



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



Tele: 0836-2215224
e-mail: academic.st@kud.ac.in
Pavate Nagar, Dharwad-580003
ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ - 580003

NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No.KU/Aca(S&T)/RPH-394A/2021-22/1155

Date: 29 OCT 2021

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 1 ಮತ್ತು 2ನೇ ಸೆಮೆಸ್ಟರ್
NEP-2020 ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ ಆದೇಶ
ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ದಿ:7.8.2021.
2. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 19.08.2021
3. ಈ ಕಚೇರಿ ಸುತ್ತೋಲೆ ಸಂ.No. KU/Aca(S&T)/RPH-394A/2021-22/18 ದಿ:21.08.2021.
4. ಸರ್ಕಾರಿ ಆದೇಶ ಸಂ ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1),ಬೆಂಗಳೂರು ದಿ. 15.9.2021.
5. ಎಲ್ಲ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಸಭೆಗಳ ನಡವಳಿಕೆಗಳು
6. ಎಲ್ಲ ನಿಖಾಯಗಳ ಸಭೆಗಳು ಜರುಗಿದ ದಿನಾಂಕ: 24,25-09-2021.
7. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 01 ದಿನಾಂಕ: 28.9.2021.
8. ಈ ಕಚೇರಿ ಸುತ್ತೋಲೆ ಸಂ.No. KU/Aca(S&T)/RPH-394A/2021-22/954 ದಿ:30.09.2021.
9. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು / ಸಂಪನ್ಮೂಲ ತಜ್ಞರ ಸಭೆ ದಿನಾಂಕ 21.10.2021.
10. ಎಲ್ಲ ಸ್ನಾತಕ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರುಗಳ ಸಭೆ ದಿನಾಂಕ 22.10.2021.
11. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 01 ದಿನಾಂಕ: 27.10.2021.
12. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 29-10-2021

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music)/BVA/ BTM/ BSW/ B.Sc./B.Sc. Pulp & Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS)/ & BBA ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 1 ಮತ್ತು 2ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020 ರಂತೆ ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಈಗಾಗಲೇ ಪ್ರಕಟಪಡಿಸಿದ್ದು, ಮುಂದೆ ದಿನಾಂಕ 04.10.2021 ವರೆಗೆ ಸರಕಾರವು ಕಾಲಕಾಲಕ್ಕೆ ನೀಡಿದ ನಿರ್ದೇಶನಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ದಿನಾಂಕ 27.10.2021 ರಂದು ಜರುಗಿದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆ ಪಡೆದು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಆಡಕ: ಮೇಲಿನಂತೆ
ಗೆ,

Haniff 29/10/21
ಕುಲಸಚಿವರು.

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚಿ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

Model Curriculum

Name of the Degree Program: B.A. Honors (4 years)

Discipline Core: PHILOSOPHY

Total Credits for the Program: 186

Starting year of implementation: 2021-22

Introduction

Generally the subject of Philosophy is known as the mother of all sciences. In other words, philosophy is the basis for all social sciences and sciences; because the aim of both philosophy and sciences is one and the same that is the well being of the humanity, throughout the world. Even though we are highly advanced in the field of science and technology we have failed to understand the relation between man and man, man and world (nature) because unfortunately we have not given the importance to philosophy as a subject for study and practice. The study of Philosophy prepares the next generation of global citizens to rise above and to learn the challenges of society and then help to solve them.

Program Outcomes:

Philosophy as a subject has five important branches, namely, Epistemology, Metaphysics, Ethics, Logic and Aesthetics.

In these days of globalization, Philosophy and its branches have their own importance in all the fields of knowledge and these are very essential for a holistic development of the human personality and a peaceful and harmonious society. The study of philosophy intends to develop the individual personality holistically and producing people of character.

Epistemology:

This is one of the branches of philosophy which studies about how one should get valid knowledge of the external world, such as the relation between word and world, it means existence, role of language in acquiring knowledge of the world, Analytical, synthetic propositions, apriori and aposteriori propositions, sources of knowledge, etc. This is the only subject which studies all of these.

Metaphysics:

Normally there is a saying that where physics ends Metaphysics starts. It is true also. Because no other subject thinks about the unworldly things such as Religious aspects, heaven and hell, concept of liberation and its means, God and his existence. How to get rid of all bondage in this material world? The aim of all human beings is to know all these concepts one should have the Metaphysical perspective also.

Ethics:

It is the study of ‘good’ and ‘bad’, ‘right and ‘wrong.’ In other words, it is the Study of human conduct in the society. We are unable to understand the relation between man and man, man and world, man and society, what is his role in the society, man and animal, importance of nature, how one should protect the environment, etc. This includes all Indian and Western ethical theories which are very much significant in the present day society. Now there is a lack of awareness of ethical aspects, particularly in the youth. Therefore it needs to be taught.

These are the important aspects which are going to be studied in ethics, which is one of the main branches in philosophy. The study of Ethics will enable the student to apply basic ethical concepts and approaches to solving practical problems in ethics.

Logic:

It is also one of the main branches of philosophy, It deals with inductive and deductive logic; propositions, critical thinking, finding solutions to any problems which are related to logical reasoning in any field of life or field of knowledge.

Aesthetics:

In Indian culture there is a lot of importance given to the all kinds of values and value judgments. By studying Indian schools and Western views regarding beauty and other similar concept we are able to find the similarity and differences between these concepts. This is one of the important subjects which makes man’s life very meaningful. It is also one among the branches of philosophy which studies about the beauty, values, art, problems in Art, tragedy, humor, ugliness, different theories of art, etc.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	Not applicable	Not applicable
Projects	-	-
Experiential Learning (Internshipsetc.)	-	-

Curriculum Structure for the Undergraduate Degree Program

B.A. Honors – 4 years (PHILOSOPHY)

Total Credits for the Program: 186 Starting year of implementation: 2021-22

Name of the Degree Program: B.A. Honors

Discipline/Subject: Philosophy

Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title/Name of the course	Program outcomes that the course addresses(not more than 3 per course)	Pre-requisite course(s)	Pedagogy##	Assessment\$
1 st Sem 1-Major	A1: Ancient Indian Philosophy (3 credits)	<p>1. The students should be able to understand the Ancient Indian Philosophical Systems.</p> <p>2. The students should be able to understand the basic tenets/concepts of these different systems.</p> <p>3. The students should be able to understand present overviews of these Ancient Indian Philosophical Systems</p>	Qualified in any 10+2 Exam	<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
1 st Sem 2- Major	A2: Ancient Western Philosophy (3 credits)	<p>1. The students should be able to understand early Greek philosophers and their methods.</p> <p>2. The students should be able to think overview about development of Western Philosophy.</p> <p>3. The students can understand and differentiate between different schools of Western Philosophy.</p>		<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment

2 nd Sem 3- Major	A3: Heterodox Systems of Indian Philosophy (3 credits)	<p>1. The students should be able to understand the heterodox schools of Indian philosophy namely: Carvaka, Buddhism and Jainism.</p> <p>2. The students should be able to think over the methods adopted by these schools.</p> <p>3. The students can implement their methods and techniques in their future life.</p>		<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
2 nd Sem 4- Major	A4: Medieval Western Philosophy (3 credits)	<p>1. The students should be able to understand the evaluation of Philosophy in this period.</p> <p>2. The students should be able to understand the position of the Philosophical thinkers.</p> <p>3. The students can understand the religious aspect which influenced on Philosophy.</p>		<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
Exit option with Certificate (48 credits)					
3 rd Sem 5-Major	A5: Orthodox Systems of Indian Philosophy (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
3 rd Sem 6-Major	A6: Rationalist Philosophers (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment

4 th Sem 7-Major	A7: Philosophy of Vedanta (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
4 th Sem 8-Major	A8: Empiricist Philosophers (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
Exit option with Diploma in Arts (96 credits)					
5 th Sem 9-Major	A9: Indian Ethics (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
5 th Sem 10-Major	A10: Symbolic Logic: Upto Formal Proof of Validity (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual •Problems/Exercises solving 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
6 th Sem 11-Major	A11: Western Ethics (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment

6 th Sem 12-Major	A12: Symbolic Logic: Quantification (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual •Problems/Exercises solving 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
Exit option with Bachelor of Arts Degree in Major PHILOSOPHY (136 credits)					
7 th Sem 13-Major	A13: Applied Philosophy - Ethics and Religion (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
7 th Sem 14-Major	A14: Contemporary Indian Philosophy (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
7 th Sem 15-Major	A15: Social and Political Philosophy (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
8 th Sem 16-Major	A16: Contemporary Western Philosophy (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment

8 th Sem 17-Major	A17: Metaphysics / Problems of Philosophy (4 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
8 th Sem 18-Major	A18: Environmental Philosophy (3 credits)			<ul style="list-style-type: none"> •Classroom teaching (Lectures) •Seminars •Home Assignments •Discussions: Group •Presentation: Individual 	<ul style="list-style-type: none"> •Summative Assessment: 60 marks. • Formative Assessment: 40 marks – 2 Tests, 1 Seminar & 1 Home Assignment
Award of Bachelor of Arts (Honors) Degree in PHILOSOPHY (186 credits)					

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project based learning/ case studies/self-study like seminar, term paper or MOOC

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

Karnatak University, Dharwad
Four Years Under Graduate Program in *Philosophy* (major)
for B.A. (Hons.)
Effective from 2021-22

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
I	DSCC 1 -P-I	Theory	03 hrs	42	02 hrs	40	60	100	03
	DSCC1 -P-II	Theory	03 hrs	42	02 hrs	40	60	100	03
	OEC-1	Theory	03 hrs	42	02 hrs	40	60	100	03
	*SEC-1	Practical	03 hrs	30	01 hr	20	30	50	02
II	DSCC2-P-I	Theory	03 hrs	42	02 hrs	40	60	100	03
	DSCC2-P-II	Theory	03 hrs	42	02 hrs	40	60	100	03
	OEC-2	Theory	03 hrs	42	02 hrs	40	60	100	03
	Details of the other Semesters will be given later								

*** Student can opt digital fluency as SEC or the SEC of his/ her any one DSCC selected**

B.A. Honors

Semester 1

Course No.1: Title of the Course (Paper-I): **A1: ANCIENT INDIAN PHILOSOPHY**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course- No.01	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

1. To acquaint and introduce the students to the Ancient Indian Philosophical Systems.
2. To introduce the basic tenets/concepts of these different systems.
3. To present overviews of these Ancient Indian Philosophical Systems.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand the Ancient Indian Philosophical Systems.
2. The students should be able to understand the basic tenets/concepts of these different systems.
3. The students should be able to understand present overviews of these Ancient Indian Philosophical Systems.

B.A. Semester 1

Title of the Course: A1: ANCIENT INDIAN PHILOSOPHY

Content of Course A1	Hrs
Unit - 1	14
Chapter No. 1 : General Characteristics of Indian Philosophy	4
Chapter No. 2 : Vedas: Meaning, definition and nature of Vedas	3
Chapter No. 3 : Development of Vedas, Significance of Vedas and <i>Mahavakyas</i>	7
Unit - 2	14
Chapter No. 4: Upanishads: Meaning and definition	3
Chapter No. 5: Brahman, Atman and Moksa in the Upanishads	6
Chapter No. 6: Upanishads and their relation to the Vedas	5
Unit - 3	14
Chapter No. 7 : Bhagavadgita: Concept of Jnana yoga	4
Chapter No. 8 : Karma yoga and Bhakti yoga	6
Chapter No. 9 : Importance of Bhagavadgita in Indian culture	4

References

- 1) M. Hiriyanna: *Outlines of Indian Philosophy*, MLBD Publication, New Delhi. 1993
- 2) C.D. Sharma: *A Critical Survey of Indian Philosophy*, MLBD Publication, New Delhi. 2013
- 3) M. Hiriyanna: *Essentials of Indian Philosophy*, MLBD Publication, New Delhi. 2015
- 4) S. Radhakrishnan: *Indian Philosophy*, Vols. I & II: Oxford University Press USA, 2009
- 5) J. N. Mohanty: *Reason and Tradition in Indian Thought*, Clarendon Press, 1992
- 6) T.M.P. Mahadevan: *An Outlines of Hinduism*, Chetana Publications, Bombay. 1999
- 7) Swamy Ranganathananda: *Universal Message of the Bhagavadgita*. (Vol.1, 2, 3), Advaita Ashrama, Kolkata, 2006
- 8) Swamy Ranganathananda: *Bhagavadgiteya Vishvasandesha* (Kannada), (Vol.1,2,3) – Ramakrishna Asharam, Mysuru. 2008
- 9) Datta & Chatterjee: *Introduction to Indian Philosophy*. Calcutta University, Calcutta. 1954
- 10) Siddharama Swamigalu (Tr): *Bharatiya Tattvasashtra – Vimarshatmaka Adhyayana* (K). Naganuru ShriShivabasavaswamigala Kalyana Kendra, Belagavi. 2018
- 11) Laxmipuram Shrinivasacharya: *Hindudarshanasaara* (Kannada). Prasaraanga Mysore University, Mysore. 1985
- 12) ಸಾಧುಗಳ (ಕೆಆರ್): ಸಾಧುಗಳ ವಚನಗಳು, ಗ್ರಂಥಸಂಪಾದಕರು, 17-18-2 ಸಾಧುಗಳ ವಚನಗಳು, 2004
- 13) ಜಿ.ಜಿ.ಎ. ಗ್ರಂಥಸಂಪಾದಕರು: ಸಾಧುಗಳ ವಚನಗಳು, ಗ್ರಂಥಸಂಪಾದಕರು, 1962

Pedagogy

Assessments	
Assessment Occasions	Weightage in Marks
a) Summative Assessment	60
b) Formative Assessment	40
i) Assignments -1	10
ii) Seminar -1	10
iii) Internal Test - 2	10x2=20
Total	100

B.A. Honors

Semester 1

Course No.2: Title of the Course (Paper-II): **A2: ANCIENT WESTERN PHILOSOPHY**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course No.02	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

- 1. To impart the learners basic knowledge of the origin and development of Western Philosophy.*
- 2. To familiarize the students with the early Greek Philosophers.*
- 3. To bring into focus the philosophical ideas of three great Greek Philosophers- Socrates, Plato and Aristotle.*

Course Outcomes (COs):

At the end of the course the student should be able to:

- 1. The students should be able to understand early Greek philosophers and their methods.*
- 2. The students should be able to think overview about development of Western Philosophy.*
- 3. The students can understand and differentiate between different schools of Western Philosophy.*

B.A. Semester 1

Title of the Course: A2: ANCIENT WESTERN PHILOSOPHY

Content of Course A2	Hrs
Unit - 1	14
Chapter No. 1: Nature of pre-Socratic philosophy and thinkers	4
Chapter No. 2 : General characteristics of Ancient Greek Philosophy	5
Chapter No. 3 : Socrates: Socratic Method; Knowledge is Virtue, Virtue is Knowledge	5
Unit - 2	14
Chapter No. 4. : Plato: Theory of knowledge	5
Chapter No. 5: Theory of Ideas and its characteristics	5
Chapter No. 6: Concept of Soul	4
Unit - 3	14
Chapter No. 7 : Aristotle: Doctrine of Form and Matter	5
Chapter No. 8: Concept of God	4
Chapter No. 9 : Theory of Universal, Causation	5

References

- 1) Stace, W.T: *As Critical History of Greek Philosophy*, Macmillan, New York. 1957
- 2) Wright, W.K: *A History of Modern Philosophy*, Macmillan, New York. 1958
- 3) Thilly, Frank: *A History of Philosophy*, Central Book Depot, Allahabad. 1976
- 4) Armstrong, A. H: *An Introduction to Ancient Philosophy (3rd Edition)*, Rowman & Littlefield Publishers, 1989
- 5) Falckenberg, R: *History of Modern Philosophy*, Notion Press, 2020
- 6) Copleston, Fredrick: *History of Philosophy*, Vols. 1,2, 3, 4,5,& 6. Newman Press, Maryland. 1961
- 7) «i .Jfï. ±µmj gÁ^a i:¥Á²P ÅAv ÅvÅwÅPÅAvEf^a ÅEgÅ «±kZÅiÅ, ^a ÅEgÅ. 1985

Pedagogy

Assessments	
Assessment Occasions	Weightage in Marks
a) Summative Assessment	60
b) Formative Assessment	40
i) Assignments -1	10
ii) Seminar -1	10
iii) Internal Test - 2	10x2=20
Total	100

B.A. Honors

Semester 1

OEC-1: Title of the Course: **TRADITIONAL DEDUCTIVE LOGIC**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-OEC-1	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

1. To import the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian logic.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

B.A. Semester 1

Title of the Course: TRADITIONAL DEDUCTIVE LOGIC (OEC - 1)

Content of Course OEC-1	Hrs
Unit - 1	14
Chapter No. 1 : Definitions of Logic, its nature and scope	6
Chapter No. 2 : Formal character: Validity and Truth	5
Chapter No. 3 : Uses of Logic	3
Unit - 2	14
Chapter No. 4: Definition and nature of Propositions: Sentence and Proposition	5
Chapter No. 5: Classification of Propositions	5
Chapter No. 6: Distribution of Terms	4
Unit - 3	14
Chapter No. 7 : Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
Chapter No. 8: Definition of Syllogism: Rules and Validity	5
Chapter No. 9: Categorical, Hypothetical & Disjunctive Syllogisms	5

References

- 1) Copi, I. M & Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972

- ## Pedagogy

B.A. Honors

Title of the Paper: **SEC-1: YOGA AND HEALTH**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Mode of Examination	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
SEC-1	Theory	02	03	30 hrs	Theory	1 hrs	20	30	50

Course Objectives:

1. To introduce the concept of yoga, and its methods.
2. To motivate students to get good health by thinking about what to eat and what not to eat.
3. To help students to maintain peace and harmonious life in the society.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand the importance of yoga and health.
2. The students should be able to think over method and techniques of yoga for good health.
3. The students can maintain good and peaceful life in future.

B.A. Semester 1

Title of the Course: SEC: YOGA AND HEALTH

Content of Course SEC	Hrs
Unit - 1	14
Chapter No. 1 : Definition, nature and scope of Yoga	4
Chapter No. 2 : Essence of Yoga, Relation between Yoga & Health	5
Chapter No. 3 : Nature of food, Kinds of food and its role in Yoga	5
Unit - 2	14
Chapter No. 4: Introduction to the Ashtanga Yoga as a means to Liberation	3
Chapter No. 5: Ashtanga Yoga as a means to Physical and Mental health	6
Chapter No. 6: Ashtanga Yoga as a means to Social and Spiritual health	5

References

1. S. N. Dasagupta: *Yoga Philosophy in relation to other systems of Indian thought*, University of Calcutta, Calcutta. 1930

2. Bhattacharya. H (Ed): *The Cultural Heritage of India*, Ramakrishna Mission Institute of Calcutta.(4-Vol)
3. B. R. Nagendra & R. Nagarthana: *Samagrayoga Chikitse*, Swami Vivekananda Yoga Prakashana, Bangalore. 2005
4. S. Radhakrishnan: *Bhagavadgita: Introductory Essay*, Harper Collins Publishers, India, 2010
5. Prabhushankar (Tr): *Bharatiya Tattvasastrada Ruparekhegalu*. Prasaranga, University of Mysuru, Mysuru. 1995
6. Prabhakar Joshi Hegde: *Bharatiya Tattvasastrada Parachiya*. Diganta Sahitya, Mangalore. 1997
7. Sanjib Kumar Bhowmik: *A Text Book on Yoga and Health*, Sports Publication, New Delhi, 2020
8. Richard Hittleman: *Yoga for Health*, Ballantine Books, 1985
9. Richard Hittleman: *Yoga: The 8 steps to Health and Peace*, Deerfield Communication, 2016
10. Nirmala Heriza: *Dr. Yoga: Yoga for Health*, Penguin Tarcher, 2004
11. B. K. S. Iyengar: *Light on Yoga*, Schoken, 1995
12. B. K. S. Iyengar: *Light on Pranayama*, Element, 2005
13. B. K. S. Iyengar: *Yoga for Everyone*, Dorling Kindersley, 2018
14. Selvarajan Yesudian & others (Tr): *Yoga and Health*, Allen & Unwin, Australia, 1978
15. Krishan Kumar Suman: *Yoga for Health and Relaxation*, Lotus Press, New Delhi, 2006

Pedagogy

Assessments	
Assessment Occasions	Weightage in Marks
a) Summative Assessment	30
b) Formative Assessment	20
i) Assignments -1	05
ii) Seminar -1	05
iii) Internal Test - 2	5x2
Total	50

B.A. Honors Semester 2

Course No.3: Title of the Course (Paper-III): **A3: HETERODOX SYSTEMS OF INDIAN PHILOSOPHY**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-No.3	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

1. To acquaint the students with the heterodox classification of classical Indian Philosophy school.
2. To introduce the basic tenets of different heterodox.
3. To enable the students understand how the fundamental philosophical issues were discussed in these schools.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand the heterodox schools of Indian philosophy, namely, Carvaka, Buddhism and Jainism.
2. The students should be able to think over the methods adopted by these schools.
3. The students can implement their methods and techniques in their future life.

B.A. Semester 2

Title of the Course: A3: HETERODOX SYSTEMS OF INDIAN PHILOSOPHY

Content of Course A3	Hrs
Unit - 1	14
Chapter No. 1 : Introduction to Heterodox System and its characteristics	5
Chapter No. 2 : Carvaka: Epistemology	4
Chapter No. 3 : Metaphysics and Ethics	5
Unit - 2	14
Chapter No. 4 : Introduction to Jainism : Epistemology, Syadvada	5
Chapter No. 5 : Metaphysics: Jiva and Ajiva, Anekantavada, Liberation	5
Chapter No. 6 : Ethics: <i>Triratnas</i> , Liberation and its means	4
Unit - 3	14
Chapter No. 7 : Introduction to Buddhism: Epistemology	4
Chapter No. 8 : Metaphysics: Theory of non-soul, concept of Nirvana	5
Chapter No. 9 : Ethics: The Eightfold Path, The Four Noble Truths	5

References

- 1) M. Hiriyanna: *Outlines of Indian Philosophy*, MLBD Publication, New Delhi. 1993
- 2) C.D. Sharma: *A Critical Survey of Indian Philosophy*, MLBD Publication, New Delhi. 2013
- 3) M. Hiriyanna: *Essentials of Indian Philosophy*, MLBD Publication, New Delhi. 2015
- 4) S. Radhakrishnan: *Indian Philosophy*, Vols. I & II: Oxford University Press, USA.2009
- 5) J. N. Mohanty: *Reason and Tradition in Indian Thought*, Clarendon Press.1992
- 6) T.M.P. Mahadevan: *An Outlines of Hinduism*, Chetana Publications, Bombay. 1999
- 7) Swamy Ranganathananda: *Universal Message of the Bhagavadgita*. (Vol.1,2,3), Advaita Ashrama, Kolkata. 2006
- 8) Swamy Ranganathananda: *Bhagavadgiteya Vishvasandesha* (Kannada), (Vol.1,2,3) – Ramakrishna Asharam, Mysuru. 2008
- 9) Datta & Chatterjee: *Introduction to Indian Philosophy*. Calcutta University, Calcutta. 1954
- 10) Siddharama Swamigalu (Tr): *Bharatiya Tattvasashtra – Vimarshatmaka Adhyayana* (K). Naganuru Shri Shivabasavaswamigala Kalyana Kendra, Belagavi. 2018
- 11) Laxmipuram Shrinivasacharya: *Hindu Darshanasara* (Kannada). Prasanga Mysore University, Mysore. 1985
- 12) CEA: qA. YkAAPHa "AgvAAiA vAA, gEYgASUAA, CEA 17-18-2 aEZPEAiA aARigA aAGAEPA «dAiAEUgA "AUMEGa, 2004
- 13) JZi.JEi. gAWPAAZAAiAO: "AgvAAiA vAA, AUPE PEqa UAxpAA- aEEgA «kZAAiA, aEEgA, 1962

Pedagogy

Assessments	
Assessment Occasions	Weightage in Marks
a) Summative Assessment	60
b) Formative Assessment	40
i) Assignments -1	10
ii) Seminar -1	10
iii) Internal Test - 2	10x2=20
Total	100

B.A. Honors

Semester 2

Course No.4: Title of the Course (Paper-I): **A4: MEDIEVAL WESTERN PHILOSOPHY**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-No.04	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

1. To impart the learners basic knowledge of the origin and development of Western Philosophy.
2. To give exposure to the fundamental aspects of Mediaeval Philosophy with reference to a renowned philosopher of that period.
3. To acquaint the students with the philosophical theories of the main proponents Mediaeval Philosophers.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. The students should be able to understand the evaluation of Philosophy in this period.
2. The students should be able to understand the position of the Philosophical thinkers.
3. The students can understand the religious aspect which influenced on Philosophy.

B.A. Semester 2

Title of the Course: A4: MEDIEVAL WESTERN PHILOSOPHY

Content of Course A4	Hrs
Unit - 1	14
Chapter No. 1 : Introduction to Medieval Western Philosophy, its characteristics	5
Chapter No. 2 : Nature, scope and objectives, Delimitation of the Medieval Philosophy	5
Chapter No. 3 : Aims of Medieval Western Philosophy, the Development of Christian theology	4
Unit - 2	14
Chapter No. 4: Salient features of Augustine's Philosophy	4
Chapter No. 5 : Theory of Perception, reason and truth	5
Chapter No. 6 : Human will and action, God and the world	5
Unit - 3	14
Chapter No. 7 : St. Thomas Aquinas: Theory of knowledge	4
Chapter No. 8 : Concept of God, Man and Morals	5
Chapter No. 9 : St. Anselm: Theology, Ontological argument for the existence of God	5

References

- 1) Wright, W.K: *A History of Modern Philosophy*, Macmillan, New York. 1958
- 2) Thilly, Frank: *A History of Philosophy*, Central Book Depot, Allahabad. 1976

- 3) Armstrong, A. H: *An Introduction to Ancient Philosophy (3rd Edition)*, Rowman & Littlefield Publishers.1989
- 4) Falckenberg, R: *History of Modern Philosophy*, Notion Press, 2020
- 5) Copleston, Fredrick: *History of Philosophy*, Vols. 1,2, 3, 4,5,& 6. Newman Press, Maryland. 1961
- 6) O'Conner, D.J (Ed): *A Critical History of Western Philosophy*, Free Press of Glenco, New York. 1964
- 7) «i .JÉi. ±Áµj gÁ^ai: ¥Á²P ÁÁvÁ vÁw#PÁAvE(^aÉÉ ,MEgÄ «±kZÁi®AiÄ, ^aÉÉ ,MEgÄ. 1985

Pedagogy

Assessments	
Assessment Occasions	Weightage in Marks
a) Summative Assessment	60
b) Formative Assessment	40
i) Assignments -1	10
ii) Seminar -1	10
iii) Internal Test - 2	10x2=20
Total	100

B.A. Honors

Semester 2

OEC-2 : Title of the Course : **CRITICAL THINKING AND DECISION MAKING**

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
Course-OEC-2	DSCC	Theory	03	03	42 hrs	2 hrs	40	60	100

Course Objectives:

1. Learn to identify and understand the problem, and interpret information effectively relative to the problem.
2. Learn to combine creative thinking and critical thinking to solve problems and develop alternatives to address criteria to predict implications and consequences.
3. Construct well-reasoned solutions/conclusions and support conclusions with fact in the process of decision making.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Analyze context and information to clearly understand and identify a problem.
2. Establish relevant criteria and standards for acceptable solutions by applying problem solving steps and tools.
3. Work through the critical thinking process to build, analyze and evaluate varying viewpoints and avoid common decision-making mistakes.

B.A. Semester 2

Title of the Course: CRITICAL THINKING AND DECISION MAKING (OEC-2)

Content of Course OEC-2	Hrs
Unit - 1	14
Chapter No. 1 : Logical Thinking	4
Chapter No. 2 : Critical Thinking and its components	3
Chapter No. 3 : Critical Thinking : A Second order activity	7
Unit - 2	14
Chapter No. 4 : Detecting problems / Errors	3
Chapter No. 5 : Identification and Analysis of the problem, Organizing the data and Identifying the errors	6
Chapter No. 6 : Problems Analysis, Decision making and wrapping up for solution	5
Unit - 3	14
Chapter No. 7 : Evaluating the Argument : Validity soundness and strength reflecting upon the issue with sensitivity and fairness	4
Chapter No. 8 : Identifying inconsistencies, understanding dilemma and looking for appropriate solution within limitation	5
Chapter No. 9 : Evaluating Decision options from multiple perspectives	5

References

1. Hurley, Patrick. J.: *A Concise Introduction to Logic*, Ward worth, Cengage Learning. 2007
2. Kam Chuan Aik, & Stephen Edmonds: *Critical Thinking: Selected Topics for Discussion and Analysis*, Longman. 1977
3. Dewey, John: *How we Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D C Heath & Co, Boston. 1985
4. Noirich, Gerald M: *Learning to Think Things Through: A Guide to Critical Thinking*, Prentice Hall. 2002

Details of Formative assessment (IA) for DSCC/OEC/SEC: 40% weight age for total marks

Type of Assessment	Weight age	Duration	Commencement
Written test-1	10%	1 hr	8 th Week
Written test-2	10%	1 hr	12 th Week
Seminar	10%	10 minutes	--
Case study / Assignment / Field work / Project work/ Activity	10%	-----	--
Total	40% of the maximum marks allotted for the paper		

Faculty of Social Science

04 - Year UG Honors programme:2021-22

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSCC/ OEC (60 marks for semester end Examination with 2 hrs duration)

Part-A

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10marks

5. Part-B

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

6. Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions : 30 marks
(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 60 Marks

Note: Proportionate weightage shall be given to each unit based on number of hours prescribed.

