



JAI HIND COLLEGE

Basantsing Institute of Science & J. T. Lalvani College of Commerce
and Sheila Gopal Raheja College of Management.

Empowered Autonomous

"A" Road, Churchgate, Mumbai - 400 020, India

**Affiliated to
University of Mumbai**

Bachelor of Arts

Program: BA in PHILOSOPHY

**Choice Based Credit System (CBCS) under NEP-2020
with effect from the academic year 2023-2024**

Syllabus as approved by Statutory Committees

LOCF Document



Yabhalim
**PRINCIPAL
JAI HIND COLLEGE**

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PREAMBLE

Preparing students for higher education means preparing them for life, challenges, moral dilemmas, making right choices, a good citizen as well as an active agent of the society. As a part of the Higher Education curriculum, Learning Outcome-based Curriculum Framework (LOCF) for all the Under Graduate Program, the Philosophy Program designed by the Philosophy Department of Jai Hind College as per the Choice Based Semester and Grading System (CBSGS) attempts to imbibe and encompass all these attributes and many more. The focus will be to groom students and strengthen their minds as the course prepares them academically as well as for the industry. The course will encourage students to have an independent thought and life-long learning. The syllabus is regularly updated and brings contemporary philosophies, debates, and perspectives as per global trends while keeping the core Indian values and ethical systems intact, creating a balance between eastern and western contributions. Areas such as metaphysics, epistemology, ethics, logic, and aesthetics are covered over a period of three academic years. When the student attains his/her graduate degree, the student will be able to make informed decisions and rational choices towards further levels of education and lifetime as the study of Philosophy touches the conscience, heart, and soul of students.

The Program consists of six semesters. In these three academic years, students will be well acquainted with courses such as Moral Philosophy, Social Philosophy, Political Philosophy, Philosophy of Religion, Classical Indian philosophy, Greek Philosophy, Western Philosophy and Applied Ethics. Moral Philosophy consists of modules on traditional theories (Indian and Western), some areas of applications, modern debates and interpretations. Social Philosophy will look into issues of gender ethics, philosophy of discrimination, and other modules discussing societal issues philosophically. Political Philosophy touches the core of political ideologies and understanding liberty, equality and justice theoretically. Philosophy of Religion clarifies issues on God, universal religion, comparative religion, challenges to God and religion to name a few. Classical Indian philosophy introduces students to various traditional schools of thought and studying their epistemology, ontology, metaphysics, and ethics. Greek Philosophy lays the germs of scientific methodologies and attempts to understand the cosmos. Western Philosophy strengthens the roots of systems like rationalism, idealism, empiricism, and few contemporary concepts too. Applied Ethics deals with ethical questions and considerations on artificial reproductive technologies, abortion, surrogacy, euthanasia, media ethics, sexual ethics, etc.



CREDIT FRAMEWORK

TYPES AND NUMBER OF COURSES

Sr. No	Type of Course	Learner Category
1	Minor	Philosophy Minor
2	Open Elective	Commerce / Science Stream

NUMBER OF COURSES AND CREDITS

Type of Course	Number offered of each	Credits of each (Theory)
Minor	02	4
OE	04	2

SEMESTER-WISE COURSES

Semester	Course Code	Course Title	Type of Course	No of Credits
I	JUAPHI-MIN101	Ethical Theories (Indian and Western)	Minor	4
II	JUAPHI-MIN201	Social Philosophy	Minor	4
I	JUAPHI-OE101/201	Work Life Ethics	Open Elective	2



LEARNING OUTCOME-BASED APPROACH

1. Apply moral reasoning to contemporary ethical issues and moral problems.
2. Reflect on and evaluate their own ethical decisions, actions, and practices.
3. Introspect and take appropriate actions on obligations as morally responsible agents.
4. Identify the major currents of thought in philosophy.
5. Analyze and evaluate the major discourses of thought in philosophy available in the world right now.
6. Apply philosophical perspectives to contemporary issues.
7. Analyze, synthesize and evaluate ideas and apply analytical skills to solve problems.
8. Develop conceptual competence
9. Demonstrate vigor of logical inquiry
10. Produce clarity of expression.
11. Learn to read, analyze and reflect on primary philosophical texts to formulate their own understanding.
12. Recognize and respect the beliefs, opinions and values of other individuals and cultures.
13. Demonstrate an awareness of personal, social, civic, and environmental responsibility.
14. Make unbiased judgments.
15. Consider others points of views with an open mind and flexibility to change.



GRADUATE ATTRIBUTES

Some of the graduate attributes in Philosophy are listed below:

- A) Critical thinking and analytical reasoning: This builds ability to identify inconsistencies, differentiate between logical and illogical, formulate valid arguments, question assumptions, construct hypothesis, draw conclusions and to determine the pros and cons of the various arguments.
- B) Research-related skills: Competence to ask novel questions, derive new meaning from the old and contribute to the knowledge bank of the discipline and the world at large.
- C) Moral and ethical awareness/reasoning: Become aware of the moral and ethical dilemmas, their implications, and applications to various aspects of societal life.
- D) Self-directed learning and Lifelong learning: Ability of work independently; continue the self-learning aspect; acquire a habit of thinking, reading, writing, and contributing towards the discipline and to appreciate modern developments in the subject with a critical spirit.
- E) Communications skills: Ability to communicate various concepts of philosophy considering that it is an abstract discipline and this process can go on through writing or orally presenting complex philosophical ideas clearly and logically.

With the study Philosophy, students will develop skills in verbal and written communication, problem solving, clear and disciplined thinking and analysis, along with persuasive argumentation. The graduate attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and also skills for employability. In short, the Program prepares students for sustainability, intellectual capability; having organised thoughts, leadership, and professionalism.



PROGRAMME OBJECTIVES

The Philosophy Program offered at Jai Hind College (Autonomous) will enable a student to:

1. Cultivate awareness towards values and ethics aiding a citizen for everyday life.
2. Align global mindsets.
3. Stressing on bridging theory to life experiences.
4. Helps students develop independent thinking.
5. Develop life-long love for enquiry and exercise critical thinking.
6. Analyse carefully and reason moral dilemmas through the lens of values and philosophical methodology for problem solving.
7. Construct and evaluate debates and arguments.
8. Have an insight into universal humanitarian values such as inclusivity, tolerance, gender sensitivity, and social responsibility.
9. Hone moral and creative abilities.
10. Encouraging out of box thinking and interpretative skills.
11. Foster research ability.
12. Promote an appetite for Philosophical discussions taking them from classroom to the world at large providing practice at exploring, defending, and constructively reflecting on academic and life issues from a cross-disciplinary perspective.
13. Non-sectarian study of religions, traditions, culture and beliefs; gaining a broad understanding and appreciation of spiritual perspectives, both individually and collectively.
14. Appreciating values of many faiths as well as the connections between personal spirituality and global communities.
15. Acknowledge appreciation and tolerance towards differing viewpoints.



TEACHING LEARNING PROCESS

Philosophy is known as the mother of all sciences as philosophers have contributed towards science, mathematics, logic, social sciences, grammar, rhetoric, etc. Teaching-learning is a continuous process which is enhanced by student's receptive attitude to learn, share their knowledge with peers, academic curiosity, reading & practical application, creativity, thinking ability and expanding their knowledge levels. This course demands interaction among the students and their ability to think independently for effective comprehension and grasp of the subject matter. Knowledge of philosophical principles and practices contribute to the development of critical thinking, rationality, and logical analysis and to achieve these goals, the pedagogy adopted by the department includes the follow:

- A) Interactive teaching: Socrates used the method of 'dialectic' for the teaching-learning process for his students like Plato and Crito. This dialogue, debate, discussion-based method is most suited for philosophizing. Students are led through the learning process through lectures using chalk and talk methods, use of power point presentations, group discussions and debates. Film and documentary screenings and music are also a part of the classroom teaching. Besides these case studies covering social, economic, political, religious, gender, environment, global perspective as well as the surrounding local issues. Games are also used for better understanding and better application of concepts.
- B) Positivist Approach: The instructor pours knowledge into inquisitive students who receive knowledge and fill their minds like empty vessels getting filled.
- C) Constructivist Classroom Approach: The focus is on the students who construct new ideas. Students are actively involved in their own creation process through which effective learning takes place with contributions from their peers and guidance from the instructor. Teacher is more like a facilitator who coaches, guides and prompts students as they develop and construct their own views.
- D) Collaborative learning: This approach involves groups of students working together to solve a problem, complete a task through which learning occurs.



- E) The teaching learning process consists of a close reading of the primary texts as well as the chosen secondary material along with the suggested reading material, wherever necessary, and enabling student learning process by the teacher taking recourse to participative methodology.
- F) Learning through guest lectures, workshops and other activities organised by the department. Field Visits are also organized to yoga centres, meditation centres, etc. for experiential learnings to take place effectively.
- G) Undertaking research: Students are encouraged to do research work, make presentations in class and present research papers in the classroom and in seminars and conferences.



ASSESSMENT METHODS/EVALUATIVE SCHEME

MINOR COURSE

Minor of 4 credits will be assessed for Theory component of 100 marks which will be as follows:

- The Theory component will comprise of 50 marks as Semester End Examination (SEE) of 2 hours; and 50 marks Continuous Assessment (CA)

OPEN ELECTIVE

Assessment for Open Elective (OE) of 50 marks across all streams will be assessed on Theory component which will be as follows:

- The Theory component will comprise of 25 marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA)



Minor Course: Moral Philosophy (JUAPHI101)

Semester I

Course Code: JUAPHI- MIN101	Course Title: Ethical Theories (Indian and Western)	Credits: 4	Lectures /Week: 4
Course Objectives: (a) Acquaint students to be able to explain traditional and classical ethical positions accurately, apply and defend objections to these positions. (b) Learning to recognize and articulate fundamental questions about understand influential attempts to answer fundamental moral questions, along with evaluating their advantages and disadvantages. (c) Providing accurate accounts of philosophical ideas with supporting details relevant to the course in the context of criticizing or assessing those ideas.			
Course Description: Moral philosophy course is about delving into the ethical domain of making judgements of approval or disapproval of moral values based on rational argumentation using various approaches. It strives to acquire knowledge by analysis and critical appreciation about issues that are difficult for empirical investigation.			
Course Outcome: (a) Apply moral reasoning to contemporary ethical issues and moral problems. (b) Reflect on and evaluate their own ethical decisions, actions, and practices. (c) Introspect and take appropriate actions on obligations as morally responsible agents.			
Unit I	Introduction to Moral Philosophy and Virtuous Life in Greek Ethics Definition, nature, method, and scope (branches) of philosophy Socrates: Virtue is knowledge; can ethics be taught? Aristotle: Happiness as the end Epicurus: Hedonism	15 lectures	



Unit – II	Indian Ethics Concept of <i>Dharma</i> Philosophy of <i>Karma</i> and <i>Nishkamakarma</i> Indian ethical concepts of <i>Rta</i> , <i>Rna</i> , <i>Varndharma</i> , <i>Ashramadharm</i> a and <i>Purusartha</i>	15 lectures
Unit – III	Modern Ethical Theories David Hume: Nature and Origin of Morality: Sentiment (Sympathy) versus Reason; Virtues: Artificial and Natural Utilitarianism: Jeremy Bentham’s view, quantitative hedonism; John Stuart Mill’s critique of Bentham, qualitative hedonism: higher and lower pleasures, critical appraisal Deontological Ethics: Immanuel Kant: notion of good will, Categorical Imperative: formula of Universal law and formula of End-in-itself, critical appraisal	15 lectures
Unit – IV	Ethical Perspectives in the 20th Century Soren Kierkegaard – Three Stages of Existence: Aesthetic, Ethical and Religious Jean Paul Sartre – Existence Precedes Essence and Subjectivity NelNoddings and Carol Gilligan – Gender in Moral Reasoning and Ethics of Care	15 lectures

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Thiroux, J. *Ethics: Theory and Practice*
 Cornman, J., Lehrer K. & Pappas, G. (1973) *Philosophical Problems and Arguments: An Introduction*
 William Frankena, *Ethics*, Prentice Hall
 Pojman, L. (2012) *Ethics – Discovering Right and Wrong*, Wadsworth
 Pojman, L. (2006) *The Quest for Truth*, Oxford University Press
 Rachels, J. (2003) *The Elements of Moral Philosophy*, Mc Graw Hill
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Pojman, L. (2012) *Ethics – Discovering Right and Wrong*. Wadsworth
 Reis, B. (2006) *The Virtuous Life in Greek Ethics*. Cambridge
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 Sharma. I. C. *Ethical Philosophies of India*
 Tiwari, K. N. (1998) *Classical Indian Ethical Thought*, Motilal Banarasidass
 Philosophical Questions: Reading and Interactive Guides, James Fieser and Norman
 Lillegard, New York and Oxford: OUP, 2005
 Modern Ethical Theories, James McGlynn & Jules Toner, New York: Bruce Publishing
 Company, 1962
 The Moral Philosophers: An Introduction to Ethics, Richard Norman, Oxford: Clarendon
 Press, 1983
 The Philosophical Journey: An Interactive Approach, William Lawhead, Mayfield
 Publishing Company, 2000
 Philosophical Questions: Reading and Interactive Guides, James Fieser and Norman
 Lillegard, New York and Oxford: OUP, 2005
 “Existentialism is a Humanism” in Walter Kaufman (ed.), Existentialism from Dostoyevsky
 to Sartre Jean Paul Sartre, New American Library -Meridian Book, 1975
 Sartre, Neil Levy, One world Publications, 2007
 The Moral Philosophers: An Introduction to Ethics, Richard Norman, Oxford: Clarendon
 Press, 1983
 Existentialist Thinkers and Ethics, Christine Daigle, Mc Gill – Queen’s University Press,
 2006
 Existentialist Ethics, Mary Warnock, Macmillan and Company Limited, 1967
 The Philosophical Journey: An Interactive Approach, William Lawhead, Mayfield
 Publishing Company, 2000

Bloom’s Taxonomy in Evaluation Scheme

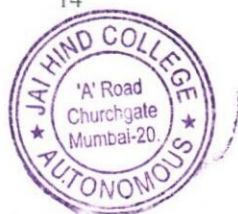
UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	06	03	03	12
II	06	04	03	13
III	06	03	03	12
IV	06	04	03	13
TOTAL MARKS	24	14	12	50
% WEIGHTAGE	48%	28%	24%	100%



Minor Course: Social Philosophy (JUAPHI102)

Semester II

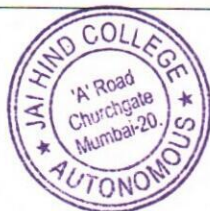
Course Code: JUAPHI- MIN201	Course Title: Social Philosophy	Credits: 4	Lectures /Week: 4
Learning Objectives: The learning objectives for social philosophy are structured using four strands of inquiry, reasoning, philosophical perspectives, and applied philosophy debates in social philosophy.			
Course Description: Philosophical tenets and thoughts are applied to contemporary social issues for the purpose of analytic clarity.			
Course Outcomes: a) Construct and evaluate debates and arguments. b) Promote an appetite for Philosophical discussions taking them from classroom to the world at large providing practice at exploring, defending, and constructively reflecting on academic and life issues from a cross-disciplinary perspective. c) Acknowledge appreciation and tolerance towards differing viewpoints.			
Unit I	Philosophical Perspectives on Gender and Sex (i) The Second Sex: Simone de Beauvoir (ii) Throwing Like A Girl: Iris Marion Young (iii) Undoing Gender: Judith Butler	15 lectures	
Unit – II	Love, Marriage and Sexual Morality (i) Love and Morality (ii) Marriage and Morality (iii) Morality of Sex and Consent	15 lectures	



Unit – III	Philosophy of Discrimination (i) Critique of Capitalism and Exploitation: Karl Marx (ii) Black Skin White Mask: Frantz Fanon (iii) Annihilation of Caste: Dr B R Ambedkar	15 lectures
Unit – IV	Just War and Pacifism (i) Just War Theory: (i) Justice of War (<i>jus ad bellum</i>) (ii) Justice in war (<i>jus in bello</i>), (iii) Justice after war (<i>jus post bellum</i>); (ii) Types of pacifism (iii) Joan Tronto on Humanitarian Intervention	15 lectures

References

- Ed. Halwani, R., Soble, A., Hoffman, S., Held, J. (2017) *The Philosophy of Sex: Contemporary Readings*. London. Rowman&Littlefielf
- Halwani, R. (2018) *Philosophy of Love, Sex and Marriage*. New York. Routledge
- Ed. Hoof, S. (2014) *Handbook of Virtue Ethics*. USA. Acumen
- Fanon, F. (1967) "The Fact of Blackness" *Black Skin White Masks*. Grove Press
- John Elster, *An Introduction to Karl Marx* chapter 3 and 7
- Karl Marx and Friedrich Engels *A Manifesto of the Communist Party* 1848
<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>
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- Fotion, N. (2007) *War and Ethics: A New Just War Theory*. Continuum
- Bird, C. *Introduction to Political Philosophy* chapter 10
- McKinnon, C. *Issues in Political Theory*, chapter 3
- Stanford Encyclopedia of Philosophy* (on line source) readings on war and pacificism.



Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	06	03	03	12
II	06	04	03	13
III	06	03	03	12
IV	06	04	03	13
TOTAL MARKS	24	14	12	50
% WEIGHTAGE	48%	28%	24%	100%



Open Elective (OE) Course: Work Life Ethics

Course Code: JUAPHI- OE101/201	Course Title: Work Life ethics	Credits: 2	Lectures /Week: 2
Course Objectives:			
<p>(d) Acquaint students to be able to apply ethical positions.</p> <p>(e) Learning to recognize and articulate fundamental questions about work life while evaluating their advantages and disadvantages.</p> <p>(f) Providing accurate accounts of ethical ideas with supporting details relevant to the work life in the context of evaluating or assessing those ideas to reach a point of integration in work life balance.</p>			
Course Description:			
<p>Work Life ethics course is about delving into the ethical domain of making judgements of approval or disapproval of moral values based on rational argumentation using various approaches towards ethical aspects of work life from the point of view of all stakeholders. It strives to acquire knowledge by analysis and critical appreciation.</p>			
Course Outcome:			
<p>(a) Apply moral reasoning to contemporary ethical issues and moral problems.</p> <p>(b) Reflect on and evaluate their own ethical decisions, actions, and practices.</p> <p>(c) Introspect and take appropriate actions on obligations as morally responsible agents.</p>			
Unit I	Concepts of Work Life Ethics <ol style="list-style-type: none"> 1. Concept of work ethics 2. Ethical terms and principles 3. Importance of work ethics 4. Strong work ethic v/s bad work ethic 5. Benefits of using ethics in the workplace 	15 lectures	
Unit – II	Application of Work Life Ethics <ol style="list-style-type: none"> 1. Frequently asked questions about work ethics 2. Ethics in the workplace in essence and practice 3. Workplace ethical laws in Business 4. Ethics violation at workplace 5. Communicating workplace ethics to employees 	15 lectures	



References

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- Business Ethics at Work by Elizabeth Vallance Cambridge University Press 1995
- Professional Ethics and Etiquette, Ferguson Publishing 2009
- Virtue Ethics and Professional Roles by Justin Oakley and Dean Cocking, Cambridge University Press, 2003
- Business and Professional Ethics for Directors, Executives & Accountants, 9th edition Leonard J. Brooks and Paul Dunn, Cengage Learning, Inc, 2021
- A foundation course in Human Values and professional ethics by R R Gaur, R R Sangal G P Bagaria, Excel Books, 2009
- Virtue Ethics in Social Work Practice by Richard Hugman, Manohar Pawar, A. W. (Bill) Anscombe and Amelia Wheeler, Routledge 2021
- Ethical Issues in Youth Work Edited by Sarah Banks, Routledge 1999
- Practical and Professional Ethics by Wade L. Robison, Bloomsbury 2021

Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	04	03	05	12
II	04	04	06	13
TOTAL MARKS	08	07	11	25
% WEIGHTAGE	32%	28%	44%	100%



Sabharwal
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