



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester I

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of classical and contemporary schools of both Indian and Western philosophy.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across metaphysics, epistemology, logic, and ethics in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as realism, idealism, dualism, monism, and pluralism.

PSO4 : Apply philosophical insights to domains such as environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue.

PSO5: Develop the ability to critically compare Indian and Western philosophies across branches and themes.

Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA1SSPHT1
Course Name	History of Indian Philosophy
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- It is helpful to have a basic understanding of general philosophy concepts and terminology. - A foundational knowledge of Indian history, culture, and religious traditions can provide important context.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO/ PSO Mapped	Cognitive Level	Bloom's Taxonomy
CO 1	Grasp the Indian Philosophical systems. Its historical origin, and the development of Indian philosophical thought.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish the different schools of Indian Philosophy and their epistemological and metaphysical notions and thereby developing a comprehensive understanding of various Indian philosophical thought.	PO2, PO3 / PSO1, PSO3	Analyzing	Level 4 – Analyze
CO 3	Compare and comprehend different philosophical perspectives which helps to shape their thinking.	PO2, PO4 / PSO2, PSO3	Evaluating	Level 5 – Evaluate
CO 4	Identify and relate their own philosophical perspective.	PO4, PO5 / PSO3, PSO4	Creating	Level 6 – Create

Syllabus: Major T-1 - History of Indian Philosophy : (BA1SSPHT2)

		Tentative allotted period	Allotted Marks
Unit I	❖ History of Indian Philosophy : Introduction, Meaning & Scope ❖ Classification of Schools of Indian Philosophy ❖ Common characteristics of Indian System ❖ Importance of Indian Philosophy Practical & Evaluation: 1. Task: Write a reflection on how philosophical principles are reflected in practice (ritual, architecture, teachings). 2. Group Discussions :on Classification of Schools of Indian Philosophy	15	20
Unit II	❖ Nastik / Heterodox system : ❖ Charvaka Darshan- Introduction, Different meaning of the word Charvaka, Epistemology & Metaphysics. ❖ Jaina Darshan- Introduction, Anekantavada, ❖ Conception and classification of Substance, Jiva, Ajiva ❖ Buddha Darshan- Introduction, Historical Background of Buddha Darshana (Hinayan & Mahayan), ❖ Theory of Non-existence of the Soul, ❖ Doctrine of Impermanence Practical & Evaluation: 1. Activity: Create charts comparing key schools (e.g., Nyāya vs. Buddhism, Jaina , Vedānta vs. Sāṅkhya).	15	20



Unit III	Aastik / Orthodox System : ❖ Nyaya Darshan – Introduction, ❖ Nyaya theory of Knowledge- Definition & classification of Knowledge ❖ Vaisheshika Philosophy- Introduction, ❖ The Categories (Padartha) ❖ Aastik / Orthodox System : ❖ Sankhya Darshan- Introduction, Relation between Prakruti & Purusha, Prakruti & Gunas, Purusha (Soul), Plurality of Soul, Theory of Causation, The doctrine of Liberation ❖ Yoga Darshan : Introduction, Chittabhumi, Chittavrutti, Panchaklesh Practical & Evaluation: 1. Skill Developed: Comparative analysis, critical understanding.	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. C. Bhattacharyya: Elements of Indian Logic and Epistemology 2. S. Chatterjee: Nyaya Theory of Knowledge. 3. Dr. J. N. Sinha: Outlines of Indian Philosophy 4. M. Hiriyanna: Outlines of Indian Philosophy 5. Dr. J. N. Sinha: Outlines of Western Philosophy 6. C.D. Sharma : A Critical Survey of Indian Philosophy 7. S.N. Dasgupta : A History of Indian Philosophy 8. T.M.P. Mahadevan : An Outline of Hinduism 9- श्री निवास हरी दीक्षित : भारतीय तत्त्वज्ञान 10. दत्ता एंड चाटर्जी : भारतीय दर्शन 11. डॉ रामनाथ शर्मा : भारतीय दर्शन के मूलतत्त्व
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester I

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):	
PEO 1 :Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.	
PEO 2 :Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.	
PEO 3 :Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.	
For reference: PROGRAM OUTCOMES (POs)	PO 4: Effective Citizenship
PO 1: Critical Thinking	PO 5: Ethics
PO2: Effective Communication	PO 6: Environment and Sustainability
PO 3: Social Interaction	PO 7: Self-directed and Lifelong Learning
PROGRAM SPECIFIC OUTCOMES (PSOs): <i>The students will be able to -</i>	
PSO1: Demonstrate a comprehensive understanding of classical and contemporary schools of both Indian and Western philosophy .	
PSO2 : Analyze and compare key thinkers, texts, and doctrines across metaphysics, epistemology, logic, and ethics in both traditions.	
PSO3 : Evaluate various epistemological and ontological positions such as realism, idealism, dualism, monism, and pluralism .	
PSO4 : Apply philosophical insights to domains such as environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue .	
PSO5: Develop the ability to critically compare Indian and Western philosophies across branches and themes.	
Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA1SSPHT2
Course Name	Vedanta Philosophy
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• Basic understanding the cultural and religious context of India, particularly Hinduism, which is closely tied to Vedanta. • Courses or knowledge in Indian philosophical traditions such as Samkhya, Yoga, and other schools of Indian thought.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Grasp the fundamentals of Vedanta philosophy, its historical origin, and the development of different variants of Vedanta.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish different metaphysical positions of Vedanta	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Compare and comprehend Vedanta systems.	PO3, PO4 / PSO2, PSO4	Evaluating	Level 5 – Evaluate
CO 4	Identify the Vedantic concepts of theistic and absolutistic way of thinking.	PO1, PO5 / PSO3, PSO4	Remembering & Understanding	Level 1 & 2 – Remember & Understand

Syllabus: Major T-2 -Vedanta Philosophy : (BA1SSPHT2)		Tentative allotted period	Allotted Marks
Unit I	Advait Vedanta Philosophy (Shankara): ❖ Introduction, Meaning ❖ Brahma Satya ❖ Jaga Mithya Practical & Evaluation: 1. Activity: Create a chart comparing Advaita, Viśiṣṭādvaita, and Dvaita Vedānta on key concepts: • Brahman (Nirguṇa vs. Saṅuṇa) • Ātman and jīva • Māyā • Mokṣa and means of liberation	15	20
Unit II	❖ Jiva Brahma –Difference between Jiva Brahma ❖ Panchaklesh, ❖ Dnyananmoksha (Sadhan Chatushta), ❖ Sattatrayacha Siddhanta Practical & Evaluation: 1. Activity: Create flow charts on: • Evolution of Vedānta from Upaniṣadic thought • Relationships: Brahman – Ātman – Jagat – Mokṣa	15	20
Unit III	Vishishtadwait Vedanta Philosophy (Ramanujacharya): ❖ Introduction, Meaning ❖ Tatva Vichar – Chit – Jivatma & ❖ Types of Jivatma - Baddha Jiva, Mukta Jiva & Nitya Jiva, ❖ Difference between Dnyan & Atma ❖ Achit ❖ Ishwar Tatva (God)– Nature of Ishwar (God) ❖ God Worship (Ishwar Upasana) ❖ Means of Salvation (Moksha Sadhana)	15	20



	Practical & Evaluation: 1. Activity: Simulate debates between different Vedānta schools. 2. Activity: Assign topics like: • “Who am I?” (<i>Ko aham?</i>) • “Is the world real or an illusion?”		
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. M. Hiriyanna: Outlines of Indian Philosophy 2. Dr. J. N. Sinha: Outlines of Western Philosophy 3. श्री निवास हरी दीक्षित : भारतीय तत्वज्ञान 4. दत्ता एंड चाटर्जी : भारतीय दर्शन 5. डॉ रामनाथ शर्मा : भारतीय दर्शन के मूलतत्व
-------------------------------------	---

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester I

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1: Understand the philosophical foundations of Yoga, including its holistic approach to mind, body, and spirit.

PSO 2: Cultivate ethical attitudes such as discipline, patience, and compassion inspired by Yoga philosophy for personal and professional growth.

PSO 3: Develop skills to apply philosophical concepts and methods for reflective dialogue, problem analysis, and ethical decision-making in counselling contexts.

PSO 4: Enhance problem-solving abilities using critical thinking, pattern recognition, and numerical analysis relevant to philosophical inquiry.

PSO5: Prepare learners for competitive examinations or professional settings requiring logical and quantitative reasoning proficiency.

Group under NEP scheme	VSC
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA1SSPHVSC1
Course Name	Importance of Yoga in Professional Life
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities) – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50) (50% Passing)
Pre-requisites for the course	- Familiarity with fundamental concepts and practices of yoga, potentially through an introductory yoga course. - A keen interest in how personal well-being practices can enhance professional performance and workplace dynamics. - Ability to critically analyze the impact of yoga on personal and professional life and reflect on personal experiences.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Grasp the fundamentals of Yoga, Moral Values in Indian Philosophy, its historical origin, and the development	PO1, PO2 / PSO1, PSO3	Understanding	Level 2 – Understand
CO 2	Distinguish different between the Yoga & Professional Life	PO2, PO4 / PSO2, PSO4	Analyzing	Level 4 – Analyze
CO 3	Compare and comprehend Stress reduction, productivity.	PO3, PO5 / PSO3, PSO4	Evaluating	Level 5 – Evaluate

Syllabus: VSC -1 - Importance of Yoga in Professional Life : (BA1SSPHVSC1)

		Tentative allotted period	Allotted Marks
Unit I	Importance of Yoga in Professional Life: ❖ Introduction, meaning and importance of Yoga ❖ Morals ❖ Enhance Productivity Practical & Evaluation: - Activities: Daily Yoga Practice : • Āsanās (physical postures for flexibility and strength) • Prāṇāyāma (breathing techniques for concentration and calmness) • Dhyāna (meditation for emotional regulation) Frequency: 3–5 days/week (20–30 minutes per session)	30	25
Unit II	❖ Stress Reduction ❖ Better Immunity Practical & Evaluation: - Activity: Students maintain a daily or weekly log of: • Physical symptoms (e.g., headaches, fatigue) • Emotional state (e.g., anxiety, irritability) • Yoga practice details • Changes noticed post-practice Outcome: Builds self-awareness of stress triggers and improvements due to yoga A. Immunity-Boosting Yoga Sessions Asanas: • Bhujangāsana (Cobra Pose): Stimulates lungs and digestive organs • Matsyāsana (Fish Pose): Opens chest and throat, aids in respiratory health • Setu Bandhasana (Bridge Pose): Enhances blood flow • Surya Namaskar (Sun Salutation): Activates metabolism, circulation Pranayama: • Kapalabhati: Detoxifies and energizes the body • Anulom-Vilom: Balances the nervous system • Bhramari: Calms the mind and improves sleep Meditation / Mindfulness: • Daily short sessions (5–10 minutes) focusing on breath awareness and gratitude Outcome: Builds resilience, strengthens immunity, and improves mental clarity for professional performance	30	25
	Total Periods= Total Credits =	60 02	50 (P)



Activity :

1. Yoga & Work Productivity Journal

- **Activity:** Maintain a daily log noting:

- Time of yoga practice
- Tasks completed during the day
- Energy/mood/stress level

2. Group Discussion / Reflection Circle

- **Topic Ideas:**

- "How can yoga reduce job-related stress?"
- "What qualities does yoga develop for leadership?"

- **Outcome:** Builds speaking skills and connects yoga to professional realities

3. Poster Making / Infographic Design

- **Topics:**

- "5-Minute Yoga Breaks at Work"
- "Yoga for Emotional Intelligence at the Workplace"

- **Outcome:** Encourages creativity and peer learning

4. Yoga Philosophy in Action

- **Activity:** Students present short explanations of:

- *Karma Yoga* (selfless work)
- *Yamas & Niyamas* (ethical principles in corporate life)

- **Outcome:** Connects philosophical values to work ethics

5. Yoga & Stress Self-Assessment

- Before and after a yoga session, students rate their stress and concentration levels on a scale of 1–10.
- Reflect on changes and write a brief journal entry.

6. Time-Management Using Yogic Principles

- Have students create a **daily schedule incorporating short yoga breaks** and mindfulness moments.

- Discuss how discipline and balance (yamas & niyamas) relate to effective time use.

7. Guided Meditation for Focus

- Conduct a 10-minute meditation focusing on breath or a mantra (like OM).
- Afterward, students share how meditation helped improve concentration or reduced anxiety.

Textbooks / Reference Books:

1. The Yoga Sutra of Patanjali –Manilal Nabhubhai Dvivedi, Publi. By Rajaram Tukaram, The Uni. Of Cambridge Library 1980
2. [https://www.google.com/search?q=\(Importance+of+Yoga+in+Professional+Life\)&rlz=1C1SQJL_enIN903IN903&oq=\(Importance+of+Yoga+in+Professional+Life\)&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCARigAdIBCTI2NDNqMGoxNagCALACAA&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=(Importance+of+Yoga+in+Professional+Life)&rlz=1C1SQJL_enIN903IN903&oq=(Importance+of+Yoga+in+Professional+Life)&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCARigAdIBCTI2NDNqMGoxNagCALACAA&sourceid=chrome&ie=UTF-8)
3. Certification of Yoga Professionals: Official Guidebook Level I & II (Hindi)
4. Yoga and Stress Management - Dr. Bimla Pawar, Dr. Nupur Gosain, Dr. Sunita Sharma

S. No	Activity (50 marks)	CIE (50 marks)
1.	Activity participation : Yoga & Work Productivity Journal = 10 marks	Yoga & Stress Self-Assessment = 10 marks
2.	Group Discussion / Reflection Circle = 10 marks	Guided Meditation for Focus = 10 marks
3.	Poster Making / Infographic Design = 10 marks	A. Immunity-Boosting Yoga Sessions = 10 marks
4.	Yoga Philosophy in Action = 10 marks	Activities: Daily Yoga Practice = 10 marks
5.	Time-Management Using Yogic Principles = 10 marks	Meditation / Mindfulness = 10 marks
	Total: = 50 marks	Total: = 50 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester I

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Analysis: Ability to analyze and differentiate between the core doctrines and methodologies of these schools.

PSO2: Global Perspective: Ability to place Indian philosophy within a global philosophical discourse, appreciating its contributions and relevance.

PSO3: Holistic Understanding: Developing a holistic understanding of how philosophical concepts intersect with various aspects of human life and society.

Group under NEP scheme	Indian Knowledge System (IKS)
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA1SSPHIKS1
Course Name	Basic Introduction of (Bhartruhari - Nitishatakam)
No. of Credits	02 (Lecture – 2, Tutorial – 0, Practical – 0)
Teaching Hours	30 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• It is helpful to have a basic understanding of general philosophy concepts and terminology. • A foundational knowledge of Indian history, culture, and religious traditions can provide important context.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	To understand the main streams, principles, and concepts of Niti-Shatak.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	To develop the ability to consider various ethical and social issues and understand their consequences.	PO2, PO4 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	To make the student understand the importance of moral development and social service through ethics.	PO3, PO5 / PSO3, PSO4	Applying	Level 3 – Apply
CO 4	To increase the student's awareness of morality and ethics in society and to enhance social sensitivity.	PO4, PO6 / PSO3, PSO5	Evaluating	Level 5 – Evaluate

Syllabus: Major T-1 - Basic Introduction of (Bhartruhari - Nitishatakam: (BA1SSPHIKS1)

		Tentative allotted period	Allotted Marks
Unit I	NEETISHATAKA COMPOSED BY SHREE BHARTRHARI : ❖ मूर्खपद्धति: (WAY OF THE FOOLS) ❖ वदवत्पद्धति: (WAY OF THE LEARNED) Practical & Evaluation: Quiz / Shloka Identification • Match shloka to its meaning • Choose the correct ethical value expressed • Fill in missing words of the śloka Group Discussion / Debate • Topic: "Who is more dangerous in society: the fool or the half-learned?" Poster or Collage Activity Theme Ideas: • "Traits of a Wicked vs. Good Person" • "Bhartruhari's Teachings in My Life" • Quotes + art showing contrast in values ☒ Outcome: Creative expression and summarization.	15	30
Unit II	NEETISHATAKA COMPOSED BY SHREE BHARTRHARI ❖ दुर्जनपद्धति: (WAY OF THE WICKED) ❖ सुजनपद्धति: (WAY OF THE GOODMEN) Practical & Evaluation: - Students create a T-chart comparing traits: Wicked Person (दुष्ट) Good Person (सज्जन) - Students act out two short contrasting stories: 1. A wicked person spreading lies for personal gain. 2. A good person showing kindness and patience despite insult. Class Discussion or Case Study • Present a modern dilemma (e.g., workplace dishonesty, jealousy, sabotage). • Students analyze using Bhartruhari's ethics: ○ "What would a सज्जन do in this case?" ○ "How would a दुर्जन react?"	15	30
	Total Periods= Total Credits =	30 02	60 (T)

Textbooks / 1. भर्तृहरिकृत नीतिशतकम् – प्रा .डॉ .स्वानंद गजानन पुंड



Reference Books:

2. नीतिशतकम्) दोहानुवाद एवं भावा – अनुवादक डॉ. ओमप्रकाश राजपाली
3. <https://archive.org/details/in.ernet.dli.2015.341769/page/n19/mode/2up>
4. https://www.rarebooksocietyofindia.org/book_archive/196174216674_475527786674.pdf
5. [http://narayanalakshmi.com/docs/Bhartrihari%20Shatakam%20of%20Narayanalakshmi/\(1\)%20NeetiShatakam.pdf](http://narayanalakshmi.com/docs/Bhartrihari%20Shatakam%20of%20Narayanalakshmi/(1)%20NeetiShatakam.pdf)

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester II

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of **classical and contemporary schools** of both **Indian and Western philosophy**.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across **metaphysics, epistemology, logic, and ethics** in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as **realism, idealism, dualism, monism, and pluralism**.

PSO4 : Apply philosophical insights to domains such as **environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue**.

PSO5: Develop the ability to **critically compare Indian and Western philosophies** across branches and themes.

Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA2SSPHT3
Course Name	History of Western Philosophy – (Early Greek)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40)(40% Passing)
Pre-requisites for the course	• A basic understanding of general philosophical concepts and methods, often gained through an introductory philosophy course. • The ability to engage critically with philosophical texts and to analyze arguments and ideas. • Proficiency in reading complex texts and writing clear, analytical essays or papers.

Course Outcomes:



	Course Outcomes The students will be able to:	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level																				
CO 1	Identify and understand the historical origin, its meaning, and Genealogy of Western Philosophical Thought	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand																				
CO 2	Distinguish and analyze the problems of early Greek Philosophy and Modern Philosophy.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze																				
CO 3	Comprehend the Metaphysics of Modern Western Philosophy and relate them to major philosophical frameworks.	PO2, PO4 / PSO3, PSO4	Evaluating	Level 5 – Evaluate																				
CO 4	To compare Indian and Western Philosophical thought on key metaphysical and epistemological issues.	PO3, PO5 / PSO4, PSO5	Evaluating & Creating	Level 5 & 6 – Evaluate & Create																				
Syllabus: Major T-3- History of Western Philosophy – Early Greek): (BA2SSPHT3)			Tentative allotted period	Allotted Marks																				
Unit I	❖ History of Western Philosophy (Early Greek) : Introduction, Definition & meaning ❖ Historical Genealogy of philosophy : (Greek, Medieval and Modern) Practical & Evaluation: • 1. Students work in pairs or small groups to create a visual timeline of major early Greek philosophers. • Include: Name, Dates, School of thought (e.g., Ionian, Eleatic), Main idea (e.g., "water is the principle of all things" – Thales)		15	20																				
Unit II	❖ Problem of Substance : (Thales, Anaximander, Anaximenes, Pythagoras) ❖ Problem of Change and Permanence : (Heraclitus & Parmenides) Practical & Evaluation: • 1. One student reads a short description or quote (e.g., "This philosopher believed fire is the fundamental element"). • Others guess who it is (Heraclitus, in this case). • Can be turned into a Kahoot or flashcard game. • 2. Students complete a comparison chart: <table><tr><th>Philosopher</th><th>View on Reality</th><th>View on Knowledge</th><th>View on Ethics</th></tr><tr><td>Heraclitus</td><td>Everything changes</td><td>Sense-perception flawed</td><td>Harmony through change</td></tr><tr><td>Parmenides</td><td>Reality is one</td><td>Reason is supreme</td><td>Change is illusion</td></tr><tr><td>Plato</td><td>World of Forms</td><td>Knowledge = recollection</td><td>Justice = ideal balance</td></tr><tr><td>Aristotle</td><td>Substance theory</td><td>Empiricism + Logic</td><td>Virtue ethics</td></tr></table>		Philosopher	View on Reality	View on Knowledge	View on Ethics	Heraclitus	Everything changes	Sense-perception flawed	Harmony through change	Parmenides	Reality is one	Reason is supreme	Change is illusion	Plato	World of Forms	Knowledge = recollection	Justice = ideal balance	Aristotle	Substance theory	Empiricism + Logic	Virtue ethics	15	20
Philosopher	View on Reality	View on Knowledge	View on Ethics																					
Heraclitus	Everything changes	Sense-perception flawed	Harmony through change																					
Parmenides	Reality is one	Reason is supreme	Change is illusion																					
Plato	World of Forms	Knowledge = recollection	Justice = ideal balance																					
Aristotle	Substance theory	Empiricism + Logic	Virtue ethics																					



Unit III	❖ Socratic eudaimonism (Virtue is Knowledge) : Socrates ❖ Theory of Forms / Ideas : Plato & Aristotle ❖ Causation & Soul : Aristotle Practical & Evaluation: 1. Debate Topics: • “Reality is permanent” vs. “Reality is change” (Parmenides vs. Heraclitus) • “Reason is better than experience” (Plato vs. Aristotle) • “Ethics can be taught” – Socratic view 2. Prompt: • Which Greek philosopher’s view do you agree with most? Why? • Students write a 1-page reflection linking their values and experiences with philosophical ideas. 3. Mix cards with names of philosophers, their famous ideas, and short quotes. • Students must correctly match philosopher–idea–quote.	15	20
=	Total Periods= Total Credits	45 03	60 (T)

Textbooks / Reference Books:	1. B Russell: A History of Philosophy 2. Frank Thilly : History of Philosophy 3. ग ना जोशी पाश्चात्य तत्वज्ञानाचा इतिहास १, २, ३
-------------------------------------	--

Evaluation Pattern:			
Qu. No	Theory (60 marks)	CIE (40 marks)	
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark	
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks	
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks	
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks	
	Total: = 60 marks	Total: = 40 marks	



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester II

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of **classical and contemporary schools** of both **Indian and Western philosophy**.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across **metaphysics, epistemology, logic, and ethics** in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as **realism, idealism, dualism, monism, and pluralism**.

PSO4 : Apply philosophical insights to domains such as **environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue**.

PSO5: Develop the ability to **critically compare Indian and Western philosophies** across branches and themes.

Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA2SSPHT4
Course Name	History of Western Philosophy – (Modern)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• A foundational course in philosophy to familiarize students with basic philosophical concepts, terminology, and methods of analysis. • Ability to critically analyze and engage with philosophical texts and arguments. • Proficiency in reading complex texts and writing analytical essays or papers.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Identify and understand the historical origin, its meaning, and Genealogy of Western Philosophical Thought.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish and analyze the problems of early Greek Philosophy and Modern Philosophy	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Comprehend the key metaphysical ideas of Modern Western Philosophy and their philosophical significance.	PO3, PO4 / PSO3, PSO4	Evaluating	Level 5 – Evaluate
CO 4	Compare Indian and Western philosophical thought to develop a cross-cultural understanding of key philosophical concepts.	PO3, PO5 / PSO4, PSO5	Creating	Level 6 – Create

Syllabus: Major T-4 - History of Western Philosophy – (Modern): (BA2SSPHT4)		Tentative allotted period	Allotted Marks
Unit I	Rationalist philosophy: Descartes: Method of doubt, 'Cogito ergo sums', mind and matter, mind-body interactionism, Spinoza: Substance, attributes and modes, the concept of God or Nature, Pantheism, mind-body problem, Leibnitz: Monadology, doctrine of pre-established harmony, truths of reason and truths of fact, innateness of all ideas, Principle sufficient reason and identity of the indiscernible: Practical & Evaluation: - Ask students to write a journal entry answering: "What can I truly know with certainty?" "Have I ever doubted something I believed to be true?" Connect with Descartes' approach to knowledge.	15	20
Unit II	Empiricists Philosophy: Locke: Ideas and their classification, refutation of innate ideas, substance, qualities: Primary and Secondary. Berkeley: Rejection of abstract ideas, rejection of the distinction between primary and secondary qualities, immaterialism, 'esse est percipi', the problem of solipsism. Hume: Impression and ideas, causality, external, world, self and personal identity, scepticism. Practical & Evaluation: - Provide famous quotes, and ask students to: - Identify the philosopher - Explain the meaning - Apply it to a modern context	15	20



	Examples: • "Man is born free, and everywhere he is in chains." – Rousseau • "To be is to be perceived." – Berkeley • "The mind is furnished with ideas by experience." – Locke 2. Students create a mind map showing: • Key thinkers • Main principles • Criticisms • Contributions		
Unit III	Kant: a) Conception of critical philosophy, classification of judgements, b) possibility of synthetic a priori judgement, the form of sensibility categories of the understanding, c) phenomena and noumena, rejection of transcendent metaphysics. Practical & Evaluation: 1. Students collaboratively create a classroom wall timeline from Descartes to Hegel. Include: • Philosophers' portraits • Major works • Key ideas 2. Visual Poster: "Empiricism vs. Rationalism" - Groups create posters illustrating: • Sources of knowledge • Strengths and weaknesses • Real-life implications (science, religion, ethics)	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. ग ना जोशी : पाश्चात्य तत्वज्ञानाचा इतिहास १,२,३ 2. डॅराजेसाहेब मारडकर , पाश्चात्य तत्वज्ञानाचा इतिहास: टसन्स पब्लीकेशनसनागपूर ,
-------------------------------------	---

Evaluation Pattern:			
Qu. No	Theory (60 marks)	CIE (40 marks)	
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark	
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks	
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks	
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks	
	Total: = 60 marks	Total: = 40 marks	



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester II

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1: Understand the philosophical foundations of Yoga, including its holistic approach to mind, body, and spirit.

PSO 2: Cultivate ethical attitudes such as discipline, patience, and compassion inspired by Yoga philosophy for personal and professional growth.

PSO 3: Develop skills to apply philosophical concepts and methods for reflective dialogue, problem analysis, and ethical decision-making in counselling contexts.

PSO 4: Enhance problem-solving abilities using critical thinking, pattern recognition, and numerical analysis relevant to philosophical inquiry.

PSO5: Prepare learners for competitive examinations or professional settings requiring logical and quantitative reasoning proficiency.

Group under NEP scheme	VSC
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA2SSPHVSC2
Course Name	Philosophical Counselling – I
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50) (50% Passing)
Pre-requisites for the course	• Basic knowledge of counselling theories and techniques or an introductory course in psychology. • Proficiency in both written and verbal communication, essential for counselling practice and philosophical discussions. • Ability to engage with complex philosophical texts and arguments, and to think critically about different viewpoints.

**Course Outcomes:**

	Course Outcomes : <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Understand the concept, purpose, and scope of Philosophical Counselling.	PO1, PO2 / PSO1, PSO2	Understand	Level 2 – Understand
CO 2	Develop and apply various techniques of Philosophical Counselling.	PO3, PO4 / PSO3, PSO4	Applying	Level 3 – Apply
CO 3	Evaluate the client's worldview and guide them using philosophical reasoning and ethical reflection.	PO4, PO5 / PSO3, PSO5	Evaluating	Level 5 – Evaluate

Syllabus: VSC -2 - Philosophical Counselling – I : (BA2SSPHVSC2)

		Tentative allotted period	Allotted Marks
Unit I	Philosophical Counselling – I : - Introduction of Philosophical Counselling, meaning and Basic assumptions - History, Development and Professionalization of Philosophical Counselling Practical & Evaluation: Activity: Ask students to write a 1-page reflection: - What does counselling mean to me? - How is philosophical counselling different from psychological or clinical counselling? Activity 1: Concept Mapping Objective: Understand the foundational assumptions and meaning. Instructions: Students create a mind map showing "Philosophical Counselling" at the center, linking concepts such as "wisdom", "critical reflection", "dialogue", "assumptions about human nature", etc. Activity 2: Group Discussion Prompt: "Is philosophical counselling different from psychological counselling? In what way?"	30	25
Unit II	- Scope of Philosophical Counselling - Client counselling - Organizational Counselling - Role of a philosophical counsellor - Method of philosophical Counselling - Problem Solving Approach. - Thinking Skills - Development Approach Practical & Evaluation: Activity: Discuss core assumptions like: - Humans can reason and reflect. - Philosophical problems are real-life problems. - Individuals can transform through dialogue.	30	25
	Total Periods= Total Credits =	60 02	50 (P)



Textbooks / Reference Books:	1. Cohen E D. Essays in Philosophical counselling. Lanham MD: University press of America. 1995. 2. Nithesh Nagraj and Dr. Ramakrishna M, Philosophical Counselling: Foundations and Functions, Quest Journals, 2022. 3. Bellamine U Nneji, Philosophical Counselling/Therapy: Praxis and Pedagogy, working papers on Culture, Education and Human Development ,2013	
S. No	Activity (50 marks)	CIE (50 marks)
1.	Activity participation : Create a mind map showing = 10 marks	Ask students to write a 1-page reflection = 10 marks
2.	Ethical Dilemma Discussion : Present a case = 10 marks	Discuss core assumptions like = 10 marks
3.	“Traits of a Good Counsellor” Brainstorm = 10 marks	A Concept Mapping = 10 marks
4.	Method Match-Up Game = 10 marks	Group Discussion = 10 marks
5.	Scope of Philosophical Counselling = 10 marks	Critical Thinking Workshop = 10 marks
	Total: = 50 marks	Total: = 50 marks

Activity:

1. **Create a mind map showing:**
 - Where philosophical counselling can be applied: education, health, business, law, etc.
 - For whom: individuals, teams, leaders
 - How: reflection, value clarification, dialogue
2. **Ethical Dilemma Discussion : Present a case:**
A client wants advice on a morally gray decision (e.g., whistleblowing, euthanasia).
Students discuss:
 - What would a philosophical counsellor do?
 - What values must they uphold?
3. **"Traits of a Good Counsellor" Brainstorm -**
Students list and discuss essential traits of a philosophical counsellor:
 - Non-judgmental attitude
 - Deep listening
 - Analytical thinking
 - Empathy
4. **Method Match-Up Game -**
 - Create cards with definitions, examples, and names of three main approaches:
 - Problem Solving
 - Thinking Skills
 - Developmental Approach
 - Students match cards correctly.
5. **Scope of Philosophical Counselling (Client, Organizational)**
Role Play: Client Counselling Session
Instructions:
 - One student acts as counsellor; another as a client with a personal problem (existential confusion, moral dilemma, etc.).
 - Use Socratic questioning, logic, and value analysis.
6. **Critical Thinking Workshop**
 - **Game-based learning:** Use paradoxes, thought experiments, and moral puzzles.
7. **Life Philosophy Statement**
 - **Instructions:** Students articulate their evolving life philosophy in response to a challenge they've faced.



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester II

(To be implemented from 2024 – 25)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1 : Learn to recognize, construct, and evaluate arguments using principles from **Indian and Western logic.**

PSO 2 : Use philosophical tools to analyze complex issues related to **ethics, knowledge, reality, and human existence.**

PSO 3 : Integrate **ethical reasoning and value-based reflection** into practical decision-making.

PSO 4 : Express philosophical arguments clearly and persuasively in both oral and written formats.

PSO 5 : Prepare for careers and roles that demand **critical reasoning, analytical thinking, and ethical judgment.**

Group under NEP scheme	SEC
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA2SSPHSEC1
Course Name	Critical Thinking & Problem Solving
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50) (50% Passing)
Pre-requisites for the course	• Basic knowledge of counselling theories and techniques or an introductory course in psychology. • Proficiency in both written and verbal communication, essential for counselling practice and philosophical discussions. • Ability to engage with complex philosophical texts and arguments, and to think critically about different viewpoints.

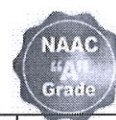
**Course Outcomes:**

	Course Outcomes : The students will be able to:	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Understand foundational concepts of Critical Thinking.	PO1, PO2 / PSO1	Understanding	Level 2 – Understand
CO 2	Analyze and identify the problem using logical and structured thinking.	PO2, PO3 / PSO2	Analyzing	Level 4 – Analyze
CO 3	Develop critical thinking, evaluate decision options, and frame appropriate solutions through reflective thinking.	PO3, PO4 / PSO3, PSO4	Creating & Evaluating	Level 5 & 6 – Evaluate & Create

Syllabus: SEC -2 - Critical Thinking & Problem Solving: (BA2SSPHSCE1)

Tentative allotted period
Allotted Marks

Unit I	CRITICAL THINKING & PROBLEM SOLVING : Critical Thinking and its Components : Introduction to Critical Thinking: Standards of Critical Thinking: Benefits and Limitations. 1. Critical Thinking: A Second-Order Activity 2. Identification and Analysis of the Problem. 3. Organizing the Data and Identifying the Errors. Practical & Evaluation: 1. Critical vs. Uncritical Thinking Scenarios Activity: • Present pairs of short real-life decision situations. • Students decide whether the decision made was critically thought-out or not. Example: • Scenario 1: "Rahul buys a phone because a celebrity endorsed it." • Scenario 2: "Neha compares 4 brands, reads reviews, and then decides." Follow-up Questions: • Was the thinking logical? • Was the information verified? • Were biases present 2. Problem-Solving Case Study Activity: • Give students a realistic problem (e.g., a college event has low attendance). • Ask them to: ○ Identify what the real problem is (symptoms vs. causes) ○ Ask clarifying questions ○ Separate facts from opinions	30	25
Unit II	Problem Analysis, Decision Making and Wrapping up for Solution : 1. Arguments and Recognizing arguments: Definition and Contents of Argument 2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness. 3. Evaluating Decision Options from Multiple Perspectives. 4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.	30	25

**Practical & Evaluation:****1. "Argument or Not?" Sorting Activity****Instructions:**

- Provide mixed statements (some arguments, some just opinions or explanations).
- Students must sort them into:
 - Argument (with premise + conclusion)
 - Non-argument

Example:

- "Smoking causes cancer, so people should avoid it." ☒ Argument
- "I love rainy weather." ☒ Not an argument

2. "Argument Anatomy" Worksheet :**Activity:**

- Give students short argumentative passages.
- They label:
 - Premise(s)
 - Conclusion
 - Assumptions

Example:

Premise: "All humans are mortal."

Premise: "Socrates is a human."

Conclusion: "Therefore, Socrates is mortal."

3. Validity & Soundness Challenge :**Instructions:**

- Present 5 arguments; students must decide:
 - Is it valid (follows logically)?
 - Is it sound (valid + true premises)?
 - Is it strong (inductive support)?

Example:

"If it rains, the street will be wet. It is raining. Therefore, the street is wet."

☒ Valid and sound**4. Moral Dilemma Case Study :****Activity:**

- Provide ethical dilemmas:
 - "Should you report a friend who cheated in an exam?"
 - "Is it okay to lie to protect someone's feelings?"
- Students discuss:
 - The conflict (values involved)
 - Options available
 - What they would do and why

		Total Periods=	60	50 (P)
		Total Credits =	02	

Textbooks / Reference Books:	1. Hurley, Patrick J. (2007) Introduction to Logic, Wadsworth, Cengage learning. 2. Hurley, Patrick. J.- A concise Introduction to Logic (2015) 12th Ed. 3. Kam Chun Aik, and Stephen Edmonds, Critical Thinking, Longman 4. Dewey, John. (1933) How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. Revised edition. Boston: Heath 5. Noisich, Gerald M. (2002) learning to think things through: A Guide to Critical Thinking, Prentice Hall.
-------------------------------------	--



S. No	Activity (50 marks)	CIE (50 marks)
1.	Activity participation : Critical vs. Uncritical Thinking Scenarios = 10 marks	"Argument or Not?" Sorting Activity = 10 marks
2.	Chart-Making: Benefits vs. Limitations = 10 marks	"Argument Anatomy" Worksheet = 10 marks
3.	Argument Dissection = 10 marks	Validity & Soundness Challenge = 10 marks
4.	Multi-Perspective Decision Matrix = 10 marks	Moral Dilemma Case Study = 10 marks
5.	Real-Life Problem Solving Sprint = 10 marks	Argument Rating Challenge = 10 marks
	Total: = 50 marks	Total: = 50 marks

Activity :

Activity 1: Think-Pair-Share – "What is Critical Thinking?"

- Instructions: Students reflect individually, then discuss in pairs and share with the class.
- Focus: Identify key elements like clarity, accuracy, relevance, and logical consistency.

Activity 2: Chart-Making: Benefits vs. Limitations

- Instructions: Create a T-chart in groups listing benefits (e.g., improved decision-making) and limitations (e.g., analysis paralysis).

Activity 3: "Thinking about Thinking" Journal

- Instructions: After completing any task (reading, debate, decision), students write a journal on how they thought about the task and reflect on their biases, logic, and clarity.

Activity 4: Problem Dissection Workshop

- Task: Present a complex issue (e.g., social media addiction, climate change).
- Goal: Identify the root problem, underlying assumptions, and related sub-problems.
- Tool: Use the "5 Whys" method or "Fishbone diagram."

Activity 5: Argument Dissection

- Task: Break down a short editorial or debate speech into claim, premises, and conclusion.

Activity 6: Valid or Sound? Debate Analysis

- Instructions: Present a few arguments. Students must judge:
 - Is it valid (logically follows)?
 - Is it sound (based on true premises)?
 - Is it fair and sensitive (avoids bias or stereotyping)?

Activity 7: Multi-Perspective Decision Matrix

- Scenario: "Should cities ban cars from central zones?"
- Task: Groups represent different stakeholders: environmentalists, shopkeepers, daily commuters, etc.
- Goal: Evaluate the decision's impact from each perspective using a matrix.

Activity 8: Real-Life Problem Solving Sprint

- Instructions: In teams, choose a real-world issue (e.g., campus waste, food wastage, online misinformation). Follow the steps:
 1. Define the problem
 2. Organize facts
 3. Analyze stakeholders
 4. Generate solutions
 5. Choose the best option considering values and practicality

Activity 9: Argument Rating Challenge

- Method: Students are given multiple arguments (deductive and inductive).
- Task: Evaluate:
 - Is it valid?
 - Is it sound?
 - Is the conclusion supported strongly?



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester III

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of classical and contemporary schools of both Indian and Western philosophy.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across metaphysics, epistemology, logic, and ethics in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as realism, idealism, dualism, monism, and pluralism.

PSO4 : Apply philosophical insights to domains such as environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue.

PSO5: Develop the ability to critically compare Indian and Western philosophies across branches and themes.

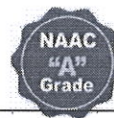
Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA3SSPHT5
Course Name	ETHICS (INDIAN- I)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Familiarity with the six orthodox (Āstika) schools: Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Pūrva Mīmāṃsā, and Vedānta. Awareness of heterodox (Nāstika) traditions: Buddhism, Jainism, and Cārvāka. - Understanding basic philosophical concepts such as metaphysics, epistemology, logic, and ethics.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Grasp the fundamental concept of ethics, its historical origin, and the development of Indian ethical/moral values.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish different religious ethical views thereby developing a comprehensive understanding of Indian ethical theories.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Compare and comprehend different contemporary Indian ethical theories by Mahatma Gandhi & Lokmanya Tilak.	PO3, PO4 / PSO3, PSO4	Evaluating	Level 5 – Evaluate
CO 4	Identify and relate their own ethical perspective with different Indian ethical theories.	PO4, PO5 / PSO4, PSO5	Creating	Level 6 – Create

Syllabus: Major T-5 ETHICS (INDIAN- I): (BA3SSPHT5)**Tentative
allotted
period****Allotted
Marks**

Unit I	Indian Ethics : Definition, nature & scope of Indian Ethics - Importance of Indian Ethics - Characteristics of Indian Ethics - Philosophical & Religious Postulates Dharma :Definition, - Kinds of Dharma – Sadharan Dharma, Swadharma (Ashram & Varna System) Purushartha :Definition, Kinds and importance Practical & Evaluation: 1. Group Poster-Making: "Why Indian Ethics Still Matters?" Topic: Importance of Indian Ethics : Activity: - Divide class into groups. Each creates a poster or collage showing: - Relevance of Indian ethics today (in family, politics, environment, professions) - Quotes from Indian scriptures/philosophers - A real-life moral issue resolved through Indian ethical values 2. Philosophical and Religious Postulates Activity: Provide cards with key ideas and scriptural/religious sources (Bhagavad Gita, Upanishads, Jainism, Buddhism, Charvaka, etc.). Students must match: - Idea → Source → Ethical Implication Example: - Ahimsa → Jainism → Non-violence as supreme duty - Lokasangraha → Gita → Ethical selfless action 3. "My Svadharma" Reflection Journal Topic: Dharma (Personal Duty) Prompt: "What is your Svadharma as a student today?" "How would your duties change as a householder or teacher?"	15	20
---------------	---	-----------	-----------



	• “What challenges do you face in living your dharma?” 4. Topic: Definition, Kinds and Importance of Puruṣārthas Activity: • Ask students to draw a life-path chart where they map: 1) Dharma (ethical duties) 2) Artha (wealth) 3) Kāma (desires) 4) Mokṣa (liberation) • They mark how these interact at different stages of life (student, householder, etc.)														
Unit II	• Ethics of Jaina: Introduction, Anuvrata & Mahavrata • Ethics of Buddha :Introduction, Four Noble Truths, Eight fold Paths • Ethics of Yoga : Introduction, Definition, Ashtanga Yoga : Yam, Niyam Practical & Evaluation: 1. Compare & Categorize: Anuvrata vs. Mahavrata Activity: • Provide 10 real-life ethical situations (e.g., using insecticide, telling a white lie, refusing luxury goods). • Students categorize responses as: ○ Mahāvratā (strict, monk-like vow) ○ Anuvratā (moderate, layperson’s vow) Purpose: Understand the relative application of ethical principles in Jainism. 2. Ethical Code Poster Activity: • Each group makes a poster listing the 5 vows: ○ Ahimsa, Satya, Asteya, Brahmacharya, Aparigraha • Include Mahavrata and Anuvrata versions with brief illustrations or examples. 3. ighfold Path Reflection Journal Instructions: • Over 8 days, students journal: ○ One path (e.g., Right Speech) ○ How they applied it in their daily life ○ Any challenges faced 4. ama–Niyama Chart Activity Instructions: • Create a chart with two columns: ○ Yamas (social ethics) ○ Niyamas (personal disciplines) • Fill in definitions, examples, and self-assessment questions. <table border="1"> <thead> <tr> <th>Yama/Niyama</th><th>Definition</th><th>Example</th><th>Self-Check Question</th></tr> </thead> <tbody> <tr> <td>Ahimsa</td><td>Non-violence</td><td>Avoid harsh words</td><td>Did I hurt anyone today verbally or mentally?</td></tr> <tr> <td>Shaucha</td><td>Cleanliness</td><td>Keeping surroundings clean</td><td>Did I clean my space and mind?</td></tr> </tbody> </table>	Yama/Niyama	Definition	Example	Self-Check Question	Ahimsa	Non-violence	Avoid harsh words	Did I hurt anyone today verbally or mentally?	Shaucha	Cleanliness	Keeping surroundings clean	Did I clean my space and mind?	15	20
Yama/Niyama	Definition	Example	Self-Check Question												
Ahimsa	Non-violence	Avoid harsh words	Did I hurt anyone today verbally or mentally?												
Shaucha	Cleanliness	Keeping surroundings clean	Did I clean my space and mind?												
Unit III	• Contemporary Indian Ethics : • Ethics of Mahatma Gandhi – Non-Violence (Ahimsa) & Truth (Satya) • Lokmanya Tilak :Gita Rahasya (Nishkam Karma, Loksangraha, Stitapragya) Practical & Evaluation: 1. Truth Challenge: “One Day of Satya” Instructions:	15	20												



- Students attempt to speak and act with complete honesty for one full day.
- They journal:
 - Challenges they faced
 - Feelings during the experience
 - Insights about truth in daily life

2. Ethics in Action Skit

Topic Suggestions:

- Applying Ahimsa in social media use
- Practicing Santosha (contentment) during failure
- Aparigraha (non-possession) in online shopping habits

3. Karma Without Expectation – Nishkama Karma Simulation

Activity:

- In a group task (e.g., classroom cleaning, helping plan an event), students:
 - Contribute without expecting credit.
 - Afterwards reflect: "How did it feel to act without recognition?"

4.

Aspect	Mahatma Gandhi	Lokmanya Tilak
Core Concept	Satya & Ahimsa	Nishkama Karma & Loksangraha
Source	Gita & Jain ethics	Bhagavad Gita (Gita Rahasya)
Style of Ethics	Moral purity & Satyagraha	Dynamic social action & leadership
Vision of Action	Transform society by truth	Duty towards society without desire
Ideal Ethical Person	Non-violent, truthful seeker	Detached, wise, active citizen

Total Periods=

45

Total Credits =

03

60 (T)

Textbooks / Reference Books:

1. Datta & Chatterjee : Bhartiya Darshan
2. दिवाकर पाठक : भारतीय नीतीशास्त्र
3. डॉ रामनाथ केदारनाथ शर्मा : नीतीशास्त्र की रूपरेखा
4. श्रीनिवास हरी दी क्षत : नीती मीमांसा
5. यदुनाथ सन्हा : नीतीशास्त्र
6. रत्ना देव : नीतीशास्त्र की रूपरेखा

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester III

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): The students will be able to -

PSO1: Demonstrate a comprehensive understanding of classical and contemporary schools of both Indian and Western philosophy.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across metaphysics, epistemology, logic, and ethics in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as realism, idealism, dualism, monism, and pluralism.

PSO4 : Apply philosophical insights to domains such as environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue.

PSO5: Develop the ability to critically compare Indian and Western philosophies across branches and themes.

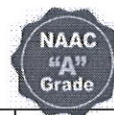
Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA3SSPHT6
Course Name	OUTLINE OF MORAL PHILOSOPHY
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40)(40% Passing)
Pre-requisites for the course	• Introductory knowledge of general philosophical terms and branches (e.g., metaphysics, epistemology, logic). Familiarity with key philosophical questions about human nature, freedom, and knowledge. • Ability to think logically, analyze arguments, and reflect on abstract concepts. Experience in forming reasoned opinions and engaging in discussion on value-based issues.

Course Outcomes:



	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Grasp the fundamental concept of ethics, its historical origin, and the development of Indian and Western ethical/moral values.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish different ethical views and gain comprehensive understanding of Indian and Western ethical theories.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Compare and comprehend different moral concepts such as good, right, duty, and obligation.	PO3, PO4 / PSO3, PSO4	Evaluating	Level 5 – Evaluate
CO 4	Identify and relate different ethical theories of punishment from Indian and Western perspectives.	PO4, PO5 / PSO4, PSO5	Creating	Level 6 – Create

Syllabus: Major T-6 - OUTLINE OF MORAL PHILOSOPHY: (BA3SSPHT6)		Tentative allotted period	Allotted Marks												
Unit I	• Moral Philosophy : Definition and it's nature • Different Branches of Ethics (Moral Philosophy) • Use of Moral Philosophy in day to day life • Importance of Ethics (Moral Philosophy) Practical & Evaluation: 1. Activity: Moral Maze Map Instructions: • Give students real-life ethical dilemmas (e.g., "Should I report a friend cheating?"). • Ask them to: ○ Define the <i>moral issue</i> ○ Describe <i>possible actions</i> ○ Identify <i>values involved</i> (e.g., loyalty, honesty) ○ Decide what they would do and why 2. Chart-Making: The Three Branches of Ethics <table><tr><th>Branch</th><th>Definition</th><th>Example</th></tr><tr><td>Normative Ethics</td><td>What should I do?</td><td>Should I lie to protect someone's feelings?</td></tr><tr><td>Meta-Ethics</td><td>What is the meaning of "good" or "right"?</td><td>Is morality objective or human-made?</td></tr><tr><td>Applied Ethics</td><td>How do moral principles apply to real issues?</td><td>Ethics of abortion, environment, AI, etc.</td></tr></table> 3. Activity: "Ethics in My Day" Diary Instructions: • For one day, students record: ○ Any ethical choices they made (e.g., telling the truth, helping someone) ○ How they made the decision ○ What influenced them: rule, feeling, outcome?	Branch	Definition	Example	Normative Ethics	What should I do?	Should I lie to protect someone's feelings?	Meta-Ethics	What is the meaning of "good" or "right"?	Is morality objective or human-made?	Applied Ethics	How do moral principles apply to real issues?	Ethics of abortion, environment, AI, etc.	15	20
	Branch	Definition	Example												
Normative Ethics	What should I do?	Should I lie to protect someone's feelings?													
Meta-Ethics	What is the meaning of "good" or "right"?	Is morality objective or human-made?													
Applied Ethics	How do moral principles apply to real issues?	Ethics of abortion, environment, AI, etc.													



Unit II

Deontological Ethics:

- ❖ Theory of Karma & its types (Indian, Western)
- ❖ Theory of Niskarma Karmayog
- ❖ Kant's Deontological view of Ethics

Practical & Evaluation:

1. Activity: Karma Card Sorting

Instructions:

- Prepare cards with different **actions** (e.g., helping a stranger, stealing money, meditating, speaking harshly).
- Students **sort each action** into categories of:
 - **Sanchita Karma** (accumulated past)
 - **Prarabdha Karma** (destined to be experienced)
 - **Kriyamana Karma** (current action)

Then compare with the **Western view** (focus on **intention, freedom, consequences**).

2. Activity: "Duty Over Desire" Skit

Instructions:

- Students act out scenes where a person chooses:
 - **Duty** over personal gain
 - Following the **categorical imperative** even when it's hard

Examples:

- Returning a lost wallet
- Telling a hard truth to a friend
- Resisting cheating despite easy opportunity

3. Chart: Kant's Ethics vs. Indian Karma Ethics

Concept	Kant's Ethics	Karmayoga / Gita
Basis of Morality	Duty (Categorical Imperative)	Duty (Swadharma)
Role of Consequences	Morality is not judged by consequences	Detachment from result is ideal
Focus	Good will and universal law	Righteous action without desire
Example	Telling truth regardless of result	Acting without expecting fruit (Phala)

15

20

Unit III

- **Moral Concepts:**
 - a) **Freedom** (Determinism, Indeterminism, Self determinism)
 - b) **Rights**
- **Responsibility (obligation)**
- **Theory of Punishment:** Definition, nature and its types
 - a) Indian perspective of punishment
 - b) Western perspective of punishment

Practical & Evaluation:

1. Activity: "Hierarchy of Rights" Chart

Instructions:

- Students rank 8–10 rights (e.g., right to life, freedom of speech, education, privacy, religion) by importance.
- Then discuss:
 - Why some rights are **absolute**, others **conditional**
 - Conflict between rights (e.g., freedom of speech vs. hate speech)

2. Activity: "Moral Obligation Diary"

Instructions:

- For one day, students record:
 - Any duties they feel obliged to perform
 - Whether those obligations came from law, relationships, or conscience
 - How they felt after fulfilling or avoiding them

3. Chart: Types of Punishment

15

20



Type	Definition	Example
Retributive	Eye-for-an-eye; punishment as justice	Imprisoning a thief
Deterrent	Prevent future crimes	Harsh penalty for public crimes
Reformative	Change the criminal through education	Prison education programs
Preventive	Protect society by restraining the offender	Life sentence for a serial killer

4. Activity: Comparative Ethics Chart (Indian vs. Western Perspective) :

Aspect	Indian Perspective	Western Perspective
Goal of Punishment	Karma, correction, purification	Justice, deterrence, protection
Basis of Action	Dharma, social harmony	Law, universal principles
Method of Reform	Meditation, self-reflection, spiritual correction	Prison reform, psychological counselling
Example Text	Manusmriti, Gita, Arthashastra	Kant's ethics, Utilitarianism, Social contract

Instructions:

- Students research and complete this chart.
- Discuss how **cultural and spiritual values** shape punishment ethics.

	Total Periods=	45	60 (T)
	Total Credits =	03	

Textbooks / Reference Books:	1. Datta & Chatterjee : Bhartiya Darshan 2. दिवाकर पाठक : भारतीय नीतीशास्त्र 3. डॉ रामनाथ केदारनाथ शर्मा : नीतीशास्त्र की रूपरेखा 4. श्रीनिवास हरी दी क्षत : नीती मीमांसा 5. यदुनाथ सन्हा : नीतीशास्त्र 6. रत्ना देब : नीतीशास्त्र की रूपरेखा 7. सु व बखले : नितीशास्त्राची रूपरेखा 8. पी डी चौधरी :: सुबोध नीतीशास्त्र 9. डॉ रामनाथ केदारनाथ शर्मा : नीतीशास्त्र क रूपरेखा
-------------------------------------	---

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester III

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of **classical and contemporary schools** of both **Indian and Western philosophy**.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across **metaphysics, epistemology, logic, and ethics** in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as **realism, idealism, dualism, monism, and pluralism**.

PSO4 : Apply philosophical insights to domains such as **environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue**.

PSO5: Develop the ability to **critically compare Indian and Western philosophies** across branches and themes.

Group under NEP scheme	Minor
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA3SSPHMIN1
Course Name	GENERAL OUTLINE OF PHILOSOPHY
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• Interest in questions like: What is reality? What can we know? What is a good life? Openness to abstract thinking and deep reflection. • Basic reasoning and problem-solving skills. Willingness to question assumptions and analyse different viewpoints.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Identify and understand the historical origin, its meaning, and genealogy of Western philosophical thought.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish and analyze the problems of Early Greek Philosophy and Modern Philosophy.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Comprehend the key metaphysical issues of Modern Western Philosophy.	PO3, PO4 / PSO3, PSO4	Evaluating	Level 5 – Evaluate
CO 4	Compare Indian and Western philosophical thought.	PO4, PO5 / PSO4, PSO5	Creating	Level 6 – Create

Syllabus: Minor 1 - GENERAL OUTLINE OF PHILOSOPHY: (BA3SSPHMIN1)		Tentative allotted period	Allotted Marks
Unit I	• Philosophy : Definition, Nature & Scope (Indian & Western) • Importance of Philosophy (Indian & Western) • Asthiik Schools & Nastik Schools (Introduction only) Practical & Evaluation: 1. Branches of Philosophy Puzzle : Instructions: • Give students descriptions or case examples, and they match each to: ◦ Metaphysics, Epistemology, Ethics, Logic, Aesthetics Example: • “What is the meaning of beauty?” → Aesthetics • “Can machines think?” → Epistemology or Logic 2. Philosophical Gallery Walk (Poster Exhibition) Instructions: • Assign groups to create informative posters on: ◦ Famous Philosophers (e.g., Plato, Descartes, Buddha) ◦ Key Branches of Philosophy ◦ Applications of Philosophy (law, education, AI, politics) Display in class for a “gallery walk” where students walk around and interact with each poster.	15	20
Unit II	Development of Western Philosophy : a) Ancient, b) Medieval & c) Modern (Introduction only) Practical & Evaluation: 1. Match the Philosopher Puzzle : Instructions: • Create cards with: ◦ Philosophers' names (Augustine, Boethius, Anselm, Aquinas) ◦ Their famous ideas (e.g., “Ontological Argument”) ◦ Historical context • Students match philosopher → idea → time period 2. Empiricism vs. Rationalism Chart Activity	15	20

**Instructions:**

- In pairs, students create a **T-chart** comparing:
 - Rationalists (Descartes, Spinoza, Leibniz)
 - Empiricists (Locke, Berkeley, Hume)

Rationalists	Empiricists
Knowledge from reason	Knowledge from experience
Innate ideas exist	Mind is blank at birth
E.g. Descartes	E.g. Locke

Branches of Philosophy :

- Epistemology,
- Metaphysics,
- Ethics,
- Logic,
- Aesthetics.

Practical & Evaluation:**1. Ethical Dilemma Cards :****Instructions:**

- Prepare short moral dilemmas:
 - "Would you steal to feed a hungry child?"
 - "Is it okay to lie to protect someone's feelings?"
- Students discuss and identify:
 - What's the ethical issue?
 - Which ethical theory (duty, consequence, virtue) applies?

2. Logic Puzzle Race**Instructions:**

- Provide short syllogisms and puzzles.
- Example:
 - All humans are mortal.
 - Socrates is a human.
 - Therefore, _____?

Purpose: Teaches deductive reasoning and validity.

3. Aesthetics (Philosophy of Art and Beauty)**Activity: "What Is Art?" Gallery Walk****Instructions:**

- Show students different images:
 - Classical painting, Abstract art, Graffiti, A blank canvas
- Ask:
 - "Is this art?"
 - "Why or why not?"
 - "What makes something beautiful or valuable?"

4. Activity: "What Is Real?" Sorting Challenge**Instructions:**

- Give students a list of things (dreams, ghosts, thoughts, numbers, time, love, smartphones).
- Ask them to classify:
 - Real or not real
 - Material or immaterial
 - Objective or subjective

Purpose: Develops understanding of ontology and metaphysical distinctions.

**Unit
III**

15

20

Total Periods=

45

Total Credits =

03

60 (T)



**Textbooks /
Reference
Books:**

1. Dr. J. N. Sinha: Outlines of Indian Philosophy
2. M. Hiriyanna: Outlines of Indian Philosophy
3. श्रीनिवास हरी दी क्षत : भारतिया तत्वज्ञान
4. ग ना जोशी पाश्चात्य तत्वज्ञानाचा इतिहास १ : २,३
5. मारडकर राजेसाहेब ,पाश्चात्य तत्वज्ञानाचा इतिहास :डॅटसनस पब्लीकेशन्सनागपूर ,
6. दत्ता एवं चटर्जी भारतीय दर्शन:
7. डॉ रामनाथ शर्मा भारतीय दर्शन के मुलतत्त्व :

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester III

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO 1: Understand the **philosophical foundations** of Yoga, including its holistic approach to mind, body, and spirit.

PSO 2: Cultivate ethical attitudes such as discipline, patience, and compassion inspired by Yoga philosophy for **personal and professional growth**.

PSO 3: Develop skills to apply philosophical concepts and methods for **reflective dialogue, problem analysis, and ethical decision-making** in counselling contexts.

PSO 4: Enhance problem-solving abilities using **critical thinking, pattern recognition, and numerical analysis** relevant to philosophical inquiry.

PSO5: Prepare learners for competitive examinations or professional settings requiring **logical and quantitative reasoning proficiency**.

Group under NEP scheme	VSC
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA3SSPHVSC3
Course Name	PHILOSOPHICAL COUNSELLING (INDIAN) –II
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50)(50% Passing)
Pre-requisites for the course	• Familiarity with major Indian philosophical systems such as Vedanta, Samkhya, Nyaya, Buddhism, and Jainism. • Awareness of key philosophical concepts like <i>atma</i>, <i>karma</i>, <i>moksha</i>, <i>dukkha</i>, <i>maya</i>, and <i>dharma</i>. • Ability to listen actively, think critically, and engage in reflective dialogue—essential for effective counselling practice.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Understand the concept, foundations, and significance of Indian Philosophical Counselling.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Develop various techniques of Indian Philosophical Counselling based on Gita, Buddhism, Jainism, and Yoga systems.	PO2, PO3 / PSO2, PSO3	Applying	Level 3 – Apply
CO 3	Evaluate the perspectives of clients and guide them appropriately using Indian philosophical wisdom.	PO3, PO5 / PSO4, PSO5	Evaluating	Level 5 – Evaluate

Syllabus: VSC -3 - Importance of Yoga in Professional Life : (BA3SSPHVSC3)		Tentative allotted period	Allotted Marks
Unit I	Philosophical Counselling (Indian) – II : • Introduction to Indian Philosophical counselling • Bhagavat Gita - Emotional Stability, Ideal of Samatvam, Nishkāmakarma; • Jainism – Anēkandavāda, Relativity theory; • Buddhism – Analysis of mental suffering, Doctrine of Middle-path. Practical & Evaluation: 1. Activity: Personal Reflection Log – “My Daily Self-Enquiry” Instructions: • Ask students to maintain a 3-day diary: ○ “What emotions did I experience today?” ○ “How did I respond to stress?” ○ “What questions did I ask myself to handle it?” • Relate this to the Indian idea of self-awareness as a tool for transformation. 2. Activity: Relativity of Viewpoints Cards Instructions: • Provide statements like: ○ “Money brings happiness” ○ “Silence is stronger than speech” • Students must discuss opposing perspectives using Jain logic: ○ <i>Syādasti</i> (it may be) ○ <i>Syānnāsti</i> (it may not be) ○ <i>Syādasti-nāsti</i> (both)	30	25



Unit II	• Yoga System - Yoga and Meditation, Astāṅgayoga, Cittavṛtti, Samadhi and levels of consciousness; • Vedānta - Appearance and reality, Sankaracharya’s levels of reality. Practical & Evaluation: 1. Cittavṛtti Sorting Activity – Mental States Reflection Instructions: • Introduce the 5 Cittavṛttis: 1. Pramāṇa (right knowledge) 2. Viparyaya (wrong knowledge) 3. Vikalpa (imagination) 4. Nidrā (sleep) 5. Smṛti (memory) • Students write personal or observed examples for each. • E.g., “I assumed someone was angry without asking = Viparyaya.” 2. Levels of Reality – Sankaracharya Chart Activity <table><tr><th>Level</th><th>Description</th><th>Example</th></tr><tr><td>Prātibhāsika (illusory)</td><td>False appearance</td><td>Mirage, dream snake</td></tr><tr><td>Vyāvahārika (empirical)</td><td>Practical reality for daily use</td><td>Social duties, body, world</td></tr><tr><td>Pāramārthika (absolute)</td><td>Highest truth – Brahman only is real</td><td>Realization in liberation</td></tr></table> Instructions: • Students fill in their own real-life examples. • Reflect: “Which level do we mostly live in?”	Level	Description	Example	Prātibhāsika (illusory)	False appearance	Mirage, dream snake	Vyāvahārika (empirical)	Practical reality for daily use	Social duties, body, world	Pāramārthika (absolute)	Highest truth – Brahman only is real	Realization in liberation	30	25
	Level	Description	Example												
	Prātibhāsika (illusory)	False appearance	Mirage, dream snake												
Vyāvahārika (empirical)	Practical reality for daily use	Social duties, body, world													
Pāramārthika (absolute)	Highest truth – Brahman only is real	Realization in liberation													
	Total Periods=60 Total Credits =02	50 (P)													

Textbooks / Reference Books:	1. Sankaracarya. Self-knowledge (Atmabodha). Swami Nikhilananda. Tr. New York: Ramakrishna- Vivekananda Center, 1946. 2. Radhakrishnan, S. The Philosophy of the Upanisads. London: Allen & Unwin, 1924. 3. Radhakrishnan, S. (1940), "Indian Philosophy", Vol II, Oxford University press, New Delhi. 4. Chandradhar Sharma (1991); "A Critical Survey of Indian Philosophy", Motilal Banarasidass Publishers Pvt. Ltd., Delhi
-------------------------------------	--

Evaluation Pattern:

S. No	Activity (50 marks)	CIE (50 marks)
1.	Activity participation : Mindfulness Walk – Practicing the Middle Path = 10 marks	Ask students to write a 1-page reflection = 10 marks
2.	Buddhism – Mental Suffering & Middle Path = 10 marks	Personal Reflection Log – "My Daily Self-Enquiry" = 10 marks
3.	Aṣṭāṅga Yoga Wheel = 10 marks	Relativity of Viewpoints Cards = 10 marks
4.	Guided Meditation: "Towards Samādhi" = 10 marks	Sankaracharya Chart Activity = 10 marks
5.	Role Play: "Appearance vs Reality" = 10 marks	Cittavṛtti Sorting Activity – Mental States Reflection = 10 marks
	Total: = 50 marks	Total: = 50 marks



Activity:

1. Activity: "Many Sides of Truth" – Anekāntavāda Drama

Instructions:

- Enact the Blind Men and the Elephant parable.
- Each student plays a blind person describing one part of the elephant.
- Another student plays the philosophical counsellor, helping them synthesize their partial views.

2. Mindfulness Walk – Practicing the Middle Path

Instructions:

- Organize a 10-minute "mindful silence walk" in a natural setting.
- Ask students to stay balanced:
 - No over-thinking
 - No suppression
 - Just observe

Discussion after:

- "How did this exercise bring awareness to your emotions?"
- "How does this reflect the Middle Way?"

3. Buddhism – Mental Suffering & Middle Path

Activity: 4 Noble Truths – Problem & Path Mapping

Instructions:

- Ask students to identify one common emotional suffering (e.g., anxiety, anger, jealousy).
- Then they map:
 1. What is the **dukkha**?
 2. What is its **cause**?
 3. Is **freedom from it possible**?
 4. What might the **path** look like in life?

4. Activity: Aṣṭāṅga Yoga Wheel

Instructions:

- Divide students into 8 groups.
- Each group explores one limb of Aṣṭāṅgayoga:
 - 1) Yama 2) Niyama, 3) Āsana 4) Prāṇāyāma 5) Pratyāhāra 6) Dhāraṇā 7) Dhyāna & 8) Samādhi
- They make a "Yoga Wheel" chart explaining each step with modern examples.

5. Guided Meditation: "Towards Samādhi"

Instructions:

- Begin class with a 5-minute guided focus session:
 - Focus on breath (Prāṇāyāma)
 - Let go of senses (Pratyāhāra)
 - Focus on one thought (Dhāraṇā)
 - Silent observation (Dhyāna)
- Discuss: "Was your mind steady or scattered?"
- Introduce Samādhi as *culmination of one-pointedness*.

6. Role Play: "Appearance vs Reality"

Instructions:

- Students dramatize:
 - Rope mistaken for snake (illusion)
 - Mirage in a desert (appearance vs real water)
- Then relate to:
 - Māyā as illusion
 - Brahman as the only reality



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester III

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Application of Philosophical Theories in Real-World Contexts : Demonstrate the ability to apply philosophical concepts and frameworks—such as ethics, logic, metaphysics, or epistemology—to analyze real-life social, cultural, educational, or environmental issues.

PSO2: Critical and Reflective Thinking in Field-Based Inquiry : Develop skills in critical thinking and reflective observation to assess the philosophical dimensions of practical experiences gathered during the fieldwork.

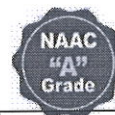
PSO3: Engagement with Communities and Ethical Sensitivity : Engage with individuals or communities ethically and sensitively, reflecting on philosophical concerns like justice, rights, responsibilities, and human values in real-life interactions.

Group under NEP scheme	FP
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA3SSPHFP1
Course Name	FIELD PROJECT - 1
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50) (50% Passing)
Pre-requisites for the course	• Familiarity with fundamental areas of philosophy such as ethics, logic, epistemology, and social philosophy. Understanding of key thinkers and philosophical traditions (both Indian and Western). • Basic understanding of research methods including observation, interview techniques, data collection, and report writing. • Awareness of qualitative and philosophical research approaches.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Apply philosophical concepts and methods to real-world situations through direct field engagement and observation.	PO3, PO4 / PSO2, PSO3	Applying	Level 3 – Apply
CO 2	Demonstrate an understanding of ethical, cultural, and social dimensions of issues encountered in the field using philosophical tools.	PO2, PO4 / PSO3, PSO4	Understanding & Analyzing	Level 2 & 4 – Understand & Analyze
CO 3	Analyse community practices, belief systems, and ethical issues through critical reflection informed by philosophical theories.	PO3, PO5 / PSO4, PSO5	Analyzing & Evaluating	Level 4 & 5 – Analyze & Evaluate

Syllabus: FP -1 - FIELD PROJECT - 1 : (BA3SSPHFP1)		Tentative allotted period	Allotted Marks
	FIELD PROJECT -1 : TOPICS: Total Periods= Total Credits = SEE ANNEXTURE - X	60 02	100 (P)
No.	Field Project Topics		
1	Study of Ethical Decision-Making in Daily Life		
2	Gandhian Ethics in Rural or Urban Communities		
3	Bhagavad Gita and Emotional Well-Being in Youth		
4	Philosophical Counselling: Peer Counselling Practice		
5	Jain Ethics: Field Study on Anekāntavāda and Ahimsa		
6	Mindfulness and Mental Suffering: A Buddhist Approach		
7	Documentation of Indigenous or Local Philosophical Beliefs		
8	Environmental Ethics and Traditional Ecological Practices		
9	Moral Education in Local Schools: A Philosophical Review		
10	Application of Nishkāmakarma and Samatvam in Professional Life		



11	Philosophy for Children (P4C): School Engagement Project		
12	Critical Thinking and Logical Reasoning Among College Students		
13	Philosophical Analysis of Social Media Behavior		
14	Field Study of Dharma and Duty in Daily Occupations		
15	Pluralism and Religious Tolerance in Local Communities		
16	Comparative Study of Karma Theory Among Different Traditions		
17	Concept of Punishment: A Field Study on Social Perceptions		
18	Role of Indian Philosophy in Stress Management Programs		
19	Survey on Moral Conflicts Faced by Students		
20	Vedanta Concepts of Reality in Traditional Worship Practices		

Textbooks / Reference Books:	• Bogdan, R., & Biklen, S. K. (2006). <i>Qualitative Research for Education: An Introduction to Theory and Methods</i>. Pearson. • Creswell, J. W. (2013). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. SAGE Publications. • Martin, M. & McIntyre, L. (2006). <i>Readings in the Philosophy of Social Science</i>. MIT Press. • Rescher, Nicholas. (2001). <i>Philosophical Reasoning: A Study in the Methodology of Philosophizing</i>. Blackwell.
-------------------------------------	---

Evaluation Pattern:

S. No	Activity (100 marks)	
1.	Field Project Activity participation (Topic List given below)	= 100 marks
	Total:	= 100 marks



List of Field Projects Topics in Philosophy related to SDGs

No.	Field Project Topic	Relevant SDG Goal(s)	Activity	Expected Outcome
	Study of Ethical Decision-Making in Daily Life	SDG 16 – Peace, Justice and Strong Institutions	Interview individuals in workplaces or homes on moral dilemmas	Understanding practical ethics; link between theory and practice
2	Gandhian Ethics in Rural or Urban Communities	SDG 11 – Sustainable Communities, SDG 16	Field interviews on non-violence, truth, simplicity in daily life	Revival of Gandhian thought; awareness of ethical living
3	Bhagavad Gita and Emotional Well-Being in Youth	SDG 3 – Good Health and Well-being	Workshop with youth analyzing key verses for stress & balance	Emotional resilience; youth empowerment
4	Philosophical Counselling: Peer Counselling Practice	SDG 4 – Quality Education, SDG 3	Train students in philosophical counselling & conduct peer sessions	Empathy building; development of reflective and critical thought
5	Jain Ethics: Field Study on Anekāntavāda and Ahimsa	SDG 16 – Peace, SDG 12 – Responsible Consumption	Interact with Jain communities, observe rituals and practices	Understanding of pluralism, non-violence in daily conduct
6	Mindfulness and Mental Suffering: A Buddhist Approach	SDG 3 – Good Health and Well-being	Conduct field workshops or interviews on meditation and coping	Reduced stress; philosophical understanding of suffering
7	Documentation of Indigenous or Local Philosophical Beliefs	SDG 11 – Sustainable Cities and Communities	Collect oral traditions, practices, and beliefs from elders	Preservation of indigenous ethics and worldviews
8	Environmental Ethics and Traditional Ecological Practices	SDG 13 – Climate Action, SDG 15 – Life on Land	Study local farming or forest rituals & beliefs related to nature	Eco-sensitivity and philosophical insight into sustainability
9	Moral Education in Local Schools: A Philosophical Review	SDG 4 – Quality Education	Survey moral education content & methods in nearby schools	Curriculum analysis; recommendations for philosophical enrichment
10	Application of Nishkāmakarma and Samatvam in Professional Life	SDG 8 – Decent Work, SDG 3 – Well-being	Interview professionals on selfless action, balance, and detachment	Relevance of Indian ethics in work-life harmony



No.	Field Project Topic	Relevant SDG Goal(s)	Activity	Expected Outcome
11	Philosophy for Children (P4C): School Engagement Project	SDG 4 – Quality Education	Conduct storytelling and inquiry sessions in primary schools	Develop reasoning and reflective thinking in children
12	Critical Thinking and Logical Reasoning Among College Students	SDG 4 – Quality Education	Survey reasoning ability and conduct logic workshops	Enhanced reasoning skills and ethical discernment
13	Philosophical Analysis of Social Media Behavior	SDG 16 – Peace, Justice, SDG 12 – Responsible Consumption	Analyze online behavior from moral, psychological, and logical angles	Insight into ethics of digital interaction
14	Field Study of Dharma and Duty in Daily Occupations	SDG 8 – Decent Work, SDG 16	Interview workers (e.g., farmers, teachers) on duty and righteousness	Contextual understanding of “dharma” in modern professions
15	Pluralism and Religious Tolerance in Local Communities	SDG 10 – Reduced Inequalities, SDG 16	Observe community events, inter-religious practices	Promotion of peaceful coexistence and ethical pluralism
16	Comparative Study of Karma Theory Among Different Traditions	SDG 17 – Partnerships for Goals	Field interviews with priests, monks, scholars from various sects	Comparative ethical analysis; unity in diversity
17	Concept of Punishment: A Field Study on Social Perceptions	SDG 16 – Justice and Institutions	Survey community views on justice, punishment, and ethics	Philosophical understanding of retribution vs reform
18	Role of Indian Philosophy in Stress Management Programs	SDG 3 – Good Health and Well-being	Study use of Vedanta/Yoga in wellness centres or schools	Philosophical tools for managing stress and anxiety
19	Survey on Moral Conflicts Faced by Students	SDG 4 – Quality Education	Collect anonymous responses on academic, personal dilemmas	Moral awareness and need for value-based education
20	Vedanta Concepts of Reality in Traditional Worship Practices	SDG 11 – Sustainable Communities	Observe and record temple rituals, sermons on Advaita or Dvaita	Link between metaphysics and cultural expressions



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester IV

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of **classical and contemporary schools** of both **Indian and Western philosophy**.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across **metaphysics, epistemology, logic, and ethics** in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as **realism, idealism, dualism, monism, and pluralism**.

PSO4 : Apply philosophical insights to domains such as **environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue**.

PSO5: Develop the ability to **critically compare Indian and Western philosophies** across branches and themes.

Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA4SSPHT7
Course Name	ETHICS (WESTERN- I)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• Introductory knowledge of general philosophy, especially its branches like metaphysics, epistemology, and logic. • Familiarity with fundamental philosophical questions and methods of inquiry. • Basic awareness of moral terms such as right, wrong, duty, justice, values, and responsibility. • Interest in understanding how humans ought to act in personal and social contexts.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Grasp the fundamental concepts of Western ethics, their origin, and development.	PO1, PO2 / PSO1, PSO2	Understanding	Level 2 – Understand
CO 2	Distinguish different moral actions to understand the historical formation of Western ethical thought.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Describe and analyze various modern ethical theories like utilitarianism, deontology, and virtue ethics.	PO3, PO4 / PSO3, PSO4	Analyzing & Evaluating	Level 4 & 5 – Analyze & Evaluate
CO 4	Understand and analyze Western theories of punishment; compare with Indian perspectives and learn to apply ethical values in daily life.	PO4, PO5 / PSO4, PSO5	Evaluating & Applying	Level 5 & 3 – Evaluate & Apply

Syllabus: Major T-7- ETHICS (Western -1): (BA4SSPHT7)**Tentative allotted period****Allotted Marks****Unit I****Western Ethics:**

- Definition, nature & scope of Western Ethics
- **Moral Concepts:** Good, Right, Duty & Obligation
- **Kinds of Action :** Voluntary, Non-voluntary & In-voluntary action

Practical & Evaluation:**1. Activity: Ethics Brainstorm Web****Instructions:**

- Write the word "Ethics" in the center of the board.
- Ask students to contribute words/ideas related to ethics in Western context (e.g., reason, duty, universal laws, justice, autonomy).
- Group them under:
 - Meta-ethics
 - Normative ethics
 - Applied ethics

2. Moral Concepts: Good, Right, Duty & Obligation**Activity: Concept Comparison Table**

Concept	Definition in Western Ethics	Real-life Example
Good	That which is desirable or valuable	Helping others selflessly
Right	Action in accordance with duty	Telling the truth
Duty	Moral responsibility to act	Voting as a citizen
Obligation	A binding moral or legal requirement	Returning borrowed money

Instructions:

- Students fill in the third column using their own examples.
- Then discuss how each concept applies in Kantian or Utilitarian ethics.

15**20**



Unit II

- **Hedonism:** Introduction, Definition, Kinds -
 - a) Psychological Hedonism : Introduction, Definition, nature
 - b) Ethical Hedonism : Introduction, Definition, nature
 - **Types of Ethical Hedonism** -Egoistic & Altruistic Hedonism (nature & types)
 - **Utilitarianism:** Bentham & Mill : Introduction, Definition, nature
- Practical & Evaluation:**

1. Activity: Statement Sorting – Motivation vs Moral Goal :

Instructions:

Give students 10 statements like:

- “People help others because it feels good.”
- “We ought to pursue happiness above all.”
- “All human actions are driven by desire for pleasure.”

Ask them to sort into:

- Psychological Hedonism: Descriptive (how people behave)
- Ethical Hedonism: Normative (how people ought to behave)

2. Activity: Case Study Comparison – Bentham vs Mill :

Instructions:

Give students a moral dilemma, e.g.:

- “A hospital has one liver available. One patient is old but a judge, the other is young but unemployed. Who should receive it?”

Ask students to respond from:

- Bentham’s perspective (quantitative pleasure: total happiness)
- Mill’s perspective (qualitative pleasure: higher vs lower pleasures)

15

20

Unit III

- **Rationalism:** Introduction, Definition, nature
- **Categorical Imperatives** of Immanuel Kant
- **Difference** between Hedonism & Rationalism
- **Theories of Punishment**
- **Applied Ethics :** Introduction, Definition, Nature & Types
- **Issues:** Euthanasia, Surrogacy, Abortion. (brief introduction)

Practical & Evaluation:

1. Activity: Comparative Ethics Table :

Feature	Hedonism	Rationalism
Moral Basis	Pleasure	Reason / Duty
Key Philosopher	Bentham, Mill	Kant
Example Decision Style	Maximize happiness	Act on moral duty
Approach to Consequences	Important	Irrelevant if duty is fulfilled

Instructions:

- Students fill this chart using examples from case studies.
- Then present one ethical issue from both viewpoints.

2. Activity: Justice Court Simulation :

Instructions:

- Divide students into 4 teams:
 1. Retributive theory – punishment as deserved
 2. Deterrent theory – prevent future crime

15

20



	3. Reformatory theory – rehabilitate the offender 4. Preventive theory – protect society • Present a case (e.g., theft, assault), and ask teams to justify punishment from their theory. 3. Activity: Ethical Sphere Mapping : Instructions: • Draw 4 large circles on a board or chart: 1. Bioethics (e.g., euthanasia, abortion) 2. Media ethics 3. Environmental ethics 4. Business ethics • Ask students to place sample issues into each category and explain ethical concerns.		
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. Dr. J. N. Sinha -A Manual of Ethics 2. सु व बखले : नीतीशास्त्राची रूपरेखा 3. पी डी चौधरी :सुबोध नीतीशास्त्र : 4. डॉ रामनाथ केदारनाथ शर्मा : नीतीशास्त्र कि रूपरेखा 5. श्रीनिवास हरी दीक्षित : नीतीमीमांसा 6. यदुनाथ सिन्हा : नीतीशास्त्र 7. दी य देशपांडे : नीतीशास्त्राचे प्रश्न
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester IV

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Demonstrate a comprehensive understanding of **classical and contemporary schools** of both **Indian and Western philosophy**.

PSO2 : Analyze and compare key thinkers, texts, and doctrines across **metaphysics, epistemology, logic, and ethics** in both traditions.

PSO3 : Evaluate various epistemological and ontological positions such as **realism, idealism, dualism, monism, and pluralism**.

PSO4 : Apply philosophical insights to domains such as **environmental ethics, applied ethics, political philosophy, gender studies, and interfaith dialogue**.

PSO5: Develop the ability to **critically compare Indian and Western philosophies** across branches and themes.

Group under NEP scheme	Major Core
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA4SSPHT8
Course Name	ENVIRONMENTAL ETHICS -I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	• Familiarity with fundamental ethical concepts such as right and wrong, justice, duty, values, and responsibility. • Exposure to ethical theories like utilitarianism, deontology, and virtue ethics is helpful. • Awareness of key environmental challenges such as pollution, climate change, deforestation, loss of biodiversity, and sustainability.

**Course Outcomes:**

	Course Outcomes <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Understand the fundamental notions of Environmental Ethics.	PO1, PO2 / PSO1	Understanding	Level 2 – Understand
CO 2	Compare ecosophy and ecology to explore philosophical and scientific perspectives on environment.	PO2, PO3 / PSO2, PSO3	Analyzing	Level 4 – Analyze
CO 3	Learn about different religious notions of the man–nature relationship.	PO3 / PSO3, PSO4	Understanding	Level 2 – Understand
CO 4	Compare Indian and Western environmental philosophical thought and reflect on ecological responsibility.	PO4, PO5 / PSO4, PSO5	Evaluating	Level 5 – Evaluate

Syllabus: Major T-4 ENVIRONMENTAL ETHICS – I : (BA4SSPHT8)**Tentative allotted period****Allotted Marks**

period

Environmental Ethics – I :

- Definition, nature and scope
- Ecology & Eco-Sophy

Practical & Evaluation:

1. Activity: “Ethical Compass” – Personal Environmental Ethics Survey

Instructions:

- Give students a short questionnaire (Likert scale):
 - I believe animals have moral rights.
 - Nature should be preserved even if it costs human convenience.
 - It’s morally wrong to pollute even if no one is directly harmed.
- Tally the responses and plot students on an “Environmental Ethics Spectrum” (Anthropocentric ↔ Biocentric ↔ Ecocentric).

2. Activity: Deep Ecology vs Shallow Ecology Chart :

Instructions:

Create a chart with the following headings:

Theme	Deep Ecology	Shallow Ecology
Core Belief	Nature has intrinsic value	Nature is valuable for human use
Moral Goal	Harmony with nature	Sustainability for human benefit
Example	Living with minimal impact	Recycling and green tech

- Ask students to complete the chart and provide examples from their surroundings or government policies.

3. Activity: Eco-Walk & Reflection Report :

Instructions:

- Take students for a walk around a natural area (campus garden, lake, forest patch).
- Ask them to observe:
 - Interconnections in nature (plants, insects, birds)
 - Any human interference or pollution

15

20

Unit I



- Students then write a "Philosophical Reflection":
 - What did they feel?
 - What ethical thoughts arose?
 - Did they experience a shift in perspective?

Unit II

Man, Nature Relationship : (Indian Philosophical Prospectives & Religious Prospectives) :

- a. Hinduism,
- b. Jainism,

Practical & Evaluation:

1. Activity: Sacred Text Exploration :

Instructions:

- Provide students with short verses/passages from:
 - Bhagavad Gita, Upanishads, Vedas (e.g., Rgveda's praise of Earth, Gita's ideas on balance in nature)
 - Jain Agamas or teachings of Mahavira on Ahimsa and life in all forms
- In groups, students interpret:
 - What is the concept of nature?
 - How is the human-nature relationship described?
 - What duties are given to humans?

2. Activity: "Pancha Mahabhutas" Poster-Making :

Instructions:

- Assign groups to design posters showing:
 - The five elements (Earth, Water, Fire, Air, Space)
 - How they relate to human life and environment
 - Hindu rituals or festivals (e.g., Holi, Diwali, Vṛkṣa Pūjā) that honor nature

3. Activity: Jain Code of Conduct in Daily Life :

Instructions:

- Present the Five Anuvratas (non-violence, truth, non-stealing, celibacy, non-possession)
- Discuss how these apply to:
 - Avoiding harm to animals and plants
 - Minimal consumption
 - Compassion in food and living

Follow-up task:

Students take a "24-hour Ahimsa Challenge"

– No harm to any living being, no plastic, mindful eating, etc.

Write a reflection journal.

4. ctivity: Hinduism vs Jainism Chart :

Theme	Hinduism	Jainism
View of Nature	Sacred, Divine creation	Living and full of souls
Human Responsibility	Dharma – balance and protection	Ahimsa – non-violence in every act
Practices Supporting Nature	Tree worship, festivals, rivers	Strict vegetarianism, minimalism
Ethical Basis	Cosmic order, reciprocity	Non-possession, compassion

Instructions:

Fill the table and present real-life applications (e.g., vegetarianism, eco-festivals, Jain lifestyle)

15

20



Unit III

Man, Nature Relationship : (Indian Philosophical Prospectives & Religious Prospectives) :

- c. Buddhism,
- d. Christianity,
- e. Islam

Practical & Evaluation:

1. Activity: Buddhist Precepts and Ecological Action

Instructions:

- Present the Five Precepts (pañcaśīla), especially:
 - Avoiding killing living beings
 - Avoiding harmful consumption
- Students create an eco-pledge inspired by these precepts (e.g., no plastic use, vegetarian diet for a week, water conservation).

2. Activity: Faith & Ecology Chart :

Element	Buddhism	Christianity	Islam
Human's Role	Interdependent being	Steward of God's creation	Vicegerent (Khalifa) on Earth
View of Nature	Sentient & sacred	Gift from God	A trust from Allah
Core Ethical Idea	Compassion (Karuna), Ahimsa	Stewardship, Love of Creation	Responsibility, Balance (Mizan)
Environmental Teaching	Mindfulness, simplicity	Laudato Si, Genesis stewardship	Water conservation, anti-waste

Instructions:

- Students work in groups to complete the chart and discuss similarities and differences.

15

20

Total Periods=

45

Total Credits =

03

60 (T)

Textbooks / Reference Books:

1. W. K. Frankena: 'Ethics', Prentice Hall, 1973.
2. एम पी चौरा सया : अनुप्रयुक्त नीतीशास्त्र
3. ज वा जोशी : धर्माचे तत्त्वज्ञान
4. साळुंके सुनील : नीतीशास्त्र
5. साळुंके सुनील : उपयोजित नीतीशास्त्र
6. तुषार घोरपडे : पर्यावरण परिस्थितीकी

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester IV

(To be implemented from 2025 – 26)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Application of Philosophical Concepts to Social Realities : Understand and apply core philosophical principles—such as justice, equality, freedom, ethics, and dignity—to address real-life issues within local communities.

PSO2: Development of Ethical and Civic Responsibility : Cultivate a strong sense of ethical awareness, civic engagement, and social responsibility through active participation in community-oriented activities.

PSO3: Promotion of Critical and Reflective Thinking : Enhance the ability to critically reflect on community problems, evaluate socio-cultural practices, and propose value-based solutions grounded in philosophical reasoning.

Group under NEP scheme	CEP
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA4SSPHCEP1
Course Name	COMMUNITY ENGAGEMENT PROGRAMME
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	100 (Activities – Min passing marks - 50) = Total 100 marks (Min passing marks – = 50) (50% Passing)
Pre-requisites for the course	• Introductory understanding of Indian and Western philosophical traditions related to society and moral life. • A genuine interest in understanding and addressing social issues like inequality, discrimination, marginalization, education, and sustainability. • Basic skills in listening, expressing ideas clearly, and interacting respectfully with individuals and groups from diverse backgrounds.

**Course Outcomes:**

	Course Outcomes : <i>The students will be able to:</i>	PO / PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO 1	Understand and analyze social, ethical, and cultural issues in the community using philosophical frameworks and critical thinking.	PO1, PO2 / PSO1, PSO2	Understanding & Analyzing	Level 2 & 4 – Understand & Analyze
CO 2	Demonstrate empathy, ethical sensitivity, and civic responsibility while engaging with diverse individuals and community groups.	PO3, PO4 / PSO3, PSO4	Applying & Evaluating	Level 3 & 5 – Apply & Evaluate
CO 3	Collaborate with local communities or organizations to identify issues and contribute thoughtfully to solutions based on ethical reasoning.	PO4, PO5 / PSO4, PSO5	Creating & Applying	Level 6 & 3 – Create & Apply

Syllabus: CEP -1 - COMMUNITY ENGAGEMENT PROGRAMME: (BA4SSPHCEP1)Tentative
allotted
periodAllotted
Marks**COMMUNITY ENGAGEMENT PROGRAMME:****List of COMMUNITY ENGAGEMENT PROGRAMME (CEP) :**

1. Ethics in Daily Life: Observing and Reporting
 - o Visit local communities to observe ethical behaviours and dilemmas.
 - o Prepare reflective reports linking theory and practice.
2. Philosophical Counselling Workshops
 - o Conduct listening and counselling sessions using philosophical approaches for community members (youth, elderly, women).
3. Value Education for Children
 - o Organize sessions in schools to teach basic ethical values through stories, roleplays, and discussions.
4. Environmental Ethics Awareness Campaign
 - o Promote eco-friendly practices based on Indian and Western philosophical traditions.
5. Oral History Collection of Moral Wisdom
 - o Interview elders and document traditional ethical beliefs and stories.
6. Public Philosophy Talks
 - o Conduct street or community talks on topics like truth, happiness, justice, and non-violence.
7. Promotion of Non-Violence (Ahimsa) in the Community
 - o Activities like peace walks, anti-violence pledges, and community dialogues.
8. Interfaith Dialogue on Ethics and Environment
 - o Facilitate discussions among community members from different religious backgrounds on shared values about nature and morality.



9. Philosophy and Mental Health Awareness ○ Use philosophical counselling techniques to raise awareness about mental wellbeing. 10. Community Debate on Contemporary Moral Issues ○ Organize debates on topics like euthanasia, environmental responsibility, social justice. 11. Philosophical Reflection Journals ○ Encourage participants to maintain journals during CEP activities reflecting on their experiences and philosophical insights. 12. Sustainable Living Practices Based on Philosophical Principles ○ Promote minimalism, simplicity, and mindful consumption in the community. 13. Promoting Critical Thinking Skills in Youth ○ Conduct workshops on reasoning, argument analysis, and ethical decision-making. 14. Cultural Festivals Celebrating Philosophical Traditions ○ Organize events showcasing Indian and Western philosophies through drama, art, and storytelling. 15. Community Support for Ethical Consumerism ○ Raise awareness about fair trade, animal rights, and ethical purchasing decisions. Practical & Evaluation: 1. Activity: "One Day – One Need" Survey : Instructions: • Students visit local communities (e.g., schools, senior homes, villages) to: ○ Identify one pressing issue (hygiene, loneliness, water, education, etc.) ○ Engage with 2–3 stakeholders ○ Write a short report: <i>What is the need? What philosophical/ethical values apply?</i> 2. Activity: "Dialogues on Dignity" : Instructions: • Students organize a dialogue circle in a community space (temple, garden, hall) on themes like: ○ Cleanliness and dignity ○ Gender equality ○ Moral education of children • Begin with a story, question, or local proverb. • Facilitate the group to share their views. 3. Activity: Teaching Values to Children : Instructions: • Prepare and conduct 2–3 value education classes in schools or tuition centers • Use stories, roleplays, fables (Panchatantra, Aesop), games to teach: ○ Truth, Compassion, Respect, Non-violence			
Practical & Evaluation: 1. Activity: "Public Philosophy Posters" : Instructions: • Students design posters on: ○ Moral values like honesty, duty, cleanliness, equality, compassion ○ Philosophical quotes in local language (e.g., Gandhi, Kabir,			



	Buddha) • Display in public places (schools, health centers, community halls) 2. Activity: "Ethical Voices of the Village" : Instructions: • Interview elderly or community leaders about: ◦ Local customs, moral values, ecological practices ◦ Folk stories about right and wrong • Document in a written or video form and share with peers. 3. Activity: Field Interaction and Moral Observation : Instructions: • Visit a nearby village, slum, or community center • Observe daily routines, ethical dilemmas, social practices, environmental attitudes • Talk to local people about: ◦ Education, health, honesty, respect for elders, environmental habits • Write a "Philosophical Reflection Report" based on Indian ethics (Dharma, Purushartha) or Western concepts (utilitarianism, Kantian duty)		
	Total Periods= Total Credits =	60 02	100 (P)

Textbooks / Reference Books:	1. Singer, Peter. Practical Ethics. Cambridge University Press. 2. Ambedkar, B.R. Annihilation of Caste. Critical Edition by Navayana. 3. Boyte, Harry C., & Kari, Nancy N. Building America: The Democratic Promise of Public Work. Temple University Press. 4. Nussbaum, Martha C. Creating Capabilities: The Human Development Approach. Harvard University Press
-------------------------------------	---

Evaluation Pattern :

S. No	Activity (100 marks)
1.	Field Project Activity participation = 100 marks
Total:	= 100 marks

List of CEP Topics in Philosophy related to SDGs

No.	CEP Topic	Relevant SDG Goal	Activity	Expected Outcome
1	Ethics in Daily Life: Observing and Reporting	SDG 16 – Peace, Justice and Strong Institutions	Visit local communities to observe ethical behaviours; prepare reflective reports	Awareness of ethical decision-making; bridge theory and practice
2	Philosophical Counselling Workshops	SDG 3 – Good Health and Well-being	Conduct sessions with youth, elderly, women using philosophical dialogue	Improved emotional well-being; development of empathetic listening
3	Value Education for Children	SDG 4 – Quality Education	Use stories, roleplays, discussions to teach values in schools	Moral development in children; early ethical literacy
4	Environmental Ethics	SDG 13 – Climate	Promote eco-philosophy	Increased ecological



No.	CEP Topic	Relevant SDG Goal	Activity	Expected Outcome
	Awareness Campaign	Action, SDG 12 – Responsible Consumption	through local campaigns	consciousness; community-driven sustainability
5	Oral History Collection of Moral Wisdom	SDG 11 – Sustainable Cities and Communities	Interview elders; document traditional stories and values	Preservation of intangible ethical heritage; intergenerational learning
6	Public Philosophy Talks	SDG 10 – Reduced Inequalities, SDG 16	Conduct talks on truth, justice, happiness in public spaces	Promote inclusive ethical dialogue; civic awareness
7	Promotion of Non-Violence (Ahimsa) in the Community	SDG 16 – Peace, Justice	Organize peace walks, dialogues, pledge events	Reduction in community conflict; foster peace culture
8	Interfaith Dialogue on Ethics and Environment	SDG 17 – Partnerships for the Goals, SDG 13	Facilitate shared moral conversations across religions	Mutual understanding; collective environmental responsibility
9	Philosophy and Mental Health Awareness	SDG 3 – Good Health and Well-being	Use philosophical reflection to discuss mental health	Reduced stigma; better self-understanding and support
10	Community Debate on Contemporary Moral Issues	SDG 4 – Quality Education, SDG 16	Host debates on euthanasia, social justice, etc.	Critical engagement with ethical challenges; participative learning
11	Philosophical Reflection Journals	SDG 4 – Quality Education	Encourage journaling of CEP experiences	Deep self-reflection; enhanced ethical reasoning
12	Sustainable Living Practices Based on Philosophical Principles	SDG 12 – Responsible Consumption	Promote simplicity, mindfulness, minimalism	Conscious lifestyle changes; ethical consumption
13	Promoting Critical Thinking Skills in Youth	SDG 4 – Quality Education	Workshops on logic, argument analysis, ethical decisions	Development of analytical skills; reasoned moral choices
14	Cultural Festivals Celebrating Philosophical Traditions	SDG 11 – Sustainable Cities and Communities	Events with philosophy-themed drama, art, and storytelling	Cultural revitalization; wider reach of philosophical values
15	Community Support for Ethical Consumerism	SDG 12 – Responsible Consumption	Campaigns on fair trade, animal rights, ethical choices	Consumer responsibility; sustainable market behaviour



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Learn about the key epistemological debates among different schools of Indian philosophy, such as Nyāya, Mīmāṃsā, Buddhism, and Advaita Vedānta.

PSO2: Enhance students' critical thinking and analytical skills by engaging them with complex philosophical arguments and texts.

PSO3: Encourage students to reflect on their own epistemological assumptions and compare them with those found in Indian philosophical traditions.

Group under NEP scheme	Major Core T-9
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHT9
Course Name	Epistemology (Indian – I)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Students should have a general idea of what philosophy is, including its main branches such as epistemology, metaphysics, and ethics - A preliminary understanding of major schools of Indian philosophy such as – Nyāya, Vaiśeṣika, Buddhism, Jainism will be helpful.



- Students should be aware of fundamental epistemological concepts like:-
Pramāṇa (means of knowledge), Pramā (valid knowledge), Pramātā (knower),
Prameya (object of knowledge)

Course Outcomes:

CO NO.	Course Outcomes (COs)	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the fundamental ideas related to the Indian theory of knowledge.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Compare and contrast the perspectives of cognition among Indian philosophical schools such as Nyāya, Buddhism, and Jainism.	PO2, PO4, PSO2	Analytical Thinking	Analyze (Level 4)
CO3	Learn about different sources of knowing (Pramāṇas) like perception, inference, comparison, and testimony.	PO1, PO3, PSO1	Conceptual Learning	Understand / Apply (Level 2-3)
CO4	Comprehend different Indian doctrines of the validity and invalidity of knowledge (Prāmāṇya-Aprāmāṇya).	PO3, PO4, PSO2	Critical Understanding	Analyze / Evaluate (Level 4-5)

Syllabus: Major T-9- Epistemology (Indian – I) : (UGPHI5MT-9)		Tentative allotted period	Allotted Marks
Unit I	Epistemology (Indian – I) ❖ Introduction, definition ❖ The nature of Cognition : Prama & Aprama Practical & Evaluation: (6 hrs) - Students prepare a chart explaining: • Definition and scope of Epistemology • Meaning of Pramā (valid knowledge) and Apramā (invalid knowledge) - Students identify examples of: • Valid knowledge (Pramā) • Invalid knowledge (illusion, doubt, error)	15	20
Unit II	❖ Pramanas: Definition , Nature & ❖ Types : Pratyaksha, Anumana, Practical & Evaluation: (6 hrs) - Students observe objects and describe perception. □ Identify types of perception (external/internal). - Draw inference structure: • Paksha, Hetu, Sadhya	15	20



Unit III	❖ Pramanas : Upamana, Shabda, Arthapatti, Anupalabdhi. ❖ Pramanyavada : Definition , Nature & types (intro.) Practical & Evaluation: (6 hrs) 1.Explain: • Upamana (comparison) • Shabda (testimony) • Arthapatti (postulation) • Anupalabdhi (non-perception) 2.Students provide real-life examples for each Pramāṇa. 3.Compare all Pramāṇas with features and applications.	15	20
	Total Periods= Total Credits =	45	60 (T)

Textbooks / Reference Books:	1. C.D. Sharma : A Critical Survey of Indian Philosophy 2. S.N. Dasgupta : A History of Indian Philosophy 3. T.M.P. Mahadevan : An Outline of Hinduism 4. श्रीनिवास हरी दीक्षित : भारतीय तत्त्वज्ञान 5. दत्ता एवं चटर्जी : भारतीय दर्शन 6. डॉ रामनाथ शर्मा : भारतीय दर्शन के मुलतत्व
---	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Learn how these concepts shape the metaphysical landscape of Indian philosophy and how they differ across various schools of thought.

PSO2: Develop the skills to critically analyze and compare the metaphysical theories proposed by different Indian philosophical traditions.

PSO3: Apply metaphysical concepts from Indian philosophy to contemporary philosophical debates and existential questions.

Group under NEP scheme	Major Core T-10
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHT10
Course Name	Metaphysics- (Indian - I)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Students should have a foundational understanding of philosophy and its branches, especially metaphysics (तत्त्वज्ञान). - Familiarity with major Indian philosophical traditions such - as: Sāṅkhya, Vedānta, Nyāya, Buddhism, Jainism.



- Students should have preliminary knowledge of key concepts such as: Reality (सत्ता), Substance (द्रव्य), Soul / Self (आत्मा / पुरुष), Cause-Effect relationship (कार्य-कारण भाव)

Course Outcomes:

CO No.	Course Outcomes (COs)	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the general and philosophical meaning of metaphysical concepts.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend the ontological/metaphysical explanation of the origin of the universe as given by Indian philosophical systems such as Sāṅkhya, Vedānta, and Nyāya.	PO2, PO3, PSO2	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Develop their own views on material and spiritual perspectives regarding ultimate reality.	PO4, PSO2	Critical & Reflective Thinking	Evaluate (Level 5)
CO4	Express their own perspectives on metaphysical theories.	PO4, PO5, PSO2	Creative & Interpretative Ability	Create (Level 6)

Syllabus: Major T-10- Metaphysics- (Indian - I) : (UGPHI5MT-10)		Tentative allotted period	Allotted Marks
Unit I	Metaphysics- (Indian - I) : ❖ Introduction, definition ❖ Ultimate Reality:- Charvaka & Jain Practical & Evaluation: (6 hrs) - Students prepare a chart explaining: - Meaning, definition, and scope of Metaphysics. - Compare concepts of Ultimate Reality in: - Charvaka vs Jain Philosophy ☐ Include features like materialism, pluralism, etc.	15	20
Unit II	❖ Ultimate Reality:- Vaisheshika & : Samkhya School Practical & Evaluation: (6 hrs) Draw diagrams explaining: - Categories (Padarthas) of Vaisheshika - Dualism (Purusha-Prakriti) in Samkhya Explain: - Atomism (Vaisheshika) - Dualism (Samkhya)	15	20



Unit III	❖ The Self : Charvaka, Nyaya, Samkhya, Adwait Vedanta ❖ Causality : Definition, nature : (Satkaryavada & Asatkaryavada) & its Types Practical & Evaluation: (6 hrs) Explain views of Self in: • Charvaka, Nyaya, Samkhya, Advaita Vedanta Compare theories of Self: • Material self vs Spiritual self	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. Dr. J. N. Sinha: Outlines of Western Philosophy 2. C.D. Sharma : A Critical Survey of Indian Philosophy 3. श्रीनिवास हरी दीक्षित : भारतीय तत्त्वज्ञान 4. दत्ता एवं चटर्जी : भारतीय दर्शन 5. डॉ रामनाथ शर्मा : भारतीय दर्शन के मूलतत्व
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 mark
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Develop a solid understanding of key ethical theories, such as utilitarianism, deontology, virtue ethics, and consequentialism, and how these theories can be applied to real-world issues.

PSO2: Gain the ability to critically analyze and evaluate ethical issues across different fields, including healthcare, business, environmental ethics, technology, and law.

PSO3: Integrate knowledge from these disciplines into their ethical analyses, enhancing their ability to address multifaceted ethical problems.

Group under NEP scheme	Major Core T-11
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHT11
Course Name	Applied Ethics
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Familiarity with ethical theories such as utilitarianism, deontology, virtue ethics, and consequentialism is essential. - basic understanding of key ethical principles such as justice, autonomy, beneficence, and non-maleficence.

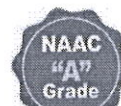


- The ability to clearly and persuasively express ethical reasoning is essential for engaging with the course material.

Course Outcomes:

CO No.	Course Outcomes (COs)	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the contemporary development of western ethics.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Differentiate the different approaches of moral actions such as Utilitarianism, Deontology, and Virtue Ethics.	PO2, PO3, PSO2	Analytical Thinking	Analyze (Level 4)
CO3	Comprehend and be aware of medical code of conduct (bio-ethical principles such as autonomy, beneficence, non-maleficence, justice).	PO3, PO4, PSO1	Conceptual & Applied Understanding	Understand / Apply (Level 2-3)
CO4	Develop their own viewpoints on ethical issues like euthanasia.	PO4, PO5, PSO2	Critical & Reflective Thinking	Evaluate / Create (Level 5-6)

Syllabus: Major T-11- Applied Ethics : (UGPHI5MT-11)		Tentative allotted period	Allotted Marks
Unit I	Applied Ethics : ❖ Definition, nature and scope of applied ethics ❖ Deontological and Teleological approaches to moral actions. Practical & Evaluation: (6 hrs) - Students prepare a chart explaining: Definition, nature, and scope of Applied Ethics. - Prepare a comparison between: Deontological vs Teleological approaches and Include features, examples, and thinkers. - Group Discussion- Topic: "Is morality based on duty or consequences?"	15	20
Unit II	❖ Medical Ethics: Code of conduct, ❖ doctor-patient relationship, ❖ duties of doctors. Practical & Evaluation: (6 hrs) - Role Play : Simulate doctor-patient interactions. - Focus on ethical behavior and communication. - Students prepare a model "Code of Conduct for Doctors". - Group Discussion- Topic: "Ethical duties of doctors in modern healthcare"	15	20



Unit III	❖ Euthanasia: Definition, types, ❖ arguments - for and against. Practical & Evaluation: (6 hrs) 1. Explain types of euthanasia: Active, Passive, Voluntary, Non-voluntary. 2. Debate- Topic: "Euthanasia should be legalized"	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. Peter Singer: 'Applied Ethics', in the Oxford Reading in Philosophy series. 2. एम पी चौरा सया : अनुप्रयुक्त नीतीशास्त्र 3. ज वा जोशी : धर्माचे तत्त्वज्ञान 4. साळुंके सुनील : नीतीशास्त्र 5. साळुंके सुनील : उपयोजित नीतीशास्त्र
-------------------------------------	---

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Understand, analyze, and interpret the philosophical ideas of modern Indian thinkers such as Raja Ram Mohan Roy, Swami Vivekananda, Mahatma Gandhi, Dr. B.R. Ambedkar, and others in their historical and socio-cultural context.

PSO2: Develop the ability to critically evaluate and compare different streams of Modern Indian Thought, including reformist, nationalist, and humanistic perspectives.

PSO3: Apply the ethical, social, and political ideas of modern Indian philosophers to present-day issues such as social justice, equality, secularism, and democracy.

Group under NEP scheme	Major Elective -1 -A
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHME1A
Course Name	MODERN INDIAN THOUGHT - I
No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)
Teaching Hours	60 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Students should have a foundational knowledge of philosophy, including its major branches like metaphysics, epistemology, and ethics. - Familiarity with classical Indian philosophical traditions such as Vedānta and other systems, as many modern thinkers reinterpret these traditions.



- Preliminary awareness of key modern Indian philosophers and reformers such as : Swami Vivekananda, Bal Gangadhar Tilak, Sri Aurobindo, Rabindranath Tagore, Muhammad Iqbal & K. C. Bhattacharyya.

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the philosophical ideas of modern Indian thinkers such as Swami Vivekananda and Bal Gangadhar Tilak.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend and analyze metaphysical and spiritual concepts like "Sat-Chit-Ānanda" and evolution of reality in the philosophy of Sri Aurobindo.	PO2, PO3, PSO2	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Compare and evaluate the views on religion, self, and human existence as presented by Rabindranath Tagore and Muhammad Iqbal.	PO2, PO4, PSO2	Critical Thinking	Analyze / Evaluate (Level 4-5)
CO4	Develop and express independent perspectives on philosophical concepts such as freedom, Māyā, and the Absolute as discussed by K. C. Bhattacharyya.	PO4, PO5, PSO2	Reflective & Creative Thinking	Evaluate / Create (Level 5-6)

Syllabus: Major Elective -1-A- MODERN INDIAN THOUGHT – I : (BA5SSPHME-1A)		Tentative allotted period	Allotted Marks
Unit I	MODERN INDIAN THOUGHT – I : ❖ Swami Vivekananda: Man, universal religion, practical Vedanta ❖ B.G Tilak: Interpretation of Gita Practical & Evaluation: (6 hrs) - Students present key ideas of - Swami Vivekananda (Man, Universal Religion, Practical Vedanta) - Bal Gangadhar Tilak (Interpretation of Gita) - Read selected passages from Vivekananda's speeches and Tilak's <i>Gita Rahasya</i>.	15	15
Unit II	❖ Sri Aurobindo: - reality as "sat-chit-anand", - three phases of reality-evolution, - mind and super mind, integral yoga Practical & Evaluation: (6 hrs) - Prepare charts explaining: - Sat-Chit-Ananda - Evolution of Reality - Draw diagrams showing: - Three phases of evolution - Mind and Supermind	15	15



Unit III	❖ Rabindranath Tagore: man and god, religion of man ❖ Mohammed Iqbal: intellect and intuition, self, perfect man Practical & Evaluation: (6 hrs) 3. Students present ideas of: • Rabindranath Tagore (Religion of Man) • Muhammad Iqbal (Self, Intuition, Perfect Man) 4. Debate : Topic: "Intuition is superior to intellect"	15	15
Unit IV	❖ K.C. Bhattacharyya: A. concept of philosophy, subject as freedom, the absolute and its alternative forms, B. interpretation of maya Practical & Evaluation: (6 hrs) 1. Concept Explanation: • Nature of philosophy • Subject as freedom 2. Essay Writing -Topics: ○ "Philosophy as freedom" ○ "Bhattacharyya's interpretation of Maya"	15	15
	Total Periods= Total Credits =	60 04	60 (T)

Textbooks / Reference Books:	1. T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras 1985 2. Basant kumar Lal: Contemporary Indian Philosophy, Delhi 1999 3. Swami Vivekanand: Practical Vedanta, Calcutta, Advaita Ashrama 1964 4. Sri Aurobindo: Integral Yoga, Pondicherry, Shri Aurobindo Ashram 1972 5. M. Iqbal: reconstruction of religious thought in Islam, Lahore; Ashraf 1980 6. R. Tagore: Religion of man, London Unwin Books 1961 7. K.C. Bhattacharyya: Studies in Philosophy, Delhi. Motilal Banarasidas 1983
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Gain a comprehensive understanding of key concepts in political philosophy, including justice, liberty, equality, authority, power, rights, and the state.

PSO2: Identify the strengths and weaknesses of different political philosophies and assess their relevance to contemporary political issues.

PSO3: Explore how philosophical concepts and theories can be used to analyze and address current political challenges, both at the national and global levels.

Group under NEP scheme	Major Elective -1 -B
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHME1B
Course Name	POLITICAL PHILOSOPHY
No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)
Teaching Hours	60 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Understanding general philosophical terms and methods will aid in analyzing complex political theories and arguments. - This interest will drive active participation in class discussions, critical reading of texts, and engagement with contemporary political debates.



- A willingness to critically examine different political ideologies and their implications will enhance the learning experience.

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the fundamentals of political philosophy and its relation to other disciplines.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend different political ideas such as justice, liberty, equality, and rights which constitute political thought.	PO1, PO3, PSO1	Conceptual Understanding	Understand / Apply (Level 2-3)
CO3	Analyze different political ideologies such as Liberalism, Socialism, and Marxism.	PO2, PO4, PSO2	Analytical Thinking	Analyze (Level 4)
CO4	Distinguish and evaluate the contributions of modern Indian political thinkers such as Mahatma Gandhi, B. R. Ambedkar, and Jawaharlal Nehru.	PO2, PO4, PSO2	Critical Understanding	Analyze / Evaluate (Level 4-5)
CO5	Develop and articulate independent viewpoints on contemporary political issues using philosophical reasoning.	PO4, PO5, PSO2	Reflective & Creative Thinking	Evaluate / Create (Level 5-6)

Syllabus: Major Elective -1-B- POLITICAL PHILOSOPHY : (BA5SSPHME-1B)		Tentative allotted period	Allotted Marks
Unit I	• Political Philosophy : Definition, Nature and scope • Relation of Political Philosophy with Ethics, Political Science Practical & Evaluation: (6 hrs) 1. Students prepare a chart showing <i>definition, nature, and scope</i> of Political Philosophy. 2. Group discussion on relation between: Political Philosophy & Ethics and Political Philosophy & Political Science 3. Understanding of foundational concepts □ Ability to relate philosophy with practical politics	15	15
Unit II	Political Concepts : Definition, Nature - • Liberty • Equality, • Justice • Rights Practical & Evaluation: (6 hrs) 1. Students explain each concept with examples: Liberty, Equality, Justice, Rights 2. Create posters on: Human Right, Social Justice 3. Analyze real-life situations (e.g., freedom of speech, social justice).	15	15



Unit III	Political Ideologies – • Democracy • Nationalism • Liberalization.	15	15
	Practical & Evaluation: (6 hrs) 1. Each group presents one ideology: Democracy / Nationalism / Liberalization 2. Compare: Democracy vs Nationalism , Liberalization vs Social Welfare 3. Discuss recent political developments and identify ideology involved.		
Unit IV	Political Thoughts & Modern Thinkers : • Dr. B. R. Ambedkar • Mahatma Gandhi	15	15
	Practical & Evaluation: (6 hrs) 1. Compare ideas of : Ambedkar vs Gandhi (e.g., social justice, equality) 2. Study selected writings/speeches of both thinkers. - Interpret key ideas.		
Total Periods=		60	60 (T)
Total Credits =		04	

Textbooks / Reference Books:	• P.C. Joshi: Secularism and development: The Indian experiment New Delhi Vikas, 1994 • Joshi N. V. Social and Political philosophy • Dr. T. K. Tope : Indian Constitution • प्रा हिरवे-नांगरे फरताडे , सामाजिक व राजकीय तत्त्वज्ञान : • डॉ बी आर जोशी - सामाजिक शास्त्रामधील शास्त्रीय संज्ञा - सद्धांत कोष
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
Total:		Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Develop strong logical reasoning skills, enabling them to analyze and solve problems involving patterns, sequences, logical statements, and deductions.

PSO2: Solve problems related to percentages, ratios, proportions, probability, and statistical measures with accuracy and efficiency.

PSO3: Approach problems with a critical mindset, assess the validity of arguments, and draw well-reasoned conclusions.

Group under NEP scheme	VSC-4
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHVSC4
Course Name	Reasoning and Quantitative Aptitude
No. of Credits	02 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	50 (Activities – Min passing marks - 25) + 50 (Continuous Internal Examination – Min passing marks - 25) = Total 100 marks (Min passing marks – 25 + 25 = 50) (50% Passing)
Pre-requisites for the course	- Prior coursework in high school mathematics or a basic math refresher course will provide the necessary background for tackling quantitative problems. - To approach problems systematically, identify patterns, and apply logical reasoning to find solutions. - should be meticulous in their approach to problem-solving and data analysis.
Course Outcomes:	



CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Grasp the fundamentals of Traditional Logic in philosophy and quantitative aptitude.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Distinguish between proposition and sentence in logical analysis.	PO2, PO3, PSO1	Analytical Understanding	Analyze (Level 4)
CO3	Compare and comprehend different types of logical reasoning (deductive and inductive).	PO2, PO3, PSO2	Conceptual & Analytical Thinking	Understand / Analyze (Level 2–4)

Syllabus: VSC -4 - Reasoning and Quantitative Aptitude : (UGPHI5VSC-4)		Tentative allotted period	Allotted Marks
Unit I	Reasoning and Quantitative Aptitude : Reasoning I - Introduction, meaning 1. Analogy Test 2. Classification of Proposition 3. Common Sense Test 4. Coding and Decoding Practical & Evaluation: (6 hrs) 1. Teacher explains the concept and meaning of reasoning. ☐ Students write definitions with examples. 2. Solve 15–20 analogy questions. ☐ Explain the relationship between given pairs. 3. Identify the odd one out from given words/numbers. ☐ Justify the basis of classification. 4. Solve real-life situation-based problems. ☐ Provide logical reasoning for chosen answers.	30	25
Unit II	Reasoning II - 1. Visual Reasoning 2. Logical Reason 3. Blood Relationship 4. Direction sense 5. Calendar Analysis Test Practical & Evaluation: (6 hrs) 1. Solve figure-based questions. ☐ Identify missing figures and patterns. 2. Solve statement and conclusion problems. ☐ Justify answers logically. 3. Solve family relation problems. ☐ Draw diagrams to explain relationships. 4. Solve day/date-based problems. ☐ Learn and apply shortcut methods.	30	25
Total Periods= Total Credits =		60 02	50 (P)

Textbooks / Reference Books:	1. Competition Success Review 2. Master Reasoning Book Verbal, Non-Verbal & Analytical 3. प्रतियो गता दर्पण 4. चाणक्य मंडल मा सक 5 आर. एस. अग्रवाल
------------------------------	--



Evaluation Pattern:

S. No	Activity (50 marks)	CIE (50 marks)
1.	Activity participation : Students solve 20 analogy-based questions. = 10 marks	Problem Solving Test - Solve reasoning questions (mixed topics) = 20 marks
2.	Identify odd word/number from a set. = 10 marks	Class Test (4 tests) Based on analogy, coding-decoding, logical reasoning = 10 marks
3.	Identify missing figures, patterns. = 10 marks	Assignment- Practice sheets on each topic = 10 marks
4.	Solve logical statements and conclusions. = 10 marks	Viva Voce = 10 marks
5.	Use maps and directions. = 10 marks	
	Total: = 50 marks	Total: = 50 marks

Practical Activities (10 Activities) :

- ◇ Activity 1: Analogy Practice Drill
 - Students solve 20 analogy-based questions.
 - Group discussion on reasoning behind answers.
- ◇ Activity 2: Classification Game
 - Identify odd word/number from a set.
 - Explain classification logic.
- ◇ Activity 3: Common Sense Test (Real-life Situations)
 - Case studies based on daily life decisions.
 - Students justify logical choices.
- ◇ Activity 4: Coding-Decoding Workshop
 - Practice letter/number coding patterns.
 - Create own coding puzzles.
- ◇ Activity 5: Visual Reasoning (Figure Test)
 - Identify missing figures, patterns.
 - Use diagrams and shapes.
- ◇ Activity 6: Logical Reasoning Debate
 - Solve logical statements and conclusions.
 - Discuss validity in groups.
- ◇ Activity 7: Blood Relation Puzzle
 - Solve family tree problems.
 - Draw diagrams for clarity.
- ◇ Activity 8: Direction Sense Activity
 - Use maps and directions.
 - Practical movement-based activity (classroom mapping).
- ◇ Activity 9: Calendar Analysis Exercise
 - Solve day/date problems.
 - Practice shortcuts and formulas.
- ◇ Activity 10: Mixed Reasoning Quiz
 - Combine all topics in a timed quiz.
 - Encourage competitive learning.



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester V

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Able to bridge the gap between theory and practice, showing how academic knowledge can inform and enhance practical problem-solving.

PSO2: To apply appropriate research methods, whether qualitative, quantitative, or mixed, to investigate issues relevant to their field project.

PSO3: To develop the practical skills, confidence, and professional network necessary to succeed in their chosen field, whether in academia, industry, or community work.

Group under NEP scheme	FP 2
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA5SSPHFP2
Course Name	Field Project / Community Engagement Program
No. of Credits	0 (Lecture – 0, Tutorial – 0, Practical – 2)
Teaching Hours	60 Activity (One hour duration each)
Evaluation Scheme	100 (Activities – Min passing marks - 50) = Total 100 marks (Min passing marks – = 50) (50% Passing)
Pre-requisites for the course	- Familiarity with fundamental areas of philosophy such as ethics, logic, epistemology, and social philosophy. Understanding of key thinkers and philosophical traditions (both Indian and Western). - Basic understanding of research methods including observation, interview techniques, data collection, and report writing. - Awareness of qualitative and philosophical research approaches.
Course Outcomes:	



CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Apply philosophical concepts and methods to real-world situations through direct field engagement and observation.	PO3, PO4, PSO2	Applied & Experiential Learning	Apply (Level 3)
CO2	Demonstrate an understanding of ethical, cultural, and social dimensions of issues encountered in the field using philosophical tools.	PO1, PO4, PSO1	Conceptual & Contextual Understanding	Understand / Apply (Level 2–3)
CO3	Analyse community practices, belief systems, and ethical issues through critical reflection informed by philosophical theories.	PO2, PO4, PSO2	Analytical & Reflective Thinking	Analyze (Level 4)

Syllabus: FP -1 - FIELD PROJECT - 1 : (BA3SSPHFP1)			Tentative allotted period	Allotted Marks
	FIELD PROJECT -1 :			
	TOPICS:	Total Periods=	60	
		Total Credits =	02	100 (P)
	SEE ANNEXTURE - X			
No.	Field Project Topics			
1	Study of Ethical Decision-Making in Daily Life			
2	Gandhian Ethics in Rural or Urban Communities			
3	Bhagavad Gita and Emotional Well-Being in Youth			
4	Philosophical Counselling: Peer Counselling Practice			
5	Jain Ethics: Field Study on Anekāntavāda and Ahimsa			
6	Mindfulness and Mental Suffering: A Buddhist Approach			
7	Documentation of Indigenous or Local Philosophical Beliefs			
8	Environmental Ethics and Traditional Ecological Practices			
9	Moral Education in Local Schools: A Philosophical Review			
10	Application of Nishkāmakarma and Samatvam in Professional Life			



11	Philosophy for Children (P4C): School Engagement Project		
12	Critical Thinking and Logical Reasoning Among College Students		
13	Philosophical Analysis of Social Media Behavior		
14	Field Study of Dharma and Duty in Daily Occupations		
15	Pluralism and Religious Tolerance in Local Communities		
16	Comparative Study of Karma Theory Among Different Traditions		
17	Concept of Punishment: A Field Study on Social Perceptions		
18	Role of Indian Philosophy in Stress Management Programs		
19	Survey on Moral Conflicts Faced by Students		
20	Vedanta Concepts of Reality in Traditional Worship Practices		

Textbooks / Reference Books:	• Bogdan, R., & Biklen, S. K. (2006). <i>Qualitative Research for Education: An Introduction to Theory and Methods</i>. Pearson. • Creswell, J. W. (2013). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i>. SAGE Publications. • Martin, M. & McIntyre, L. (2006). <i>Readings in the Philosophy of Social Science</i>. MIT Press. • Rescher, Nicholas. (2001). <i>Philosophical Reasoning: A Study in the Methodology of Philosophizing</i>. Blackwell.
-------------------------------------	--

Evaluation Pattern:

S. No	Activity (100 marks)	
1.	Field Project Activity participation (Topic List given below)	= 100 marks
	Total:	= 100 marks

List of Field Projects Topics in Philosophy related to SDGs

No.	Field Project Topic	Relevant SDG Goal(s)	Activity	Expected Outcome
	Study of Ethical Decision-Making in Daily Life	SDG 16 – Peace, Justice and Strong Institutions	Interview individuals in workplaces or homes on moral dilemmas	Understanding practical ethics; link between theory and practice
2	Gandhian Ethics in Rural or Urban	SDG 11 – Sustainable Communities, SDG	Field interviews on non-violence, truth,	Revival of Gandhian thought; awareness of



No.	Field Project Topic	Relevant SDG Goal(s)	Activity	Expected Outcome
	Communities	16	simplicity in daily life	ethical living
3	Bhagavad Gita and Emotional Well-Being in Youth	SDG 3 – Good Health and Well-being	Workshop with youth analyzing key verses for stress & balance	Emotional resilience; youth empowerment
4	Philosophical Counselling: Peer Counselling Practice	SDG 4 – Quality Education, SDG 3	Train students in philosophical counselling & conduct peer sessions	Empathy building; development of reflective and critical thought
5	Jain Ethics: Field Study on Anekāntavāda and Ahimsa	SDG 16 – Peace, SDG 12 – Responsible Consumption	Interact with Jain communities, observe rituals and practices	Understanding of pluralism, non-violence in daily conduct
6	Mindfulness and Mental Suffering: A Buddhist Approach	SDG 3 – Good Health and Well-being	Conduct field workshops or interviews on meditation and coping	Reduced stress; philosophical understanding of suffering
7	Documentation of Indigenous or Local Philosophical Beliefs	SDG 11 – Sustainable Cities and Communities	Collect oral traditions, practices, and beliefs from elders	Preservation of indigenous ethics and worldviews
8	Environmental Ethics and Traditional Ecological Practices	SDG 13 – Climate Action, SDG 15 – Life on Land	Study local farming or forest rituals & beliefs related to nature	Eco-sensitivity and philosophical insight into sustainability
9	Moral Education in Local Schools: A Philosophical Review	SDG 4 – Quality Education	Survey moral education content & methods in nearby schools	Curriculum analysis; recommendations for philosophical enrichment
10	Application of Nishkāmakarma and Samatvam in Professional Life	SDG 8 – Decent Work, SDG 3 – Well-being	Interview professionals on selfless action, balance, and detachment	Relevance of Indian ethics in work-life harmony
11	Philosophy for Children (P4C): School Engagement Project	SDG 4 – Quality Education	Conduct storytelling and inquiry sessions in primary schools	Develop reasoning and reflective thinking in children
12	Critical Thinking and Logical Reasoning Among College	SDG 4 – Quality Education	Survey reasoning ability and conduct	Enhanced reasoning skills and ethical discernment



No.	Field Project Topic	Relevant SDG Goal(s)	Activity	Expected Outcome
	Students		logic workshops	
13	Philosophical Analysis of Social Media Behavior	SDG 16 – Peace, Justice, SDG 12 – Responsible Consumption	Analyze online behavior from moral, psychological, and logical angles	Insight into ethics of digital interaction
14	Field Study of Dharma and Duty in Daily Occupations	SDG 8 – Decent Work, SDG 16	Interview workers (e.g., farmers, teachers) on duty and righteousness	Contextual understanding of “dharma” in modern professions
15	Pluralism and Religious Tolerance in Local Communities	SDG 10 – Reduced Inequalities, SDG 16	Observe community events, inter-religious practices	Promotion of peaceful coexistence and ethical pluralism
16	Comparative Study of Karma Theory Among Different Traditions	SDG 17 – Partnerships for Goals	Field interviews with priests, monks, scholars from various sects	Comparative ethical analysis; unity in diversity
17	Concept of Punishment: A Field Study on Social Perceptions	SDG 16 – Justice and Institutions	Survey community views on justice, punishment, and ethics	Philosophical understanding of retribution vs reform
18	Role of Indian Philosophy in Stress Management Programs	SDG 3 – Good Health and Well-being	Study use of Vedanta/Yoga in wellness centres or schools	Philosophical tools for managing stress and anxiety
19	Survey on Moral Conflicts Faced by Students	SDG 4 – Quality Education	Collect anonymous responses on academic, personal dilemmas	Moral awareness and need for value-based education
20	Vedanta Concepts of Reality in Traditional Worship Practices	SDG 11 – Sustainable Communities	Observe and record temple rituals, sermons on Advaita or Dvaita	Link between metaphysics and cultural expressions



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Gain a comprehensive understanding of key concepts in Western epistemology, such as knowledge, belief, justification, truth, skepticism, and the sources of knowledge (e.g., perception, reason, memory, testimony).

PSO2: Identify and critically engage with major debates in Western epistemology, including issues such as the nature of knowledge, the challenge of skepticism, and the analysis of justification.

PSO3: Encouraged to conduct independent research on specific epistemological topics, using primary and secondary sources, and to present their findings in a well-organized and scholarly manner.

Group under NEP scheme	Major Core T-12
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHT12
Course Name	Epistemology (Western – I)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	Students should have a foundational knowledge of philosophy and its major branches, especially epistemology (theory of knowledge).



- Familiarity with basic ideas of Western philosophical tradition and its development.
- Preliminary understanding of key concepts such as: Knowledge and belief, Truth and justification, A priori and a posteriori knowledge, Analytic and synthetic judgments

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the fundamental concepts of knowledge such as propositional and non-propositional knowledge, a priori and a posteriori knowledge, analytic and synthetic judgments, and necessary and contingent truths.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend and analyze key epistemological theories including Rationalism as developed by René Descartes, Baruch Spinoza, and Gottfried Wilhelm Leibniz.	PO2, PO3, PSO2	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Analyze Empiricist theories of knowledge proposed by John Locke, George Berkeley, and David Hume, including Hume's scepticism.	PO2, PO4, PSO2	Analytical & Critical Thinking	Analyze (Level 4)
CO4	Evaluate advanced epistemological positions such as Immanuel Kant's theory of synthetic a priori judgments and Bertrand Russell's distinction between knowledge by acquaintance and description.	PO3, PO4, PSO2	Critical & Reflective Thinking	Evaluate (Level 5)

Syllabus: Major T-12- Epistemology (Western – I) : (UGPHI6MT-12)		Tentative allotted period	Allotted Marks
Unit I	Epistemology (Western – I) : ❖ Definition, Nature & Kinds, ❖ Knowledge : A Priory & A Posteriori Knowledge, Analytical & Synthetic Knowledge, Necessary & Contingent Knowledge. ❖ Kant's Theory of Knowledge: Is A priori Synthetic Judgement possible? ❖ Russell : Knowledge by Acquaintance & Knowledge by Description Practical & Evaluation: (6 hrs) : 1. Classify given statements into: A priori / A posteriori, Analytical / Synthetic & Necessary / Contingent. 2. Analyze Kant's idea: "Is synthetic a priori judgement possible?" 3. Group Discussion- Topic: Difference between acquaintance and description.	15	20



Unit II	❖ Theories of Knowledge : (Rationalism): Definition, Nature ❖ Rationalism : Descartes, Spinoza & Leibnitz Practical & Evaluation: (6 hrs) : 1. Compare Descartes, Spinoza, and Leibnitz on <i>source of knowledge</i>. 2. Diagram showing key features of Rationalism. 3. Debate- Topic: <i>Is reason the only source of knowledge?</i>	15	20
Unit III	❖ Theories of Knowledge : (Empiricism) : definition, nature ❖ Empiricism : Locke, Barkley & Hume's Scepticism Practical & Evaluation: (6 hrs) : 1. Comparison- Rationalism vs Empiricism (table format) 2. Group Discussion- Topic: <i>Is all knowledge derived from sense experience?</i> 3. Analysis- Identify examples of knowledge derived from experience	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	• B. Ressel : History of Western Philosophy. • Frank Thilly : History of Philosophy. • ग ना जोशी पाश्चात्य तत्वज्ञानाचा इतिहास १ : २,३ • राजेसाहेब मारडकर ,पाश्चात्य तत्वज्ञानाचा इतिहास :डेंटसन्स पब्लीकेशन्सनागपूर ,
-------------------------------------	---

Evaluation Pattern:		
Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Acquire a deep understanding of key metaphysical concepts such as existence, being, substance, essence, identity, causality, time, space, and the nature of reality.

PSO2: Identify and critically engage with major debates in Western metaphysics, including questions about the nature of objects, properties, events, and the relationship between mind and body.

PSO3: Apply metaphysical theories and concepts to address philosophical problems, such as the nature of free will, the possibility of personal identity over time, and the existence of abstract entities.

Group under NEP scheme	Major Core T-13
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHT13
Course Name	Metaphysics - Western -I
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	Familiarity with the key figures and movements in Western philosophy, particularly those related to metaphysical inquiries (e.g., Plato, Aristotle, Descartes, Leibniz, Kant).



- Ability to analyze and evaluate arguments critically, which is crucial for dealing with the abstract and theoretical nature of metaphysics.
- Might recommend or require completion of other philosophy courses, such as ethics or epistemology, to ensure a well-rounded philosophical education

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the definition, nature, and scope of metaphysics and its relation with science and religion.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend and analyze the concept of causality as discussed by Aristotle, David Hume, and John Stuart Mill.	PO2, PO3, PSO2	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Analyze major metaphysical theories such as Materialism and Idealism, including their types like Monism, Dualism, Pluralism, and various forms of Idealism.	PO2, PO4, PSO2	Analytical Thinking	Analyze (Level 4)
CO4	Evaluate philosophical doctrines related to substance, mind-body relation, and concept of God as proposed by thinkers like René Descartes, Baruch Spinoza, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, and David Hume.	PO3, PO4, PSO2	Critical & Reflective Thinking	Evaluate (Level 5)

Syllabus: Major T-13- Metaphysics - Western -I : (UGPHI6MT-13)		Tentative allotted period	Allotted Marks
Unit I	Metaphysics - Western -I : ❖ Metaphysics : definition, nature, Philosophy & Life ❖ Relation between Philosophy & Science, Philosophy & Religion ❖ Causality : Aristotle, Hume & Mill Practical & Evaluation: (6 hrs) : 1. Diagram showing relation between Philosophy, Science, and Religion. 2. Compare views of Aristotle, Hume, and Mill on Causality. 3. Group Discussion- Topic: Is metaphysics relevant in modern scientific age?	15	20



Unit II	❖ Materialism : Introduction, nature & scope ❖ Types : Monism, Dualism, Pluralism ❖ Idealism : Introduction, nature ❖ Types : Subjective Idealism, Objective Idealism, Absolute Idealism Practical & Evaluation: (6 hrs) : 1. Classify philosophical positions into <i>Monism, Dualism, Pluralism</i>. 2. Materialism vs Idealism (table/chart form). 3. Explain types of idealism with examples.	15	20
Unit III	❖ Substance : Descartes, Spinoza, Leibnitz, Locke, Barkley & Hume ❖ Concept of God : Definition, meaning & nature ❖ Types : Theism, Monotheism, Polytheism, Deism & Pantheism Practical & Evaluation: (6 hrs) : 1. Compare different philosophers' views on Substance. 2. Classify types of belief in God (Theism, Deism, etc.) 3. Group Discussion- Topic: Is God necessary for explaining reality?	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	• B. Ressel : History of Western Philosophy. • Frank Thilly : History of Philosophy. • ग ना जोशी पाश्चात्य तत्त्वज्ञानाचा इतिहास १ : २,३ • राजेसाहेब मारडकर ,पाश्चात्य तत्त्वज्ञानाचा इतिहास :डॅटसनस पब्लीकेशन्स नागपूर ,
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Acquire a thorough understanding of fundamental concepts in traditional logic, including terms, propositions, syllogisms, validity, soundness, and logical forms.

PSO2: Develop the ability to analyze and construct valid syllogistic arguments, identifying major, minor, and middle terms, and understanding the rules of categorical syllogisms.

PSO3: Apply the principles of traditional logic to evaluate philosophical arguments as well as everyday reasoning, improving their ability to think critically and logically in various contexts.

Group under NEP scheme	Major Core T-14
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHT14
Course Name	Logic (Western- Traditional)
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- Prior experience or coursework in critical thinking or informal logic can be beneficial. These skills are important for analyzing arguments, recognizing logical fallacies, and constructing coherent arguments. - A strong command of language, including reading and writing skills, is essential for understanding and constructing logical arguments.



- A basic course in philosophy helps students become familiar with philosophical terminology and concepts, which are essential for understanding logical arguments and reasoning.

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the basic concepts of traditional logic such as sentence, proposition, argument, truth, validity, and soundness in Aristotle's logic.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend and analyze Aristotelian classification of propositions and immediate inferences including Square of Opposition, conversion, and obversion.	PO2, PO3, PSO1	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Apply rules of categorical syllogism, including figure, mood, and validity tests, to evaluate arguments.	PO3, PO4, PSO2	Applied & Analytical Thinking	Apply / Analyze (Level 3-4)
CO4	Evaluate logical arguments using Venn diagrams and identify fallacies in reasoning.	PO4, PO5, PSO2	Critical & Reflective Thinking	Analyze / Evaluate (Level 4-5)

Syllabus: Major T-14- Logic (Western- Traditional) : (UGPHI6MT-14)		Tentative allotted period	Allotted Marks
Unit I	Logic (Western- Traditional) : (ARISTOTELIAN LOGIC) : ❖ Definition, nature ❖ Sentence, ❖ Proposition, ❖ Argument, Truth, Validity, Soundness Practical & Evaluation: (6 hrs) : 1. Identify whether given statements are <i>sentences, propositions, or arguments</i>. 2. Distinguish between <i>truth, validity, and soundness</i> using examples. 3. Group Discussion- Topic: <i>Difference between truth and validity</i>	15	20
Unit II	❖ Aristotelian classification of Proposition ❖ Immediate Inference : Square of Opposition, ❖ Conversion, Obversion Practical & Evaluation: (6 hrs) : 1. Prepare classification table: A, E, I, O propositions. 2. Solve problems on <i>conversion and obversion</i>. 3. Blackboard Presentation- Solve logical problems step-by-step.	15	20



Unit III	❖ Mediate Inference : Categorical Syllogism - definition, nature ❖ Rules of Categorical Syllogism ❖ Figure, Mood, Rules for Validity, Fallacies ❖ Venn Method of testing validity Practical & Evaluation: (6 hrs) : 1. Students create valid syllogisms using different moods and figures. 2. Identify whether given syllogisms follow rules of validity. 3. Test validity using diagrammatic method	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	• I. M. copi : Introduction to Logic (6th Edition) • दी य देशपांडे : सांकेतिक तर्कशास्त्र आणि उदगम • मे पु रेगे : आकारिक तर्कशास्त्र • पी आकोलकर : तर्कमन्जीरी
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

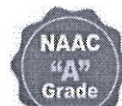
PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Develop a clear understanding of the philosophical ideas of modern Indian thinkers such as Sarvepalli Radhakrishnan, Mahatma Gandhi, B. R. Ambedkar, and Jiddu Krishnamurti, including their views on metaphysics, ethics, and social philosophy.

PSO2: Critically analyse key philosophical concepts such as: God and the Absolute, Truth and Non-violence, Social justice and equality & Freedom and self-knowledge

PSO3: Learn to apply philosophical principles such as: Truth and non-violence in daily life, Inner transformation and self-awareness (Krishnamurti), Idealist philosophy (Radhakrishnan) to develop ethical and responsible behaviour.

Group under NEP scheme	Major Elective -2
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHME2A
Course Name	MODERN INDIAN THOUGHT - II
No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)
Teaching Hours	60 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	Students should have foundational knowledge of philosophy, including ethics, metaphysics, and social philosophy.

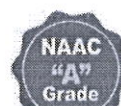


- Prior exposure to earlier modern Indian thinkers such as Swami Vivekananda and Sri Aurobindo will help in understanding the continuity of ideas.
- Basic understanding of concepts like: God and the Absolute, Self and freedom, Religion and spirituality & Social justice and reform

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the philosophical ideas of Sarvepalli Radhakrishnan regarding God, the Absolute, and the relation between intellect and intuition.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend and analyze the ethical and socio-political philosophy of Mahatma Gandhi including truth, non-violence, swaraj, and critique of modern civilization.	PO2, PO3, PSO2	Conceptual & Analytical Understanding	Understand / Analyze (Level 2-4)
CO3	Evaluate the social philosophy of B. R. Ambedkar, including his critique of social evils and concept of neo-Buddhism.	PO2, PO4, PSO2	Critical Thinking	Analyze / Evaluate (Level 4-5)
CO4	Analyze the philosophical teachings of Jiddu Krishnamurti on self, freedom from the known, and inner transformation.	PO2, PO4, PSO2	Analytical & Reflective Thinking	Analyze (Level 4)
CO5	Develop and express independent perspectives on ethical, social, and spiritual issues based on modern Indian philosophical thought.	PO4, PO5, PSO2	Reflective & Creative Thinking	Evaluate / Create (Level 5-6)

Syllabus: Major Elective -2-A- MODERN INDIAN THOUGHT - II : (BA6SSPHME-2A)		Tentative allotted period	Allotted Marks
Unit I	MODERN INDIAN THOUGHT - II: 1.S. Radhakrishnana : God and the Absolute, Intellect and Intuition, the idealist view of life Practical & Evaluation: (6 hrs) : 1. Students prepare a chart showing relation between <i>God, Absolute, Intellect, and Intuition</i> . 2. Write a 300-word note on "Intellect vs Intuition". 3. Analyze selected passages from Radhakrishnan's works.	15	15
Unit II	2.M. K. Gandhi : Truth, Non-violence, swaraj, sarvodaya, critique of modern civilization Practical & Evaluation: (6 hrs) 1. Study real-life examples of non-violence (e.g., movements inspired by Gandhi). 2. Essay Writing - Topic: "Relevance of Swaraj in Today's India" 3. Visit NGO / social organization practicing Gandhian ideals.	15	15



Unit III	3.B.R Ambedkar : critique of social evils, neo-Buddhism		
	Practical & Evaluation: (6 hrs) : 1. Study caste discrimination or social inequality in local context. 2. Review selected writings of Ambedkar. 3. Poster Presentation- Theme: Equality, Liberty, Fraternity	15	15
Unit IV	4. J Krishnamurti : The self, Freedom from the known, inner revolution		
	Practical & Evaluation: (6 hrs) : 1. Students write personal reflections on "Self and Freedom". 2. Practice observation and awareness (Krishnamurti method). 3. Group Discussion- Topic: <i>What is inner revolution?</i>	15	15
Total Periods=		60	
Total Credits =		04	60 (T)

Textbooks / Reference Books:	1. T.M.P. Mahadevan & C.V. Saroja: Contemporary Indian Philosophy, Madras 1985
	2. Basant kumar Lal: Contemporary Indian Philosophy, Delhi 1999
	3. Benay Gopal Ray: Contemporary Indian Philosophers, Allahabad 1957
	4. V.S. Naravane: Modern Indian Thought, 1964
	5. S. Radhakrishnan: An Idealist view of life, London George Allen & Unwin 1957
	6. J. Krishnamurti: Freedom from the known, San Francisco, Harper 1997
	7. Mahatma Gandhi: Hind Swaraj, New Delhi Publication division 1993
	8. B.R. Ambedkar: Writings and Speeches, Vol I Bombay Edu Dept. Govt. of Maharashtra 1979

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



Nagpur Shikshan Mandal's Shri Binzani City College

Umrer Road, Nagpur

(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Acquire a thorough understanding of key concepts in social philosophy, such as justice, rights, equality, freedom, community, and the nature of social institutions.

PSO2: Develop the ability to critically analyze and evaluate social philosophical arguments, assessing their validity, coherence, and implications for contemporary social issues.

PSO3: Apply social philosophical theories and concepts to contemporary social problems and policy issues, such as poverty, discrimination, justice, and human rights.

Group under NEP scheme	Major Elective -2
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHME2B
Course Name	Social Philosophy
No. of Credits	04 (Lecture – 4, Tutorial – 0, Practical – 0)
Teaching Hours	60 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – Min passing marks - 24) + 40 (Continuous Internal Examination – Min passing marks - 16) = Total 100 marks (Min passing marks – 24 + 16 = 40) (40% Passing)
Pre-requisites for the course	- A general introduction to philosophy course that covers basic philosophical concepts, terminology, and methods. - A background in ethics or moral philosophy is often recommended or required



- Social philosophy involves the philosophical analysis of society, so knowledge of sociological concepts and theories can provide valuable context.

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the definition, nature, and scope of Social Philosophy and its relation with disciplines like Sociology and Ethics.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Comprehend the structure and functions of major social institutions such as family, education, and religion.	PO1, PO3, PSO1	Conceptual Understanding	Understand / Apply (Level 2-3)
CO3	Analyze social issues such as domestic violence, divorce, dowry, single parenting, and gender inequality.	PO2, PO4, PSO2	Analytical Thinking	Analyze (Level 4)
CO4	Evaluate problems of social violence and discrimination (racial, religious, caste) and understand the importance of tolerance in a multicultural society.	PO2, PO4, PSO2	Critical & Reflective Thinking	Evaluate (Level 5)
CO5	Develop and express independent viewpoints on contemporary social issues using philosophical reasoning.	PO4, PO5, PSO2	Reflective & Creative Thinking	Evaluate / Create (Level 5-6)

Syllabus: Major Elective -2-B- Social Philosophy : (BA6SSPHME-2B)		Tentative allotted period	Allotted Marks
Unit I	Social Philosophy : ❖ Definition, Nature and scope ❖ Relation of Social Philosophy with Sociology, Ethics Practical & Evaluation: (6 hrs) : 1. Students prepare a diagram showing relation between <i>Social Philosophy, Sociology, and Ethics</i>. 2. Group Discussion- Topic: <i>Is Social Philosophy different from Sociology?</i> 3. Difference between Sociology, Ethics, and Social Philosophy	15	15
Unit II	❖ Social Institutions : Family, Education, Religion Practical & Evaluation: (6 hrs) : 1. Study role of family or educational institution in society. 2. Report Writing- Based on observation or case study. 3. Case Study- Analyze role of religion in social harmony/conflict	15	15



Unit III	❖ Domestic Violence (Family) : Divorce, Dowry, Single parenting, Gender inequality Practical & Evaluation: (6 hrs) : 1. Collect data on awareness about domestic violence. 2. Poster Making- Themes: "Say No to Dowry", "Gender Equality". 3 Debate- Topic: <i>Is divorce a solution or problem?</i>	15	15
Unit IV	❖ Social violence- Discrimination- Racial/ Religious/Caste ❖ Importance of Tolerance in a multi-cultural society Practical & Evaluation: (6 hrs) : 1. Study examples of discrimination (caste, religion, race). 2. Essay Writing- Topic: "Unity in Diversity and Social Harmony". 3. Poster / Slogan Writing- Theme: Tolerance, Equality, Brotherhood	15	15
Total Periods= Total Credits =		60 04	60 (T)

Textbooks / Reference Books:	• M. K. Gandhi : Hind Swaraj • Dr. B. R. Joshi : Indian Constitution • Dr. T. K. Tope : Indian Constitution • धर्माधिकारी हेमचंद्र : सामाजिक तत्वज्ञान • प्रा हिरेवे, नांगरे, फरताडे : सामाजिक व राजकीय तत्वज्ञान • डॉ बी आर जोशी सामाजिक शास्त्रामधील शास्त्रीय संज्ञा
-------------------------------------	---

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Gain awareness of major environmental issues and challenges, including climate change, pollution, deforestation, loss of biodiversity, and resource depletion.

PSO2: Understand the role of environmental policies, regulations, and international agreements in addressing environmental problems and promoting sustainability.

PSO3: Apply environmental science principles to real-world problems, including designing and implementing solutions to environmental challenges at local, regional, and global levels.

Group under NEP scheme	Minor – 6
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHMIN6
Course Name	Environmental Studies
No. of Credits	03 (Lecture – 3, Tutorial – 0, Practical – 0)
Teaching Hours	45 lectures (One hour duration each)
Evaluation Scheme	60 (End Semester Examination – <i>Min passing marks - 24</i>) + 40 (Continuous Internal Examination – <i>Min passing marks - 16</i>) = Total 100 marks (<i>Min passing marks – 24 + 16 = 40</i>) (40% Passing)
Pre-requisites for the course	- A foundational understanding of natural sciences is essential to comprehend the environmental processes and issues covered in Environmental Studies. - This course offers a foundation for more in-depth studies in environmental studies, covering key concepts such as ecosystems, biodiversity, and human impact on the environment.



- Understanding the physical aspects of the environment is important for analyzing environmental issues and policies.

Course Outcomes:

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Understand the nature and importance of environmental ethics within Environmental Ethics.	PO1, PSO1	Basic Understanding	Understand (Level 2)
CO2	Analyze and compare different theories of environmental ethics such as anthropocentrism, biocentrism, and ecocentrism.	PO2, PO4, PSO2	Analytical Thinking	Analyze (Level 4)
CO3	Comprehend various religious perspectives on the protection of nature, including views from Hinduism, Buddhism, and Islam.	PO1, PO3, PSO1	Conceptual & Comparative Understanding	Understand / Apply (Level 2-3)
CO4	Develop independent perspectives and ethical responsibility toward environmental protection and sustainability.	PO4, PO5, PSO2	Reflective & Creative Thinking	Evaluate / Create (Level 5-6)

Syllabus: Minor -2 - Environmental Studies : (UGPHI6MI-2)		Tentative allotted period	Allotted Marks
Unit I	Environmental Studies : ❖ Definition, Nature and scope ❖ Ecology, Eco Sophy ❖ Ecological problems : population, conservation, preservation Practical & Evaluation: (6 hrs) : 1. Prepare a chart on <i>Environment, Ecology, and Eco-Sophy</i> interrelations. 2. Observe local environmental issues (pollution, waste management, population pressure). 3. Assignment- Topic: "Difference between Conservation and Preservation"	15	20
Unit II	❖ Religious perspectives; - Hinduism, Jainism, Buddhism, Islam, Christianity, Practical & Evaluation: (6 hrs) : 1. Compare environmental ethics in different religions. 2. Analyze religious teachings promoting environmental care. 3. Poster Making- Theme: "Religion and Environmental Protection".	15	20



Unit III	❖ Classical western thought : Plato, Aristotle ❖ Modern thought : Rousseau and M.K. Gandhi Practical & Evaluation: (6 hrs) : 1. Compare Plato & Aristotle's views on nature with Rousseau & Gandhi. 2. Essay Writing- Topic: "Back to Nature: Relevance of Rousseau and Gandhi" 3. Group Discussion- Topic: <i>Is modern civilization responsible for environmental crisis?</i>	15	20
	Total Periods= Total Credits =	45 03	60 (T)

Textbooks / Reference Books:	1. W. K. Frankena: 'Ethics', Prentice Hall, 1973. 2. Peter Singer - Practical Ethics 3. एम पी चौरासिया : अनुप्रयुक्त नीतीशास्त्र 4. ज वा जोशी : धर्माचे तत्वज्ञान 5. साळुंके सुनील : नीतीशास्त्र 6. साळुंके सुनील : उपयोजित नीतीशास्त्र 7. तुषार घोरपडे : पर्यावरण परिस्थितीकी
-------------------------------------	--

Evaluation Pattern:

Qu. No	Theory (60 marks)	CIE (40 marks)
1.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 1 =16 marks	Activity participation & Class Test (2 activities x 5 marks) = 10 marks
2.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 2 = 16 Marks	Class Test = 10 marks
3.	1 LAQs of 16 marks or 2 SAQs of 8 marks each based on Unit 3 =16 Marks	Assignment = 10 marks
4.	3 Short Notes of 4 marks or 2 VSAQs of 2 marks or 12 MCQs of 1 mark each of all 3 Units with no internal choice =12 Marks	Viva = 10 marks
	Total: = 60 marks	Total: = 40 marks



**Nagpur Shikshan Mandal's
Shri Binzani City College**

Umrer Road, Nagpur

*(An Autonomous Institution affiliated to Rashtrasant Tukadoji Maharaj,
Nagpur University, Nagpur)*

B. A. (Major in Philosophy)

Semester VI

(To be implemented from 2026 – 27)

PROGRAM EDUCATIONAL OUTCOMES (PEOs):

PEO 1 : Graduates will demonstrate professional excellence in their chosen fields, showcasing creativity, critical thinking, and technical skills.

PEO 2 : Graduates will effectively communicate and collaborate within diverse, interdisciplinary teams and communities.

PEO 3 : Graduates will express gratitude and appreciate various forms of arts and literature in general and Indian Knowledge values and systems, in particular.

For reference: PROGRAM OUTCOMES (POs)

PO 1: Critical Thinking

PO2: Effective Communication

PO 3: Social Interaction

PO 4: Effective Citizenship

PO 5: Ethics

PO 6: Environment and Sustainability

PO 7: Self-directed and Lifelong Learning

PROGRAM SPECIFIC OUTCOMES (PSOs): *The students will be able to -*

PSO1: Effectively apply theoretical concepts and principles learned in their coursework to real-world scenarios encountered during their OJT, demonstrating their ability to integrate and utilize their academic knowledge in a professional setting.

PSO2: Develop and refine practical skills relevant to their field of study, including technical, managerial, and interpersonal skills, as applicable to their specific job roles and responsibilities during the training.

PSO3: Gain insights into workplace dynamics, organizational culture, and professional practices, learning how to navigate and contribute effectively within a professional environment.

Group under NEP scheme	OJT 1
Program Code	02
Program Name	B.A. (Major in PHILOSOPHY)
Course Code	BA6SSPHOJT1
Course Name	On Job Training
No. of Credits	0 (Lecture – 0, Tutorial – 0, Practical – 8)
Teaching Hours	120 Activity (One hour duration each)
Evaluation Scheme	100 (Activities – Min passing marks - 50) = Total 100 marks (Min passing marks – = 50) (50% Passing)
Pre-requisites for the course	• Ability to analyze real-life situations, identify ethical issues, and apply philosophical reasoning in decision-making. • Capacity to address practical challenges using logical reasoning and ethical judgment. • Basic understanding of professional ethics, social responsibility, and workplace behavior.

**Course Outcomes:**

CO No.	Course Outcomes (COs) <i>The students will be able to:</i>	PO/PSO Mapped	Cognitive Level	Bloom's Taxonomy Level
CO1	Apply philosophical concepts, ethical principles, and logical reasoning in real workplace situations.	PO3, PO4, PSO2	Applied & Experiential Learning	Apply (Level 3)
CO2	Analyze workplace practices, professional ethics, and social responsibilities through critical reflection.	PO2, PO4, PSO2	Analytical & Reflective Thinking	Analyze (Level 4)
CO3	Develop professional skills and communicate observations, experiences, and insights effectively.	PO5, PSO2	Communication & Practical Skills	Apply / Create (Level 3–6)

Syllabus: OJT 1 - On Job Training : (UGPHI6OJT1)		Tentative allotted period	Allotted Marks
Annexure – III		120	
Total Periods=		120	100 (P)
Total Credits =		04	

Textbooks / Reference Books:	1. Sankaracarya. Self-knowledge (Atmabodha). Swami Nikhilananda. Tr. New York: Ramakrishna- Vivekananda Center, 1946. 2. Radhakrishnan, S. The Philosophy of the Upanisads. London: Allen & Unwin, 1924. 3. Radhakrishnan, S. (1940), "Indian Philosophy", Vol II, Oxford University Press, New Delhi. 4. Chandradhar Sharma (1991); "A Critical Survey of Indian Philosophy", Motilal Banarasidass Publishers Pvt. Ltd., Delhi
-------------------------------------	---



ON JOB TRAINING (OJT) – COMPLETE FORMAT

(B.A. Major in Philosophy)

1. OJT LOGBOOK FORMAT :

Student Details

- Name of Student:
- Roll No:
- Class / Semester:
- College Name:
- Course: B.A. (Major in Philosophy)

Organization Details

- Name of Organization:
- Address:
- Contact Person:
- Duration of Training: From _____ To _____

Weekly Work Record :

Week	Dates	Work Assigned	Work Done	Skills Learned	Supervisor Signature
1					
2					
3					
4					

2. OJT REPORT FORMAT :

Title Page

- Title: On Job Training Report
- Student Name
- College Name
- Course & Semester
- Organization Name
- Duration

Certificate

(Provided by organization confirming completion of training)

Declaration

“I hereby declare that this report is based on my original work...”

Acknowledgement

(Thanking organization, guide, and institution)



Index

(List of chapters with page numbers)

Chapter 1: Introduction

- Meaning of OJT
- Objectives of training

Chapter 2: Organization Profile

- History
- Nature of work
- Structure of organization

Chapter 3: Work Experience

- Tasks assigned
- Observations
- Practical exposure

Chapter 4: Application of Philosophy

- Ethical issues observed
- Logical reasoning applied
- Social and cultural understanding

Chapter 5: Learning Outcomes

- Skills developed
- Knowledge gained

Chapter 6: Challenges and Suggestions

- Problems faced
- Suggestions for improvement

Conclusion

(Summary of experience and overall learning)

Bibliography

(If any references used)

Appendix

(Photos, documents, certificates)

3. DAILY DIARY FORMAT (STUDENT INTERNSHIP) :

Date	Day	Work Assigned	Work Done	Learning Outcome	Remarks



4. VIVA QUESTIONS (OJT) :

1. What is the objective of your OJT?
2. Describe the organization where you worked.
3. What kind of work was assigned to you?
4. What ethical issues did you observe?
5. How did you apply philosophical concepts in real situations?
6. What challenges did you face?
7. What skills did you develop?
8. What is your overall learning from this training?
9. How is this training useful for your future career?
10. What improvements would you suggest?

5. EVALUATION RUBRIC (MARKS DISTRIBUTION) :

Criteria	Marks
Logbook Maintenance	20
OJT Report Quality	30
Practical Work & Performance	20
Viva Voce	20
Attendance & Discipline	10
Total	100

Grading Criteria :

- 75–100 : Excellent
- 60–74 : Good
- 50–59 : Average
- Below 50 : Needs Improvement



ANNEXURE – II

LIST OF THE MAJOR FOR BA PROGRAM

Major	Semester	Political Science	Credit
BA1SSPOT1	Sem I	Basic Concept of Political Theory	3
BA1SSPOT2		Political Theory	3
BA2SSPOT3	Sem II	Ancient Western Political Thought	3
BA2SSPOT4		Modern Western Political Thought	3
BA3SSPOT5	Sem III	Indian National Movement and Constitutional Development	3
BA3SSPOT6		Central Government and Politics	3
BA4SSPOT7	Sem IV	Legislative Procedures and Practices	3
BA4SSPOT8		State Government and Politics	3
BA5SSPOT9	Sem V	UK Government and Politics	3
BA5SSPOT10		USA Government and Politics	3
BA5SSPOT11		Fundamentals of International Relations	3
BA6SSPOT12	Sem VI	Rural Local Self Government	3
BA6SSPOT13		Urban Local Self Government	3
BA6SSPOT14		Ancient Indian Political Thought	3
BA7SSPOT15	Sem VII	Ancient and Medieval Indian Political Thought	3
BA7SSPOT16		Indian Government and Politics	3
BA7SSPOT17		International Law	3
BA7SSPOT18		Western Political Thought	3
BA8SSPOT19	Sem VIII	Modern Indian Political Thought	3
BA8SSPOT20		International Relations	3
BA8SSPOT21		Political Anthropology	3
BA8SSPOT22		Pressure Group and Social Movement	3

Major	Semester	Economics	Credit
BA1SSECT1	Sem I	Principles of Microeconomics – I	3
BA1SSECT2		Principles of Macroeconomics – I	3
BA2SSECT3	Sem II	Principles of Microeconomics - II	3
BA2SSECT4		Principles of Macroeconomics - II	3
BA3SSECT5	Sem III	Intermediate Microeconomics – I	3
BA3SSECT6		Indian Economy – I	3
BA4SSECT7	Sem IV	Intermediate Macroeconomics – I	3
BA4SSECT8		Indian Economy – II	3
BA5SSECT9	Sem V	General Equilibrium and Welfare Economics	3
BA5SSECT10		History of Economic Thoughts	3
BA5SSECT11		Economics of Development – I	3
BA6SSECT12	Sem VI	Energy Economics and Policy	3
BA6SSECT13		Economic History of India	3
BA6SSECT14		Economics of Development – II	3
BA7SSECT15	Sem VII	Economics of Banking and Finance Markets	3
BA7SSECT16		International Economics	3
BA7SSECT17		Environmental Economics	3
BA7SSECT18		Rural Economics	3
BA8SSECT19	Sem VIII	Labour Economics	3
BA8SSECT20		Urban Economy	3
BA8SSECT21		Intermediate Microeconomics - II	3
BA8SSECT22		Intermediate Macroeconomics - II	3



Major	Semester	Philosophy	Credit
BA1SSPHT1	Sem I	History of Indian Philosophy	3
BA1SSPHT2		Vedanta Philosophy	3
BA2SSPHT3	Sem II	History of Western Philosophy (Early Greek)	3
BA2SSPHT4		History of Western Philosophy (Modern)	3
BA3SSPHT5	Sem III	Ethics (Indian- I)	3
BA3SSPHT6		Outline of Moral Philosophy	3
BA4SSPHT7	Sem IV	Ethics (Western- I)	3
BA4SSPHT8		Environmental Ethics -I	3
BA5SSPHT9	Sem V	Epistemology (Indian – I)	3
BA5SSPHT10		Metaphysics (Indian- I)	3
BA5SSPHT11		Applied Ethics	3
BA6SSPHT12	Sem VI	Epistemology (Western – I)	3
BA6SSPHT13		Metaphysics (Western – I)	3
BA6SSPHT14		Logic - (Western- Traditional)	3
BA7SSPHT15	Sem VII	Ethics (Indian- II)	3
BA7SSPHT16		Logic (Indian)	3
BA7SSPHT17		Epistemology (Indian) -II	3
BA7SSPHT18		Metaphysics (Indian- II)	3
BA8SSPHT19	Sem VIII	Ethics (Meta-ethics)	3
BA8SSPHT20		Logic - (Western- Symbolic)	3
BA8SSPHT21		Epistemology (Western-II)	3
BA8SSPHT22		Metaphysics (Western -II)	3

ANNEXURE-II (A)

LIST OF THE MINOR FOR BA PROGRAM

Basket for Minor Category Courses: Social Sciences – PPE (SS)

Semester	Course Category	Name of the Course	Courses	Course Code
I	Minor-1	Political Theory	Political Science	BA1SSPOMI1
II	Minor-2	Introductory Microeconomics	Economics	BA2SSECMI2
III	Minor-3	General Outline of Philosophy	Philosophy	BA3SSPHMI3
IV	Minor-4	Constitutional Development and Indian Government	Political Science	BA4SSPOMI4
V	Minor-5	Introductory Macroeconomics	Economics	BA5SSECMI5
VI	Minor-6	Environmental Studies	Philosophy	BA6SSPHMI6

ANNEXURE-III

LIST OF THE ABILITY ENHANCEMENT COURSE (AEC)

Semester	Course Category	Name of the Course	BoS	Course Code
I	AEC-1	English – Communication Skills – I	Languages and Literatures	BA1LLEAEC1
II	AEC-2	Marathi – Bhashik Kaushalya Vikas – I / Hindi – Hindi Bhasha Sampreshan aur Sanchar	Languages and Literatures	BA2LLMAEC2 BA2LLHAEC2
III	AEC-3	Marathi - Bhashik Kaushalya Vikas – II / Hindi – Mashinikrut Karyalayi Hindi	Languages and Literatures	BA3LLMAEC3 BA3LLHAEC3
IV	AEC-4	English - Communication Skills – II	Languages and Literatures	BA4LLEAEC4

ANNEXURE IV



LIST OF THE OPEN ELECTIVE (OE)

Basket for Open Elective Category Courses: Multidisciplinary

Semester	Course Category	Name of the Course	BoS	Course Code
II	Open Elective-1	Digital Marketing / Vedic Mathematics	Commerce & Management / Interdisciplinary Studies	BA2COMOE1 BA2INDOE1
III	Open Elective-2	Life Skills for success / Management Mantras	Interdisciplinary Studies / Commerce & Management	BA3INDOE2 BA3COMOE2
III	Open Elective-3	MS Office / Programming Basics	Commerce & Management	BA3COMOE3
IV	Open Elective-4	Bhartruhari's Nitishatakam (Ethics) / Business Ethics	Interdisciplinary Studies / Commerce & Management	BA4SSHOE4 BA4COMOE4
IV	Open Elective-5	Financial Literacy / Banking Operations	Commerce & Management	BA4COMOE5
VI	Open Elective-6	Emotional Intelligence / Philosophy of Basavēśvara	Interdisciplinary	BA6SSPOOE6

* A student is required to select an 'OPEN ELECTIVE 'COURSE' from the 'Open Elective Basket' of any program offered by the College from any faculty before filling in the examination form for the semester concerned. Such an 'OPEN ELECTIVE COURSE' cannot be selected from the subjects chosen by a student as 'Major' or 'Minor' subjects. (Annexure-IV) OR A student can also earn credits for 'OPEN ELECTIVE COURSE' by successfully completing online courses of equivalent credits from SWAYAM / NPTEL learning platforms. OR From other Higher Education Institutions affiliated to RTM Nagpur University. OR Any other institute of National repute i.e. IIT, IIM, IISC, IIIT, and NIT. However, this needs to be informed by the student to the university through the college before the commencement of the semester and an application for transfer of credits is required to be made by the student.

ANNEXURE-V

LIST OF THE SKILL ENHANCEMENT COURSE (SEC)

Semester	Course Category	Name of the Course	BoS	Course Code
I	SEC-1	ENGLISH COMPOSITION AND COMMUNICATION / BHASHIK-WANGMAYIN VYAKTIMATVA VIKAS	Languages and Literatures	BA1LLESEC1 BA1LLMSEC1
II	SEC-2	CRITICAL THINKING AND PROBLEM SOLVING / DATA COLLECTION THROUGH PSYCHOLOGICAL METHODS	Social Sciences / Humanities	BA2SSPHSEC2 BA2HUPSSEC2
III	SEC-3	JOURNALISTIC WRITING / STOCK MARKET	Social Sciences	BA3SSPOSEC3 BA3SSECSEC3

ANNEXURE - VI

LIST OF THE VOCATIONAL SKILL COURSE: (VSC)

FACULTY OF SOCIAL SCIENCES

Basket for VSC Category Courses: Political Science

Semester	Course Category	Name of the Course	Course Code
I	VSC-1	POLITICAL REPORTING-1	BA1SSPOVSC1
II	VSC-2	POLITICAL REPORTING-2	BA2SSPOVSC2
III	VSC-3	MEDIA AND ELECTORAL PROCESS-1	BA3SSPOVSC3
V	VSC-4	MEDIA AND ELECTORAL PROCESS-2	BA4SSPOVSC4



Basket for VSC Category Courses: Economics

Semester	Course Category	Name of the Course	Course Code
I	VSC-1	PERSONAL FINANCE AND PLANNING	BA1SSECVSC1
II	VSC-2	TOURISM & HOSPITALITY MANAGEMENT SKILL	BA2SSECVSC2
III	VSC-3	LEADERSHIP AND PERSONALITY DEVELOPMENT	BA3SSECVSC3
V	VSC -4	FINANCIAL LITERACY	BA4SSECVSC4

Basket for VSC Category Courses: Philosophy

Semester	Course Category	Name of the Course	Course Code
I	VSC-1	IMPORTANCE OF YOGA IN PROFESSIONAL LIFE	BA1SSPHVSC1
II	VSC-2	PHILOSOPHICAL COUNSELLING-I	BA2SSPHVSC2
III	VSC-3	PHILOSOPHICAL COUNSELLING (INDIAN) -II	BA3SSPHVSC3
V	VSC-4	REASONING AND QUANTITATIVE APTITUDE	BA4SSPHVSC4

**ANNEXURE – VII
VALUE EDUCATION COURSE (VEC)**

B.A. First Year Semester-I

Semester	Course	BoS	Course Code
Sem I	Environmental Science	Interdisciplinary Studies	BA1INDVEC1
SEM II	Constitution of India	Social Sciences	BA2SSVEC2

**ANNEXURE-VIII:
LIST OF THE INDIAN KNOWLEDGE COURSE (IKS)
SEMESTER-I**

SR. NO.	SEMESTER	NAME OF THE COURSE	BoS	Course Code
1	SEM 1	GENERIC IKS	Languages and Literatures	BA1INDSPIKS1
2	SEM 1	ENGLISH-Treasure Trove	Languages and Literatures	BA1LLEIKS1
3	SEM 1	MARATHI-	Languages and Literatures	BA1LLMIKS1
4	SEM 1	HINDI-	Languages and Literatures	BA1LLHIKS1
5	SEM 1	SANSKRIT-	Languages and Literatures	BA1LLSIKS1
6	SEM 1	HISTORY- Ancient Knowledge System	Humanities	BA1HUMHIKS1
7	SEM 1	SOCIOLOGY- Social Reformers : Issues & Movement	Humanities	BA1HUMSOIKS1
8	SEM 1	PSYCHOLOGY-	Humanities	BA1HUMPSIKS1
9	SEM 1	POLITICAL SCIENCE- Philosophy of Indian Politics	Social Sciences	BA1SSPOIKS1
10	SEM 1	ECONOMICS- Koutilya's Economy	Social Sciences	BA1SSECIKS1
11	SEM 1	PHILOSOPHY- Basic Introduction of Bhartruhari- Nitishaatakam	Social Sciences	BA1SSPHIKS1



ANNEXURE-IX
LIST OF FP / OJT / CEP / RP

Sr. No.	Semester	All Majors	Course Code
1	SEM- III	FP 1	BA3FP1
2	SEM- IV	CEP	BA4CEP1
3	SEM - V	FP 2	BA5FP2
4	SEM - VI	OJT	BA6OJT1
5	VII	RM (Honors Degree)	BA7RM1
6	VII	RP (Research Degree)	BA7RP1
7	VIII	OJT (Honors Degree)	BA8OJT2
8	VIII	RP (Research Degree)	BA8RP2

*All respective BoS to make the Course Code according mention below.

*In Course Code BA(Sem.No.)(BoS)(Subject)(Course)(Course No.) Ex. BoS-SS- Sub.-Philo. (BA3SSFP1)

Board of SS Structure, Scheme & Syllabus