rationalists formulate reason as the source of knowledge

Mo2.2 Evaluate the methods used by rationalists to integrate the concept of substance

Mo2.3. Evaluate the different views on mind-body relation as expressed by the rationalists

Mo2.4. Estimate the role play of God in Rationalism

Module III

Empiricism: John Locke- Method, Origin of knowledge, Refutation of innate ideas, sensation, reflection, primary and secondary qualities -George Berkely- Refutation of abstract ideas, esse-est-percipii, theory of knowledge- David Hume - problem of knowledge - impressions and ideas – causation, skepticism

Module Outcomes

Mo3.1 Examine the way empiricism criticize rationalism

Mo3.2 Debate the refutation of innate ideas with respect to human cognitive aspects

Mo3.3 Examine whether refutation matter as simulate

Mo3.4 Analyze whether causation is a fabrication of the mind

Module IV

Idealism: Immanuel Kant- Transcendental Idealism, Synthetic a priori

knowledge –space and time, Categories of understanding

Module Outcomes

Mo4.1 Examine the Kantian approach to the synthesis of rationalism and empiricism

Mo4.2 Analyze the notion of 'transcendental' in Kantian Philosophy

Mo4.3 Understand the logical categories of understanding

Module V

Idealism- Hegel- Absolute idealism, historical scientific evolutionary method -Dialectics

Module Outcomes

Mo5.1. Examine whether the historical evolutionary method of Hegel as scientific

Mo5.2 Understand 'the Real as the Rational' in Hegel.

Mo5.3 Understand the method of dialectics

References

Antony Kenny, A New History of Western Philosophy: Rise of Modern Philosophy Vol 3 Oxford: Clarendon Press, 2006

Bryan Magee, The Great Philosophers: An Introduction to Western Philosophy, Oxford University Press, 1987

Ed. G.H.R. Parkinson, The Renaissance and Seventeenth Century Rationalism, Routledge,1993

Frank Thilly - History of Philosophy. Allahabad: Central Publishing, 1992

Mayer - A History of Modern Philosophy. New Delhi: Eurasia Publishing

Russell, A History of Philosophy, New York, Simon& Schuster

W.K. Wright - History of Modern Philosophy, Macmillan

Y. Masih - A Critical History of Western Philosophy, Delhi: Motilal, 1999

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Core Course X Semester V

ANCIENT AND MEDIEVAL POLITICAL PHILOSOPHY

No. of Credits 4   No of instructional hours/week: 4

Objectives

To acquaint students with the fundamental political ideas of western thought.

To enable students to understand the evolution of many political ideologies prevalent during the time and to equip students to analyze the social and political issues from a contemporary perspective.

Course Outcome

Co1 Understand the nature and significance of Political Thought

Co2 Understand and assess the political ideologies of Ancient and Medieval Political thinkers

Co3 Develop a critical perspective on diverse theories and apply its Significance in the Present context

Co4 Examine the functioning of government in ancient Western ideologies and explore its challenges in the present socio-political context

Co5 Evaluate the Greek notions on law and citizenship

Module I

Characteristic features of Greek City state-Greek view of Life-Greek idea of Citizenship-Greek reverence for Law

Module Outcome

Mo1.1 Explain the important features of Greek City State

Mo1.2 Analyze the Greek view of Life

Mo1.3 Analyze the Greek idea of Citizenship and explore its challenges in a democratic society

Mo1.4 Examine the Greek reverence to Law

Module II

Political philosophy of the Sophist-Knowledge and opinion-Nature and Convention-Socrates: Method of Dialectic- "An unexamined life is not worth living", "Virtue is Knowledge"

Module Outcome

Mo2.1Examine the importance of studying Sophists and their methods

Mo2.2 Examine the contribution of Socrates as a Moral and Political philosopher

Mo2.3 Demonstrate the method of Socrates adopted to elicit Knowledge

Mo2.4 Examine with suitable instances the applicability of Socrates notable Quotes

Module III

Plato: Ideal State-Education-Communism –Justice

Module Outcome

Mo3.1 Examine how Plato's ideals reconcile with Modern Political System

Mo3.2 Examine Plato's views on Education

Mo3.3 Demonstrate Platonic justice and how it gains fame in Modern Political arena

Module IV

Aristotle: The best practicable state-Rule of Law-Classification of Government

Module Outcome

Mo4.1 Exemplify Aristotle's conception of state as a way to lead a good life

Mo4.2 Explain Rule of Law in Aristotle

Mo4.3 Examine critically Aristotle's classification of Government

Module V

Characteristic Features of Medieval Political Philosophy-ST. Thomas Aquinas: Classification of Government, Supremacy of Papal Authority-Classification of Law-Dante: Universal Monarchy-Machiavelli: Universal Egoism –The Omnipotent Legislator

Module Outcomes

Mo5.1 Define Medieval philosophy and examine its distinctive features

Mo5.2 Examine the political ideas of St. Thomas Aquinas and its striking resemblance with Aristotle

Mo5.3 Explore the Political ideals embedded in Dante's renowned work *Demonarchia*

Mo5.4 Examine the political doctrine of Machiavelli and its impact on Modern power politics

Reference

Bhandari D R. (1990) History of European Political Philosophy, Bangalore Printing and Publishing Company.

Sabine, George H. (1937) A History of Political Theory, George G. Harrap and Co.ltd.

Ramaswamy, Susheela (2011) A History of Political Thought: Plato to Marx, Prentice Hall India Learning Private Limited.

PL1551.1

Open Course I Semester V

FUNDAMENTALS OF LOGICAL REASONING

No. of credits - 2   No. of instruction hours Per Week – 3

Objectives

To introduce to the student community, the fundamentals of logic, the basics of immediate and mediate inferences and the fundamental principles of deductive and inductive logic

To empower students to carry out brain teasers and reasoning exercises that are helpful in developing analytical skill and problem-solving techniques

Course Outcomes

Co1 Understand and apply the fundamental techniques of logical reasoning

Co2 Describe categorical propositions and immediate inferences

Co3 Assess mediate inferences and the method of deduction

Co4 Explain the principles of science

Co5 Analyze the form of inductive reasoning

Module I Logic as the Science of Reasoning

Logic- Introduction to logic as a science of reasoning - definition of logic - two types of reasoning: deduction and induction – Features of deductive reasoning - Difference between induction and deduction – Terms, propositions and arguments- Truth and Validity - solving brainteasers

Module Outcomes

Mo1.1 Define logic and understand the meaning of terms, propositions and arguments

Mo1.2 Distinguish between deductive and inductive reasoning

Mo1.3 Distinguish between truth and validity

Mo1.4 Solve brain teasers to sharpen skills of reasoning

Module II Categorical Propositions and Immediate Inferences

Categorical propositions: Quality- Quantity and Distribution of terms in AEIO propositions – Euler's circle- Immediate and Mediate inferences- Square of opposition - Immediate inferences of Eduction: Conversion, Obversion, Contraposition - Reasoning exercises based on immediate inferences

Module Outcomes

Mo2.1 Describe categorical propositions and explain the quality, quantity and distribution of terms in standard form categorical propositions and represent them in Euler's circles

Mo2.2 Distinguish between immediate and mediate inferences

Mo2.3 Assess the features of the immediate inferences of Opposition and Eduction

Mo2.4 Apply the principles of immediate inference to solve reasoning exercises based on Opposition and Eduction

Module III Mediate Inferences and Methods of Deduction

Deductive arguments – Categorical syllogism: Rules and fallacies- Hypothetical and Disjunctive syllogism: Rules and fallacies - Dilemma- Rebutting the dilemma - Reasoning exercises based on mediate inference

Module Outcomes

Mo3.1 Define a categorical syllogism and explain its rules and fallacies

Mo3.2 Understand the rules and fallacies of hypothetical and disjunctive syllogisms

Mo3.3 Analyze a dilemma and assess the techniques of rebutting a dilemma

Mo3.4 Solve reasoning exercises based on mediate inference

Module IV Principles of Science

What is science? - Science and hypothesis: Scientific and unscientific explanations – Testing of hypotheses (observation and experiment) – Evaluating scientific hypotheses

Module Outcomes

Mo4.1 Define and describe the enterprise called science

Mo4.2 Analyze the role of hypotheses in science and distinguish between scientific and unscientific explanations

Mo4.3 Assess the methods of testing hypotheses

Mo4.4 Evaluate scientific hypotheses

Module V Inductive Reasoning

Induction – Types of induction: Enumerative induction, scientific induction and analogy; a brief description – Characteristics of scientific induction – Nature of inductive inference- problem of induction – Grounds of inductive reasoning

Module Outcomes

Mo5.1 Define inductive reasoning and distinguish between enumerative induction, scientific induction and analogy

Mo5.2 Describe the characteristics of scientific induction

Mo5.3 Analyze the problem of induction

Mo5.4 Assess the grounds of inductive reasoning

Books for Study

1.   I.M. Copi and Carl Cohen. *Introduction of Logic (Fourteenth Edition)*. US: Pearson New International Edition, 2014.

2.   Irving M Copi and Carl Cohen. *Introduction of Logic (Eighth Edition)*. New York: Macmillan Publishing Company, 1990.

3.   James Edwin Creighton. *An Introductory Logic*. London: Macmillan Company Limited, 1919.

4.   Creighton and Smart. *Introduction to Logic*. New York: The Macmillan Company, 1947.

PL1551.2

Open Course I Semester V

PHILOSOPHY OF ART AND BEUTY

No of Credits:2   No of instructional hours/week- 3

Objectives

To familiarize students with the form and content of work of art.

To make the students understand the basic concepts of art and evaluate artistic process

Course Outcomes

Co1 Understand the form and content of art

Co2 Analyze the concepts in art

Co3 Evaluate artistic process

Co4 Understand the formal principles of art

Co5 Examine the significance of philosophical interventions in art

Module I

Definitions to beauty–subjective and objective approaches–Forms of Beauty (The sublime, The Beautiful and the Comic) forms of Natural Beauty- Symmetry, Proposition and Harmony

Module Outcomes

Mo1.1 Define beauty and understand subjective objective approaches.

Mo1.2 Understand forms of beauty

Mo1.3 Illustrate different forms of natural beauty

Module II -Art

What is Art? Art- and Craft- Aesthetic Experience–Art as an expression and

enjoyment of Beauty- The nature of artistic activity–The creative process in art

Module Outcomes

Mo2.1 Define art

Mo2.2 Evaluate the process of aesthetic experience

Mo2.3 Analyze art as an expression and enjoyment of beauty

Mo2.4 Apply artistic activity and creative process in art

Module III- The work of Art

Materials of Art– Medium of Art Form, content and subject matter - Style-Expression and representation

Module Outcomes

Mo3.1 Understand materials and medium of art

Mo3.2 Understand the content and subject matter of art

Mo3.3 Examine style, expression and representation

Module IV- Formal principles of Art.

Organic Unity- Complexity or diversity– Theme and thematic variation–Development or Evolution– Balance

Module Outcome

Mo4.1 Analyze organic unity, complexity or diversity

Mo4.2 Evaluate theme and thematic variation

Mo4.3 Understand development or evolution and balance

References

Dr.R. Ravindan Pillai, outline of Aesthetics, Trivadnrum: MMSBP Publication

R. Balasubramaniam, Indian Philosophy of Beauty. University of Madras,1971.

Syamala Gupta Art Beauty and Creativity. Delhi DK Print world

PL1551.3

Open Course-I Semester V

<div align="center">

PEACE STUDIES

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No. of credits-2   No. of instructional hrs/-week-3

Objectives

To familiarize students with the significance of peace in Indian thought and the concepts of great thinkers

To enable students to philosophically analyze the socio- political issues in contemporary life.

To enlighten students to the significance of peace

Course Outcomes

Co1 Understand the concept of peace

Co2 Analyze issues related to peace

Co3 Appraise the concept of Peace in Indian Tradition

Co4 Debate human rights and concept of equality

Co5 Evaluate the different theories of peace

Module-1

Concept of Peace-Issues related to peace-Justice, dignity of Man, Human Rights violation, Human Equality, Democracy, tolerance

Module Outcomes

Mo1.1 Understand the notions on peace

Mo1.2 Analyze issues related to peace, justice, dignity of man

Mo1.3 Debate human rights violation, human equality, democracy and tolerance

References

Peter Singer, Practical Ethics, Cambridge (chatper9) Peter Signer, One World, Orient Longman(chapter4&5)

Module II

Peace in Indian Tradition–Peace and concept of Dharma, Gita concept of Lokasamgraha,

Buddha's concept of peace-Gandhi on peace through satyagraha, concept of National Integration. Dalai Lama, Martin Luther King, Nelson Mandela

Module Outcomes

Mo2.1 Understand peace in Indian tradition

Mo2.2 Appraise peace, concept of dharma and Gita concept of Lokasamgraha

Mo2.3 Examine Buddha's concept of peace, Gandhi on peace through satyagraha

Mo2.4 Understand and discuss the concept of National integration-Dalai Lama, Martin Luther King, Nelson Mandela

Reference

T.M.P Mahadevan Invitation to Indian Philosophy Madras Arnold Heinmann,1974

J.B. Kripalani, Theory of Satyagraha in Gandhi and his life and through, Govt of India Dalai Lama, speech on receiving Nobel Prize

Module III

Theories of peace–Hobbes concept of quarrel-competition, desire for safety, desire for recognition. Kant's concept of morally autonomous being, John Rawl's justice as fairness

Module Outcomes

Mo3.1 Understand theories of peace

Mo3.2 Analyze Hobbes concept of quarrel-competition, desire for safety, desire for recognition and Kant's concept of morally autonomous being

Mo3.3 Evaluate and apply John Rawl's justice as fairness

References

Ranabira Samaddara, Introductory essay-Peace Studies, Sage books Peter Singer, Oneworld. Orient Longman

R. Balasubrahmaniam, Technique of Non-violent resistance, Gandhian thought, published by University of Madras1981

Module IV

Peace and International Society-philosophical analysis of peace initiatives– (1) coercive (threat system) (2) co-operative (regulated exchange system) (3) convergent (trans-national integration through values) (4) non-violent resistance

Module Outcomes

Mo4.1 Understand peace and international society

Mo4.2 Examine philosophical analysis of peace initiatives

Mo4.3 Examine coercive (threat system), co-operative (regulated exchange system), convergent (trans-national integration through values), non-violent resistance

References

Ranabira Samaddara, Introductory easy-Peace Studies, Saga books Peter Singer One world, Orient Longman

R. Balasubrahmaniam, Technique of Non-violent resistance, Gandhian thought, published by University of Madras,1981

PL 1551.4

Open Course I -Semester V

PHILOSOPHY AND SELF-MANAGEMENT

No. of Credits 2   No. of instructional hrs/week 3

Objectives

To survey the tools useful for self-management in Bhagavad Gita, Buddhism, Chinese Philosophy, and Existentialism

To create awareness among students of the need of inculcating Philosophical ideals in one's life

Course Outcomes

Co1 Evaluate the significance of Philosophical concepts in daily life

Co2 Understand the self-management methods in Bhagavad Gita, Buddhism, Chinese Philosophy, and Existentialism

Co3 Examine Gita as a context for conflict-resolution

Co4 Understand Chinese philosophy as natural and ethical

Co5 Evaluate existentialism as a philosophy of practice

Module I

Philosophy: Its Theoretical and Practical Nature

The major theoretical questions in Philosophy – ontological- metaphysical and epistemological – Applied philosophy and its Scope

Module Outcomes

Mo1.1 Understand the theoretical and practical nature of philosophy

Mo1.2 Analyze the major theoretical questions in philosophy

Mo1.3 Evaluate the applied nature of philosophy

Module II

Bhagavat Gita and Self-Management

Gita and Technique of Conflict resolution   - Personal conflicts and social conflicts of man - The venue of conflict in Gita as a Case of the inner conflict in man- Cultivating emotional stability as the technique of conflict resolution- Sthithaprajna- Yoga as efficiency in action

Module Outcomes

Mo2.1 Analyze the concept of Sthithaprajna in the Bhagavad Gita

Mo2.2 Evaluate the method of conflict resolution in Gita

Module III

Buddhism and Self-management

Analysis of human suffering: the concept of suffering, cause and the way to its removal- the four noble truths – the need of cultivating mindfulness. The doctrine of the middle path- Dogen's Doctrine in Zen Buddhism

Module Outcomes

Mo3.1. Understand the practical nature of Buddhist Philosophy

Mo3.2 Analyze the nature of human suffering and understand the way out of it

Mo3.3 Evaluate the concept of Mindfulness

Mo3.4 Analyze the Dogen's Doctrine

Module IV

Chinese Philosophy and Self-Management: A Guide to Living in Balance

The concept of Jen and Li in Confucianism- Tao – the stress on inner freedom-Ying -Yang as the principle of reciprocity

Module Outcomes

Mo4.1 Evaluate Chinese Philosophy and its self-management methods

Mo4.2 Create instances to evaluate Self- management methods of Confucianism, Taoism, and Yin-Yang principles in concrete life situations

Module V

Existentialism and Self-management

Kierkegaard– stages of life- the aesthetic, ethical, and religious stages-existence precedes essence- Sartre - human predicament – bad faith- freedom and responsibility

Module Outcomes

Mo5.1 Understand the philosophy of Existentialism and inculcate its self-management methods in one's life

Mo5.2 Analyze the concept of Existence

Mo5.3 Evaluate the nature of freedom and responsibility according to existentialists

Mo5.4 Analyze the concepts of the human predicament and bad faith

Books for Study

Carel and Gamez. What Philosophy Is, (Viva Publications)

Robert C Solomon, Introducing Philosophy (Oxford)

Harold Coward, Eva Darafyay, Nonald Newfeldt. Readings in Eastern Religions, (Satguru)

Dr. S Radhakrishnana Bhagavad Gita. Hind Pocket Books

Simple Taoism, Alexander Simpkins (New leaf)

Judith Blackstone and Zoran Josipovic. Zen for Beginners (Orient Longman)

B. K. Lal. Contemporary Indian Philosophy. Motilal Banarsidass

PL 1551.5

Open Course I -Semester V

PHILOSOPHY OF LAW

No. of Credits-2   No. of instructional hrs/week 3

Objectives

The course is designed to sharpen the students with a philosophical understanding of law. It also examines certain fundamental questions like What is Law, Do Laws have Moral content, what rights do our Laws safeguard etc. It also evaluates the philosophical issues and challenges associated with Capital Punishment.

Course Outcomes

Co1 Understand the nature of Law from a moral and philosophical perspective

Co2 Analyze various Ethical principle through Philosophical discourse

Co3 Evaluate the various Human Rights provisions under Indian Constitution

Co4 Assess the significance of IPR in Research activities and also examine the numerous career options for students in public and private Enterprises

Co5 Demonstrate an in depth understanding about Criminal justice system in a larger social context

Module I Introduction: Nature and Scope of Philosophy of Law

Major Approaches to Philosophy of Law Analytical Theory – Jeremy Bentham and John Austin Historical School –Savigny and Sir Henry Maine Philosophical School – Hugo Grotius and Immanuel Kant Sociological School –Roscoe Pound

Module Outcome

Mo1.1 Understand Philosophy of Law, its nature and functions

Mo1.2 Distinguish and evaluate different approaches to philosophy of Law

Module II Debate on Law, Justice and Morality (Harvard Lectures)

Utilitarian Theory of Justice –J S Mill 'How to measure Pleasure' Lecture 4. Supreme Principle of Morality –Immanuel Kant – 'A Lesson in Lying' Lecture 13. Justice as Fairness – John Rawls 'What's a Fair start' and 'What do we Deserve'. Lecture 15 and 16

Module outcomes

Mo2.1 Understand the Contemporary theories on Justice

Mo2.2 Critically examining the moral and ethical dilemmas involved in various theories

Mo2.3 Articulate an in depth understanding on such moral issues and its Significance

Module III Philosophy of Human Rights

The idea of Human Rights its origin and Development- UDHR-Human Rights Act The idea of Natural Law and Natural Right –Thomas Hobbes and John Locke Preamble, Fundamental Rights and Duties (Indian Constitution) A.21 Right to Life (Human dignity) Landmark judgment Rights of Women and Children (Constitutional Rights)

> **Protection of Women from Domestic Violence Act (DV Act 2005)**
>
> **Protection of Children from Sexual Offense Act (POCSO Act 2012)**

Module Outcomes

Mo3.1 Demonstrate a good understanding of the provisions under Indian Constitution dealing with Human Rights

Mo3.2 Understand and articulate Human Rights from a Philosophical Perspective

Mo3.3 Analyze Human rights issues with case studies and apply it in a given situation

Mo3.4 Develop an ability to be an ardent advocate of Human rights

Module IV Ethical Dimensions of Intellectual Property Rights (IPR)

Concept and meaning of IPR, Different kinds of IPR (Copy right, Patent, Trademark, Trade secrets)

Plagiarism: Is it an Academic offence? Locke's Labour Theory and IPR, Hegel's Personhood and IPR

Module Outcomes

Mo4.1 Understand IPR and its Scope

Mo4.2 Formulate different types of IPR and apply it in real life practice

Mo4.3 Articulate a comprehensive set of resources that can assist students to write their thesis with academic Integrity

Mo4.4 Examine IPR and its Philosophical justification

Module V Crime and Punishment

Different theories on Punishment (Deterrent, Retributive and Reformative), Is Capital punishment morally Justifiable? (Debate) Land Mark Cases (Bachan Singh Vs State of Punjab)

Module Outcomes

Mo5.1 Understand Crime and Punishment

Mo5.2 Analyze critically different theories of punishment

Mo5.3 Develop Critical thinking and problem-solving skills in matters related to Capital punishment

Mo5.4 Evaluate and reciprocate the concepts with the help of Case studies

References

Andrew. Clapham, *Human Rights: A very short Introduction*, Oxford University press, New York, 2007.

Venkata Subbarao G.C (2012) J*urisprudence and Legal Theory,* Eastern Book Company, Lucknow.

Manisha Priyam (2009) *Human Rights, Gender and Environment,* Pearson India Education, Uttar Pradesh.

Michael Sandel (2008) Justice*: What's the Right Thing to Do*? Farrar, Straus and Giroux publication.

J.P. Mishra,2009). *An introduction to intellectual property rights* Central Law Publications, 2nd Edition

https://scholar.harvard.edu/sandel/justice
https://legaldesire.com/theories-of-intellectual-property-rights/
https://cyber.harvard.edu/IPCoop/88hugh2.html

PL 1641

Core Course XI Semester VI

SYMBOLIC LOGIC

No of credits 4   No of instructional hrs/week:5

Course Outcomes

Co1 Understand the background and development of symbolic logic

Co2 Analyze the functions of language, validity and invalidity

Co3 Understand sentence, propositions and arguments, connectives, punctuations and symbols, argument and argument forms.

Co4 Illustrate the basic truth tables

Co5 Apply the rules of inference to solve problems.

Module I

Background of the development of symbolic logic-uses of symbolic logic

Module Outcomes

Mo1.1 Define symbolic logic

Mo1.2 Understand the background of symbolic Logic

Mo1.3 Examine the uses of symbolic Logic

Module II

Logic and language- three basic functions of language- sentences, propositions and arguments- simple and compound statements-variables and constants-logical punctuations- connectives and their symbols

Module Outcome

Mo2.1 Analyze Logic and Language

Mo2.2 Evaluate three basic functions of language

Mo2.3 Understand sentences, propositions and arguments, simple and compound statements

Mo2.4 Identify statement variables and constants, logical punctuations, connectives and their symbols

Module III

Validity and Invalidity

Truth table for conjunction, disjunction, negation, implication and material equivalence- truth table technique for testing the validity of arguments

Module Outcomes

Mo3.1 Understand validity and invalidity

Mo3.2 Illustrate truth table for conjunction, disjunction, negation, implication and material equivalence

Mo3.3 Apply truth table technique for testing the validity of arguments

Module IV

Argument and argument forms-statement and statement forms-substitution instances and specific forms-tautologies, contradictory and contingent statement forms

Module Outcomes

Mo4.1 Understand argument and argument forms

Mo4.2 Understand statement and statement forms

Mo4.3 Understand substitution instances and specific forms-tautologies, contradictory and contingent statement forms

Module V

Basically, equivalent statements-difference between material equivalence and logical equivalence- De Morgan's Theorems -paradoxes of material implication-rules of inference

Module Outcomes

Mo5.1 Explain basically equivalent statements, difference between material equivalence and logical equivalence

Mo5.3 Understand De Morgan's theorems

Mo5.4 Examine paradoxes of material implication

Mo5.5 Apply rules of inference in solving problems

References

1.Symbolic Logic- I M Copi (5th edition)

2. Introduction of Logic- IM Copi and Carl Cohen

PL 1642

Core XII Semester VI

APPLIED ETHICS

No of credits: 4   No of instructional hrs/week 5

Objectives

Acquaint the students with the application of moral problems, practices, and policies in personal life, professions, technology, and government

To create an awareness among students on different ethical issues

Course Outcomes

Co1 Understand the nature of applied ethics and its different approaches

Co2 Analyze the basic principles in medical ethics

Co3 Assess the ethical issues of artificial reproductive technologies

Co4 Examine the ethical perspectives on gender ethics

Co5 Evaluate the impact of media ethics and cyber ethics

Module l: General introduction – normative ethics and applied ethics – relevance of applied ethics

Module outcomes

Mo1.1 Understand the practical application of moral considerations

Mo1.2 Distinguish between normative ethics and applied ethics

Mo1.3 Assess the relevance of applied ethics

Module ll: Medical ethics – patient-doctor relationship – medical decisions – euthanasia: different kinds – arguments for and against euthanasia – organ transplantation – ethical issues

Module outcomes

Mo2.1 Describe the ethical principles in medical field

Mo2.2 Assess the impact of the doctor –patient relationship

Mo2.3 Examine ethical issues of medical decisions with specific reference to euthanasia

Mo2.4 Evaluate the ethical issues of organ transplantation

Module lll: Artificial reproductive technologies – Moral status of embryos – abortion – in vitro fertilization – surrogacy – cloning – ethical issues
Module Outcomes

Mo3.1 Understand artificial reproductive technologies and examining the ethical issues related to it

Mo3.2 Examine the moral status of embryos and the permissibility of abortion

Mo3.3 Analyze ethical dimensions of IVF and surrogacy

Mo3.4 Understand different processes to produce genetically identical copies of a biological entity and its related ethical issues

Module lV: Gender ethics – gender equality – feminism as an ethics of gender
Module outcomes

Mo4.1 Understand how gender operates within our moral beliefs and practices

Mo4.2 Critique on the resources and opportunities available to human persons regardless of gender, economic freedom and decision making

Mo4.3 Examine how traditional ethical theories undervalued women's moral experiences

Module V: Media ethics – ethics of newspaper journalism and digital media – cyber ethics

Mo5.1 Evaluate the ethical standards of media, including broadcast media, film, theatre, the arts, print media and the internet

Mo5.2 Assess the ethics of reporting, photographing and editing news stories for newspapers and magazines

Mo5.3 Discuss the influence of digital media

Books for study:

1) Peter Singer, Practical Ethics, Cambridge University Press,1999

2) Peter Singer ed. A companion to Ethics, Blackwell, 1997.

3) Peter Singer &Helga Kuhse, Bio ethics: An anthology, Blackwell.

4) Satheesh K M Bio ethics and bio safety, I K International Publishing House, 2008

5) William L Rivers, Ethics for the Media, Prentice Hall, 2001.

6) Ron F Smith, Ethics in Journalism, Blackwell, London 2008.

PL 1643

Core XIII- Semester VI

INTRODUCTION TO 20th CENTURY WESTERN PHILOSOPHY

Number of credits -4   No. of Instructional hrs/week-5

Objectives

To familiarize students with the relationship between literature, language, and philosophizing as it had been introduced in the recent philosophical attempts of the west.

Course Outcomes

Co1 Understand the different models of philosophy in the recent western philosophical traditions

Co2 Evaluate the critical currents in the recent philosophical models and methods

Co3 Apply the critical spirit of philosophy in socio-political situations

Co4 Analyze the linguistic turn in philosophy

Co5 Examine the relevance of phenomenology and existentialism

Module I: Introduction to Analytic and Continental Philosophy

Introducing Analytic and Continental approaches in Western Philosophy- Origin- development, and differences

Module Outcome

Mo1.1 Understand the concepts of analysis and synthesis

Mo1.2 Analyse the origin of Analytic and Continental Philosophical traditions

Mo1.3 Compare the differences between Analytical and Continental philosophy

Module II: Phenomenology – Nature, and characteristics

Phenomenology- Brentano- Husserl- Intentionality- Reduction- Three types of Reduction

Module Outcome

Mo2.1 Analyse the origin of Phenomenological traditions

Mo2.2 Understand basic concepts in Phenomenology

Mo2.3 Evaluate Phenomenology as a method of philosophy

Module III: Existentialism- Characteristics and Trends

Characteristics- Division in theistic and atheistic- Kierkegaard – three stages of existence-Sartre – freedom, and responsibility

Module Outcome

Mo3.1 Analyse the origin and development of Existentialism

Mo3.2 Apply the major concepts of Existential Philosophy in human life situations

Mo3.3 Evaluate the relevance of Existential Philosophy in social life

Module IV: Analytic Philosophy- Major Trends

Frege- Sense and Reference- Russell- Logical Atomism- Logical Positivism- Principle of Verification

Module Outcome

Mo4.1 Analyse the nature of Analytic Philosophy

Mo4.2 Evaluate the major theoretical questions in Analytic philosophy

Mo4.3 Create instances to find the relevance of Analytic Philosophy in human life

Module V: Philosophy of Ludwig Wittgenstein

Early Wittgenstein- Picture Theory – Later Wittgenstein- Language Game-Ordinary language Philosophy- Nature and characteristics

Module Outcome

Mo5.1 Understand the origin of the Philosophy of Wittgenstein

Mo5.2 Analyse the nature of language in Wittgenstein's Philosophy

Mo5.3 Compare the relation between Ideal Language and Ordinary Language-Similarities and differences.

Books for study

Passmore, Hundred years of philosophy, Penguin Books

Barry Gross, Analytic Philosophy, Pegasus

Frank Thilly, A History of Philosophy, Central Book Depot

R.C. Pradhan, Recent developments in Analytic philosophy, Munshiram Manoharlal Publishers

M.K Bhadra, A critical survey of phenomenology and existentialism. ICPR.

PL 1644

Core Course XIV Semester VI

MODERN POLITICAL PHILOSOPHY

No. of credits -3   No. of instructional hours/ week :4

Objectives

To acquaint the students to the political philosophies of Thomas Hobbes, John Locke, Jean Jacques Rousseau, George Wilhelm Frederick Hegel and Karl Marx To examine and familiarize the salient features of the political philosophy of Harold Laski, John Rawls and Robert Nozick

Course Outcomes

Co1 Understand the key concepts in the political philosophies of Thomas Hobbes and John Locke

Co2 Assess the political philosophy of Jean Jacques Rousseau

Co3 Evaluate the political philosophies of George Wilhelm Frederick Hegel and Karl Marx

Co4 Examine the political philosophy of Harold J Laski

Co5 Explain the theory of distributive justice of John Rawls and the entitlement theory of justice of Robert Nozick

Module I The Political Philosophies of Thomas Hobbes and John Locke

Thomas Hobbes: Scientific materialism – human nature – state of Nature- social contract

John Locke: human nature - the state of Nature – natural rights – social contract

Module Outcomes

Mo1.1 Compare and contrast the analysis of human nature in the political philosophies of Thomas Hobbes and John Locke

Mo1.2 Compare and contrast the state of Nature as expounded by Thomas Hobbes and John Locke

Mo1.3 Compare and contrast the theories of social contract put forward by Thomas

Hobbes and John Locke

Mo1.4 Understand scientific materialism of Thomas Hobbes and natural rights as upheld by John Locke

Module II The Political Philosophy of Jean Jacques Rousseau

Rousseau: human nature – state of Nature – theory of general will - sovereignty

Module Outcomes

Mo2.1 Assess Rousseau's perspective of human nature

Mo2.2 Analyze and reflect upon the state of Nature as conceived by Rousseau

Mo2.3 Describe the salient features of Rousseau's theory of general will

Mo2.4 Understand sovereignty as it was envisaged by Rousseau

Module III The Political Philosophies of George Wilhelm Frederick Hegel and Karl Marx

Hegel: Dialectical method – state – freedom

Karl Marx: Dialectical materialism – economic determinism - surplus value - class struggle - future society - withering away of the state

Module Outcomes

Mo3.1 Examine the features of the dialectical method introduced by Hegel

Mo3.2 Evaluate the notions of State and Freedom as it was envisaged by Hegel

Mo3.3 Analyze and reflect upon the dialectical materialism and the theory of economic determinism of Karl Marx

Mo3.4 Understand the concepts of surplus value, class struggle, future society and withering away of the state as envisioned by Karl Marx

Module IV The Political Philosophy of Harold J Laski

Harold J Laski: Political Pluralism – federation – rights of the individual

Module Outcomes

Mo4.1 Analyze the political pluralism of Laski

Mo4.2 Articulate the different phases in the evolution of the political philosophy of Laski

Mo4.3 Explain the notion of federation as it was conceived by Laski

Mo4.4 Understand the rights of the individual as put forward by Laski

Module V The Political Philosophies of John Rawls and Robert Nozick.

John Rawls: distributive theory of justice, Robert Nozick: entitlement theory of justice

Module Outcomes

Mo5.1 Analyze the concept of distributive justice as it was envisaged by John Rawls

Mo5.2 Evaluate the entitlement theory of justice proposed by Robert Nozick

Mo5.3 Compare and contrast the features of the distributive theory of justice and the entitlement theory of justice

Mo5.4 Understand the contemporary relevance of the distributive theory of justice and the entitlement theory of justice

Books for Study

D.R. Bhandari. *History of European Political Philosophy.* Bengaluru: Bangalore Printing House,1990.

George Sabine. *A History of Political Theory*. New York: Rinehart and Winston, 1961.

Michael Allingham. *Distributive Justice.* UK: Routledge, 2014.

Samuel Fleischacker. *A Short History of Distributive Justice.* US: Harvard University Press, 2005.

Salahuddin A. *Robert Nozick's Entitlement Theory of Justice, Libertarian Rights and the Minimal State: A Critical Evaluation.* Bangladesh: Scholar's Press, 2018.

PL 1661

Elective Semester VI

ETHICS OF CORPORATE MANAGEMENT

No of Credits – 2   No of Instructional Hours -3

Objectives

To acquaint the students with the fundamentals of management and also provide a deep insight into various ethical concepts and unethical practices in corporate governance. Various real-life case studies addressing contemporary corporate issues are also included in this paper to have a practical knowledge about the subject.

Course Outcomes

Co1 Understand the nature of Management and its different approaches

Co2 Explore the various types of Ethical dilemmas with the help of Models

Co3 Understand the Significance of Leadership in a Management Community

Co4 Evaluate the need of Corporate Social Responsibility in Corporate Governance

Co5 Explore the necessity of Corporate Ethics with the help of Case Studies

Module I

Introduction: Define Ethics and Management Ethics, its Nature and Scope-Best Ethical Practices in Management: Ethical Corporate Behaviour, Ethical Leadership -Ethical issues in Work place and HRM-Advantages of being Ethical

Module Outcomes

Mo1.1 Understand the terms Ethics and Management Ethics

Mo1.2 Evaluate the existing Ethical practices and frame a Code of Conduct

Mo1.3 Understand the Significance of Leadership in a Corporate community

Mo1.4 Explore the Ethical issues involved in various Organizations

Mo1.5 Evaluate the significant benefits of being Ethical

Module II

Ethical concepts: Subjectivism, Relativism, Consequentialism, Deontological and Virtue Ethics, Whistle Blowing-Ethical Dilemma-Two Models-Utilitarian V Kantian-Ethical action-Karma Yoga (Bhagavad Gita), Oneness or Advaita Concept of oneness of existence.

Module Outcomes

Mo2.1 Understand the basic Ethical Concepts in Management

Mo2.2 Create two models to handle Ethical Dilemmas in Corporate governance

Mo2.3 Evaluate the Significance of Karma Yoga in Modern day Management

Mo2.4 Explore the Holistic approach embedded in Corporate Management

Module III

Corporate Social Responsibility (CSR) - Social Contract Theorist: Rights and Duties in Rousseau-John Rawls' Justice as Fairness, Gandhian Concept of Trusteeship-Environmental Hazards: Pollution, Disposal of Toxic waste, Erosion of Earth's Ozone layer

Module Outcomes

Mo3.1 Understand Corporate Responsibility

Mo3.2 Evaluate the Social and Moral obligation with the aid of various Social Contract theories

Mo3.3 Explore the Managerial application embedded in Gandhian Trusteeship

Mo3.4 Assess the Ethical Significance of Environmental Preservation

Module IV

Application of Ethical theories to Case studies

1. Corporate Governance Failure -Satyam Computers. (Financial Fraud)

2. Ethical Dilemma faced by Public Health Sector in fighting Covid 19

3. CSR Study- The Bill and Melinda Gates Foundation

Module Outcomes

Mo4.1 Evaluate the importance of Ethics and Corporate governance in our working Environment

Mo4.2 Explore the different Unethical Practices during Pandemic

Mo4.3 Understand the need for Environmental Sustainability

Mo4.4 Understand about Corporate Responsibility

Learning Resources

References

S. K. Chakraborty, Management & Ethics Omnibus -, Oxford University press.

Harold Koontz & Heinz Weirich, Essential of management: An International Perspective -

S. K. Modh, (2015) Ethical Management: Text and Cases in Business Ethics and Corporate Governance, MacMillan Publishers.

U.C. Mathur, Values – S.K. Bhatia, Deep & Deep publications.

L.M. Prasad (1979) Principles and Practice of Management, Educational publishers, New Delhi, Volume 1.

Peter Drucker (1973) Management Tasks, Responsibilities, Practices.

S.S Khanka, (2014) Business Ethics and Corporate Governance (Principle and Practices), Chand & Co Publishers.

Online Resources

https://www.researchgate.net/publication/271139279_ROLE_OF_ETHICS_IN_MANAGEMENT

https://justiceharvard.org/justicecourse

https://www.edx.org/course/justice-harvardx-er22-1x-1

https://onlinelibrary.wiley.com/doi/abs/10.1111/beer.12316

PL1645

Semester V&VI

PROJECT WORK

No: of credits-4   No. of instructional hrs/week3+3

Aim: To impart training in Research methodology

Objectives

To develop the skills of identifying appropriate research topics and presentation

Specifications of Project work

1. The dissertation/project topic may be theoretical, empirical or text based relevant to the study of philosophy

2. The format of the dissertation shall be divided into preliminary, Introduction, Body of the dissertation, conclusion and List of Selected Bibliography

A. Preliminary

Titlepage, Certificate, preface with acknowledgement (acknowledgement is not mandatory) and Contents with page numbers

B. Introduction

Introduction should specify the objectives of the study, scope and relevance of the study and a general introduction of the topic

C. Body of the Dissertation

    Title chapters of the dissertation where the core content should be analyzed

D. Conclusion

Conclusion must highlight the relevance and significance of the study conclusion states the findings of the study

E. List of selected bibliography

Reference books in a standard format must be given after the conclusion

3. Dissertation Format/submission procedure

a. Reference and Footnotes/endnotes must be given

b. The dissertation must be typed in A4 size paper,1.5 linespace,1.5 inches margin

on the left side and one inch on the other sides

c. Dissertation must be spirally bound

d. The size of the typed matter may be 30 to 40pages excluding bibliography

e. The topic of the project shall be assigned in the 5thsemester and the report shall be submitted to the department in duplicate before the completion of the 6thsemester.