



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

FYUG – Philosophy Programme – Addition of New Courses and Revision of Internship Course w.e.f. 2024 Admission and Revision of Courses w.e.f. 2025 & 2026 Admissions – Approved and Implemented – Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C4/22320/2024

Dated: 03.03.2026

- Read:-1. U.O. Nos.ACAD C/ACAD C4/22320/2024 dtd. 29.10.2024 and 10.02.2025
2. The Minutes of Meeting of Board of Studies in Philosophy (Cd), held on 07.11.2025
3. E-mail dated: 19.11.2025 from the Dean of Faculty of Humanities
4. The Minutes of Meetings of Board of Studies in Philosophy (Cd) held on 16.12.2025 and 16.01.2026
5. E-mail dated 31.01.2026 from the Dean, Faculty of Humanities
6. Minutes of the Meeting of the Standing Committee of the Academic Council held on 21.02.2026
7. Orders of the Vice Chancellor in file of even number dtd 03.03.2026

ORDER

1.The Scheme and Syllabus (1-8 semesters) of the FYUG Philosophy Programme, in tune with KU-FYUGP Regulations 2024, were approved and implemented in the affiliated colleges with effect from 2024 admission, vide papers read as (1) above.

2.Meanwhile, the Board of Studies in Philosophy (Cd), at its meeting held on 07.11.2025 ,vide paper read (2), recommended the inclusion of the following courses in the course basket of the FYUG Philosophy Programme with effect from **2024 admission onwards**:

1. KU5DSEPHL303 – Film as Philosophy
2. KU6DSEPHL304 – Philosophical Foundations of Education
3. KU6DSEPHL305 – Inductive Logic and Scientific Method
4. KU4VACPHL102 – Philosophy of Care
5. KU4VACPHL103 – Buddhism and Everyday Life
6. KU4SECPHL102 – On The Art of Loving
7. KU5SECPHL103 – Reasoning Skills and Fallacies
8. KU6SECPHL104 – Philosophy in Self-Management

The Board also recommended:

- Minor revision to **KU6 INTPHL300 – Internship w.e.f. 2024 admission.**
- Minor revisions to the following courses w.e.f. **2025 admission**:
 - **KU2DSCPHL103 – Critical Thinking and Reasoning**
 - **KU3DSCPHL202 – Introduction to Moral Philosophy**



- Minor revisions to the following courses w.e.f. 2026 admission:

- *KU1DSCPHL101 – Invitation to Philosophy*
- *KU1DSCPHL102 – Critical Thinking and Logical Reasoning*
- *KU1MDCPHL101 – Why Humanities ?*

3.The minutes of the above meeting of the Board of Studies along with the syllabi of the proposed courses were forwarded to the Dean, Faculty of Humanities. The Dean, vide email dated 19.11.2025, suggested certain modifications to some of the courses.

4.Subsequently, the Board of Studies discussed the matter in its meetings held on 16.12.2025 and 16.01.2026. The revised minutes was again forwarded to the Dean, Faculty of Humanities. Considering the minutes ,the Dean ,vide paper read 5 ,recommended approval of the proposed courses .

5.After detailed examination, the Vice-Chancellor ordered to place the minutes of the meetings of the Board of Studies in Philosophy (Cd), along with the syllabi of the proposed courses and the remarks of the Dean, Faculty of Humanities, before the Standing Committee of the Academic Council for consideration. The Standing Committee of the Academic Council, at its meeting held on 21.02.2026, vide paper read (6), recommended approval of the same.

6.The Vice-Chancellor, after considering the recommendations of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996 and all other enabling provisions read together with **approved:**

- **the inclusion of the above-mentioned new courses in the FYUG Philosophy Programme w.e.f. 2024 admission;**
- **revision of KU6INTPHL300 – Internship w.e.f. 2024 admission;**
- **minor revisions to the courses w.e.f. 2025 and 2026 admissions as detailed above**

in the affiliated colleges under the University , subject to reporting to the Academic Council.

7.The approved Scheme and Syllabus are appended with this U.O. and uploaded on the University website.

Orders are issued accordingly.

Sd/-

Bindu K P G

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1.The Controller of Examinations(through the PA)
2.The Principals of Arts and Science Colleges affiliated to Kannur University
3.The members ,Board of Studies in Philosophy (Cd)

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)

2. DR / AR (Acad) / AR I Exam/JR II Exam
3. Computer Programmer/EXC I/AR VII (Exam)
4. Web Manager (for uploading in the website)
5. SF/DF/FC



Forwarded / By Order

SECTION OFFICER

DETAILS OF COURSES

(COURSES FOR ADDITION)

LISTS OF DSE, SEC & VAC

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK	Page No.
			CA	ESE	TOTAL			
DISCIPLINE SPECIFIC ELECTIVE COURSES								
V	KU5DSEPHL303	Film as Philosophy	30	70	100	4	4	1
VI	KU6DSEPHL304	Philosophical Foundations of Education	30	70	100	4	4	7
	KU6DSEPHL305	Inductive Logic and Scientific Method	30	70	100	4	4	11
VALUE ADDED COURSES								
IV	KU4VACPHL102	Philosophy of Care	25	50	75	3	3	15
	KU4VACPHL103	Buddhism and Everyday Life	25	50	75	3	3	20
SKILL ENHANCEMENT COURSES								
IV	KU4SECPHL102	On The Art of Loving	25	50	75	3	3	25
V	KU5SECPHL103	Reasoning Skills and Fallacies	25	50	75	3	3	29
VI	KU6SECPHL104	Philosophy in Self-Management	25	50	75	3	3	34

REVISED COURSES

VI	KU6INTPHL300	Internship	15	35	50	2	Total 60	58
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KU5DSEPHL303: FILM AS PHILOSOPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSE	300	KU5DSEPHL303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	2	30	70	100	2

Course Description:

This course inquires into the intersection of film and philosophy, exploring the profound philosophical questions and concepts raised by cinematic works. Students will engage with essential film movements, concepts, and philosophical theories through a detailed study of mise-en-scène, film philosophy, and cinematic case studies. By analysing influential films and philosophical frameworks, this course develops critical thinking, interpretive skills, and an appreciation for the philosophical depth within visual storytelling.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand and analyse the basic elements of film and explain how they contribute to meaning and philosophical reflection.	K, U
2	Identify and compare major film movements and their underlying aesthetic, cultural, and philosophical principles	U, An
3	Interpret philosophical ideas presented through film, to understand concepts such as reality, time, and existence.	U, An, E
4	Critically engage with films as philosophical through selected case studies.	An

FYUGP PHILOSOPHY

5	Apply philosophical thinking in creative and analytical tasks demonstrating an integrative understanding of philosophy and cinema	A, E
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**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓			✓		✓
CO 2				✓	✓		
CO 3	✓					✓	✓
CO 4		✓			✓		
CO 5	✓		✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		INTRODUCTION	14
1	1	Mise-en-Scene (Elements of Film): Settings, Costumes, Lighting, Shot, Editing, Sound, Colour, Props and Performance.	7
	2	Film Concepts	1
		a) Definition of Cinema	2
		b) Digital Cinema	2
		c) Emotion and Affect	2

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	MAJOR FILM MOVEMENTS (Brief Introduction Only)		12
2	1	German Expressionism	2
	2	French Impressionism	2
	3	Italian Neorealism	2
	4	French New Wave	3
	5	Third Cinema	3

	FILM AND PHILOSOPHY		10
3	1	Munsterberg: Psychology of Film	2
	2	Andre Bazin: Ontology of the Image and Film Language	2
	3	Ingmar Bergman: Existentialism	3
	4	Gilles Deleuze: Movement Image and Time Image	3

	THINKING ON SCREEN: CASE STUDY		19
4	1	<i>Kaathal: The Core</i> : Gender and Sexuality	4
	2	<i>Aamis</i> : Normality and Abnormality	4
	3	<i>The Platform</i> : Hedonism	3
	4	<i>The Matrix</i> : Real and Unreal	4
	5	<i>The Seventh Seal</i> : Existentialism	4

5	Teacher Specific Module	5
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The teacher in charge of the course may introduce students to any areas related to the course or give specific tasks such as digital film making/ review of films/ articles/ field visit. This can account for any two components of continuous evaluation.

Space to fill the
selected area/ activity

Essential Readings:

1. Timothy Corrigan. *A Short Guide to Writing About Films* (9th Ed). Pearson Longman. 2015.
2. John Gibbs. *Mise-en-Scene: Film Style and Integration*. Wallflower. 2002.
3. Paisley Livingston and Carl Plantinga Edited. *The Routledge Companion to Philosophy and Film*. London. 2009.
4. David Brodwell, Kristin Thompson and Jeff Smith. *Film Art: An Introduction* (8th Ed). McGraw Hill. 2008.
5. Jim Pines and Paul Willemen (Ed.) *Questions of Third Cinema*. British Film Institute. London.1991.
6. Felicity Colman. Edited. *FILM, THEORY AND PHILOSOPHY: The Key Thinkers*. McGill-Queens University Press.2009.

Essential Films:

1. Jeo Baby. *Kaathal – The Core*. Malayalam. 2023.
2. Bhaskar Hazarika. *Aamis*. Assamese. 2019.
3. Galder Gaztelu-Urrutia. *The Platform*. Spanish. 2019.
4. Wachowskis. *The Matrix*. English. 1999.
5. Ingmar Bergman. *The Seventh Seal*. Swedish. 1957.

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Reference Distribution:

Module	Unit	Reference No.	Page Nos.	Remarks				
1	1	1	65-93	--				
		2	8-16					
1	2	3	52-63	--				
			75-85					
2	1	4	86-96	--				
			447-50					
			450-53					
			459-61					
2	2	4	461-63	--				
			5		1-28			
			3		1	6	20-26	--
							104-06	
560-68	--							
368-76	--							
4	1	1						
			2		2			
			3		3			
			4		4			

Suggested Readings:

1. Andre Bazin. *What is Cinema?* 1 and 2 University of California Press. London 1969.
2. Gilles Deleuze. *Cinema 1: The Movement Image*. University of Minnesota Press. USA. 1997
3. Gilles Deleuze. *Cinema 2: The Time Image*. University of Minnesota Press. USA. 1997.
4. David Bordwell and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill. New York. 2005.
5. Havi Carel and Greg Tuck Edited. *New Takes in Film-Philosophy*. Palgrave Macmillan. New York 2011

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Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Project: Short Film/ Documentary	10
b)	Test Paper- 1	5
c)	Test Paper-2	5
d)	Book/ Article Review	5
e)	Viva-Voce	5
g)	Field Report	--
Total		100

KU6DSEPHL304: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300	KU6DSEPHL304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	2	30	70	100	2

Course Description:

This course introduces students to the philosophical foundations of education, focusing on its meaning, nature, and scope. It explores how both Indian and Western philosophical thoughts have influenced educational theory and practice. Students will critically analyse with major philosophical schools and thinkers to understand how education shapes the individual and society. The course also examines critiques of traditional educational systems, encouraging reflective thinking on the purpose, process, and values of education in the contemporary world.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the meaning, nature, and scope of philosophy of education and its significance in understanding educational processes.	K, U
2	Analyse the interrelationship between philosophy and education, highlighting how philosophical perspectives shape educational aims and practices.	An
3	Compare and evaluate the educational implications of major Western philosophical schools such as Idealism, Naturalism, and Pragmatism.	An, E

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4	Interpret the educational ideas of key Indian thinkers like Rabindranath Tagore, Swami Vivekananda, and M. K. Gandhi in relation to their cultural and philosophical contexts.	U, E
5	Critically examine the limitations of conventional educational systems through the perspectives of Paulo Freire and J. Krishnamurti, and assess their relevance for transformative education.	A, An, E

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2					✓		✓
CO 3				✓	✓		
CO 4	✓	✓					
CO 5			✓				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		CONCEPT AND SCOPE OF EDUCATIONAL PHILOSOPHY	13
1	1	Meaning and nature of philosophy of education	3
	2	Scope of philosophy of education	3
	3	Relationship between philosophy and education	4
	4	Importance of Philosophy in the field of education	3
		MAJOR WESTERN PHILOSOPHICAL SCHOOLS AND THEIR EDUCATIONAL IMPLICATIONS	13
2	1	Idealism-Plato: Education for the perfection of Individual	3

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2	Realism- Aristotle: Education to prepare Individual to live a balanced life	3
3	Naturalism- Rousseau: Education through experience and freedom	3
4	Pragmatism- John Dewey: Learning by doing, democracy, and experience	4

	EDUCATIONAL IDEAS OF KEY INDIAN THINKERS	15
3	1 Rabindranath Tagore: Harmony with nature and art	4
	2 Swami Vivekananda: Man-making education	3
	3 M K Gandhi: Education for promotion of peace and harmony	4
	4 Aurobindo: Integral Education	4

	CRITIQUES OF CONVENTIONAL EDUCATIONAL SYSTEMS	14
4	1 Paulo Freire: Banking method and Problem posing education	4
	2 J. Krishnamurti: Education as self-knowledge and transformation	4
	3 John Holt: Unschooling	3
	4 bell hooks: Engaged Pedagogy	3

	Teacher Specific Module	5
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.	
	Space to fill the selected area/ activity	5

Essential Readings:

1. Arora, Neeta. *Educational Philosophy*. New Delhi: Saurabh Publishing House, 2010.
2. Brubacher, John S. *Modern Philosophies of Education*. New York: McGraw-Hill, 1950.

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3. Dewey, John. Democracy and Education. New York: Macmillan, 1916.
4. Dewey, John. Experience and Education. New York: Collier Books, 1938.
5. Freire, Paulo. Pedagogy of the Oppressed. New York: Continuum, 1970.
6. Holt, J. (1967). How Children Learn. New York: Pitman Publishing, 1967.
7. Holt, J. Instead of Education: Ways to Help People Do Things Better. New York: Dutton, 1976.
8. Holt, J. Teach Your Own: A Hopeful Path for Education. New York: Delacorte Press, 1981.
9. hooks, bell. Teaching Critical Thinking: Practical Wisdom. New York: Routledge, 2010.
10. Krishnamurti, Jiddu. Education and the Significance of Life. New York: Harper, 1953.
11. Noddings, Nel. Philosophy of Education. Boulder: Westview Press, 2012.
12. Tagore, Rabindranath. Personality. London: Macmillan, 1917.
13. Article: www.mkgandhi.org/articles/Mahatma-Gandhi-on-peace-education.php

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Reports from media	5
f)	Viva-Voce	5
g)	Field Report	--
Total		100

KU6DSEPHL305: INDUCTIVE LOGIC AND SCIENTIFIC METHOD

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	DSE	300	KU6DSEPHL305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	2	30	70	100	2

Course Description:

This course introduces students to the principles and processes of inductive reasoning and its crucial role in scientific inquiry. It examines how knowledge claims are justified, and students will develop critical skills to evaluate scientific hypotheses and analogical arguments. By integrating philosophical insight with practical examples, the course aims to foster a clear understanding of how reasoning supports the growth of empirical knowledge and the logic behind scientific discovery.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the nature, scope, and types of inductive reasoning and differentiate them from deductive reasoning.	K, U
2	Critically assess causal reasoning and Mill's methods, understanding their strengths and limitations in scientific explanation.	A, E
3	Evaluate analogical arguments and identify their relevance in moral, legal, and scientific contexts.	U, A
4	Understand and apply the steps of scientific inquiry, including hypothesis formation, testing, and revision.	U, A

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5	Recognise the philosophical issues underlying induction, such as Hume’s problem of justification, and appreciate their implications for scientific knowledge.	A, An, E
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*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓					✓	
CO 2		✓			✓		
CO 3		✓			✓	✓	
CO 4		✓				✓	✓
CO 5	✓	✓			✓		

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS	
		INDUCTIVE REASONING	13	
1	1	What is induction?	1	
		a) Nature of inductive reasoning	2	
		b) Inductive leap and Probabilistic nature of induction	2	
	2	Kinds of induction		1
		a) Induction by simple enumeration		2
		b) Statistical induction		1
		c) Mathematical induction		1
	3	The problem of induction: Hume’s analysis and its implications		3
2	CAUSAL REASONING			
	1	Cause and effect		

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	a) Cause as sufficient/ necessary condition	
	b) Cause as critical factor	
	c) Remote and proximate cause	
	d) Plurality of Causes	
2	Mill's methods of causal analysis (5 methods)	
3	Limitations of Mill's methods	

	ANALOGICAL REASONING	
3	1	Analogy as a type of induction; literal and metaphorical analogy
	2	Appraising Analogical Arguments
	3	Refutation by Logical Analogy
	4	Analogy in legal and moral reasoning

	SCIENTIFIC METHOD	
4	1	What is science?
		a) Definition of science
		b) Characteristics of science
	2	Hypothesis
		a) Scientific and unscientific explanations
		b) The three features of scientific hypothesis: Compatibility, predictive power and simplicity
	3	Seven stages of scientific inquiry
	4	Crucial experiments and ad hoc hypotheses

	Teacher Specific Module	5
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.	

<p>Space to fill the selected area/ activity</p>	<p>5</p>
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Essential Readings:

1. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
2. Copi, Cohen and McMahon. *Introduction to Logic 14th Ed.* Pearson 2014.
3. Hurley. *A Concise Introduction to Logic*. Cengage Learning, 2014.

Suggested Readings:

1. Cryan, Shatil and Mayblin. *Introducing Logic*. Ticon Books.
2. Arnold Vander Nat. *Simple Formal Logic: With Commonsense Symbolic Techniques*. Routledge 2010.
3. Madsen Pirie. *How to Win Every Argument: The Use and Abuse of Logic*. Continuum. 2006.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Seminar	5
e)	Reports from media	5
f)	Viva-Voce	5
g)	Field Report	--
Total		100

KU4VACPHL102: PHILOSOPHY OF CARE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	100	KU4VACPHL102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

Course Description:

This course introduces the philosophical foundations of care as a moral, relational, and social concept. It examines the evolution of care from classical Greek philosophy to contemporary ethical thought, emphasising its role in shaping moral responsibility, human relationships, and social well-being. The course engages with major thinkers such as Plato, Aristotle, Carol Gilligan, and Nel Noddings, while also exploring the place of care in education, friendship, and compassion. Students are encouraged to understand care as both an ethical virtue and a mode of being that connects individuals within communities.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the meaning, significance, and ethical relevance of <i>care</i> in philosophical discourse.	K, U
2	Analyse the Greek philosophical roots of care through the works of Plato, Aristotle, and Hellenistic thinkers.	An, E
3	Examine feminist contributions to the ethics of care, especially those of Carol Gilligan and Nel Noddings.	An, E
4	Apply the concept of care to contemporary contexts such as education, family, and interpersonal relationships.	A

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5	Develop an empathetic and reflective approach towards moral and social responsibilities in everyday life.	C
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**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1		✓	✓				
CO 2	✓		✓				
CO 3				✓		✓	
CO 4		✓	✓				
CO 5			✓			✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
		INTRODUCTION TO CARE	10
1	1	Meaning and significance of the term <i>Care</i>	3
	2	Care as Relationship or Virtue?	2
	3	Where Care Takes Place?	2
	4	The Care–Justice Debate	3

		GREEK NOTIONS OF CARE	10
2	1	Introduction to Care in Greek Philosophy	1
		a) Myth of <i>Cura</i>	1
		b) Historical Context	1
		c) Care and the Self	1
	2	Socratic and Platonic Ideas of Care – “Care of the Soul”	1

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	3	Aristotle: Care as Friendship and Virtue	1
		a) Ethics of Relationship	1
		b) Care and Virtue	1
	4	Stoic and Epicurean Views on Care	2

	FEMINIST PERSPECTIVES OF CARE		10
3	1	Carol Gilligan	1
		a) Ethics of Care	2
		b) Three Stages of Moral Development	2
	2	Nel Noddings	1
		a) Natural Caring	1
		b) Relational Caring	1
		c) Four Components of Caring	2

	CARE IN EVERYDAY LIFE		10
4	1	Relationship between Friendship and Care	3
	2	Care in Families	2
	3	Need for Empathetic Care in Education – Caring Towards Students (Paulo Freire)	3
	4	The Notion of Compassion-Based Training	2

	Teacher Specific Module		5
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.		
	<p style="font-size: 2em; color: lightgray; opacity: 0.5;">Space to fill the selected area/ activity</p>		5

Essential Readings:

MODULE I:

FYUGP PHILOSOPHY

1. “Care Ethics.” Internet Encyclopedia of Philosophy, edited by James Fieser and Bradley Dowden, www.iep.utm.edu/care-ethics/.
2. Mortari, Luigina. *The Philosophy of Care: Ethics, Education and the Human World*. Springer, 2015, pp. 61–66.
3. Barnes, Marian. *Care in Everyday Life: An Ethic of Care in Practice*. Bristol University Press, 2012, pp. 4–9.
4. “Relational Care Ethics from a Comparative Perspective: The Ethics of Care and Confucian Ethics.” *Ethics and Social Welfare*, vol. 8, no. 4, 2014, pp. 350–363. DOI: 10.1080/17496535.2014.894109.
5. Robinson, Fiona. *Globalising Care: Ethics, Feminist Theory, and International Relations*. Westview Press, 1999, pp. 23–27.
6. Barnes, Marian. *Care in Everyday Life: An Ethic of Care in Practice*. Bristol University Press, 2012, pp. 4–9, 25–31.

MODULE II

1. Plato, Alcibiades I (124a–135e) – “Care of the Soul”
2. Aristotle, *Nicomachean Ethics* (Books VIII & IX) – Friendship (philia) and Virtue Ethics
3. Seneca, *Letters from a Stoic* (Letters IX, XLVIII, LXVI) – Stoic notions of self-care and universal care
4. Epicurus, *Letter to Menoecus* – Happiness, friendship, and care
5. Luigina Mortari, *The Philosophy of Care*, Springer, pp. 62–66
6. Nel Noddings, *Starting at Home: Caring and Social Policy*, University of California Press, 2002 – “Care and Ancient Philosophies”
7. Joan C. Tronto, *Moral Boundaries: A Political Argument for an Ethic of Care*, Routledge, 1993 – Chapter 2

MODULE III

1. Carol Gilligan, *In a Different Voice: Psychological Theory and Women’s Development*
2. Nel Noddings, *Caring: A Feminine Approach to Ethics and Moral Education*
3. Fiona Robinson, *Globalizing Care: Ethics, Feminist Theory, and International Relations*

MODULE IV

1. Barnes, Marian. *Care in Everyday Life: An Ethic of Care in Practice*. Bristol University Press, 2012.
2. Barnes, Marian. *Care in Everyday Life: An Ethic of Care in Practice*. Bristol University Press, 2012.
3. Waghid, Yusef. "Towards a Philosophy of Caring in Higher Education." In *Towards a Philosophy of Caring in Higher Education*, Springer, 2019, pp. 63–69
4. *The Oxford Handbook of Compassion Science*. Edited by Emma M. Seppälä, Emiliana Simon-Thomas, Stephanie L. Brown, Monica C. Worline, C. Daryl Cameron, and James R. Doty, Oxford University Press, 2017.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper- 1	5
b) Test Paper-2	5
c) Assignment/ Seminar	5
d) Selected Activity	5
e) Viva-Voce	5
Total	75

KU4VACPHL103: BUDDHISM AND EVERYDAY LIFE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	100	KU4VACPHL103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

Course Description:

This value-added course introduces the core ideas and practices of Buddhism with a focus on their relevance to everyday life. It aims to help students from all disciplines understand Buddhist perspectives on human suffering, ethical living, mindfulness, and compassionate action. The course highlights the practical wisdom of the Buddha's teachings as a guide to personal well-being, emotional balance, and harmonious social relationships. Rather than a purely religious study, it explores Buddhism as a way of living mindfully in the modern world. Through reflection and practice-based learning, students are encouraged to integrate Buddhist insights into daily decision-making, stress management, and interpersonal understanding.

Course Prerequisite: NIL (Students other than from Philosophy Major preferred)

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the basic historical and philosophical background of Buddhism as a practical life philosophy.	K, U
2	Explain the central teachings of the Buddha and their relevance to the challenges of modern living.	U, An
3	Recognise the significance of mindfulness, compassion, and ethical conduct in personal and social well-being.	An, E

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4	Apply Buddhist insights for self-awareness, emotional regulation, and peaceful coexistence.	A
5	Cultivate a reflective and balanced attitude that enhances personal growth and contributes to a compassionate society.	E, C

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓		✓		✓		✓
CO 3		✓	✓			✓	
CO 4		✓	✓		✓		
CO 5		✓	✓				

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	BUDDHISM: RELIGION OR PHILOSOPHY?		10
	1	Historical background: India during the 6th century BCE	1
	2	A brief account of Buddha's life	2
	3	Nature of Buddhist Philosophy	1
		a) Avoiding metaphysical questions	2
		b) Pessimism or pragmatism?	1
	4	Distinctive features of Buddhist thought in contrast to Brahmanical and other traditions	1
		a) Status of God	1
		b) Goal of life	1

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	THEORETICAL TEACHINGS OF BUDDHISM		10
2	1	The four noble truths	3
	2	The doctrine of dependent origination	2
	3	The eight-fold path	3
	4	Nirvana	2

	IMPLICATIONS		10
3	1	Everything is impermanent	2
	2	There is no self	2
	3	Everything is interconnected	2
	4	Everything is emptiness	2
	5	Nirvana is beyond concepts	2

	APPLICATIONS		10
4	1	Ethical vision of Buddhism: Sila (virtue) and intention	2
	2	The middle path	2
	3	Mindfulness: Purpose and methods	2
	4	Compassion and <i>metta</i> as social ethics	2
	5	Interdependence and ecological awareness	1
	6	Building peaceful social relationships	1

5

	Teacher Specific Module		
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.		5

Essential Readings:

MODULE I

1. Rahula, Walpola. *What the Buddha Taught*. Grove Press, 1974.
2. Narada Thera. *The Buddha and His Teachings*. Buddhist Publication Society, 1980.
3. Humphreys, Christmas. *Buddhism: An Introduction and Guide*. Penguin Books, 1951

MODULE II

1. Gethin, Rupert. *The Foundations of Buddhism*. Oxford University Press, 1998.
2. Conze, Edward. *Buddhist Thought in India*. George Allen & Unwin, 1962.
3. Harvey, Peter. *An Introduction to Buddhist Ethics*. Cambridge University Press, 2000.

MODULE III

1. Kalupahana, David J. *Causality: The Central Philosophy of Buddhism*. University Press of Hawaii, 1975.
2. Williams, Paul. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. Routledge, 2000.
3. Loy, David R. *Nonduality: A Study in Comparative Philosophy*. Yale University Press, 1988.

MODULE IV

1. Thich Nhat Hanh. *The Heart of the Buddha's Teaching*. Broadway Books, 1998.
2. Dalai Lama. *Ethics for the New Millennium*. Riverhead Books, 1999.
3. Batchelor, Stephen. *Buddhism without Beliefs*. Riverhead Books, 1997.
4. Shantideva. *The Way of the Bodhisattva*. Trans. Padmakara Translation Group, Shambhala, 1997.

Suggested Readings:

1. Mahadevan, T.M.P. *Invitation to Indian Philosophy*. Arnold Heinemann, New Delhi, 1974. (pp.222-227)
2. Dzongsar Jamyang Khyentse. *What Makes You Not a Buddhist*, Timeless Books, Delhi

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Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected Activity	5
e)	Viva-Voce	5
Total		75

KU4SECPHL102: ON THE ART OF LOVING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	100	KU4SECPHL102	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

Course Description:

Love is one of the most profound and transformative human experiences, examined by philosophers since antiquity. This course explores love not merely as emotion or passion, but as an art that demands knowledge, discipline, and ethical maturity. Centred on Erich Fromm’s *The Art of Loving*, the course blends philosophical, psychological, and ethical perspectives on the nature of love- self-love, romantic love, brotherly love, and love of humanity. Students are encouraged to reflect on how the practice of love can lead to personal growth and social harmony.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand Erich Fromm’s humanistic and philosophical conception of love.	K, U
2	Identify different forms and expressions of love in philosophical and ethical contexts.	U, An
3	Critically analyse the challenges of love in a modern, materialistic society.	An, A
4	Cultivate skills of empathy, mindfulness, and self-awareness in relationships.	U, A
5	Appreciate love as an ethical, psychological, and spiritual practice that promotes well-being.	A, An, E

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***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)**

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓						
CO 3	✓	✓	✓				✓
CO 4			✓				✓
CO 5			✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	UNDERSTANDING LOVE: PHILOSOPHICAL AND HUMANISTIC PERSPECTIVES		10
	1	The question “What is love?”: Philosophical, ethical, and psychological approaches	3
	2	Love as an art: Practice, discipline, and knowledge (Fromm’s approach)	2
	3	Distinguishing love from desire, attachment, and possession	2
	4	Classical foundations: Plato’s <i>Symposium</i> and Aristotle’s <i>Philia</i> .	3
2	THE THEORY OF LOVE: FORMS AND DYNAMICS OF LOVING		10
	1	The human need for union and belonging	2
	2	Types of love: Brotherly, motherly, erotic, self-love, love of God	4
	3	Self-love vs. selfishness: Reconciling individuality and relatedness	2
	4	The act of giving as the essence of love	2

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	LOVE, FREEDOM, AND MODERN SOCIETY		10
3	1	Fromm’s critique of capitalist culture and commodified relationships	2
	2	The “having” vs. “being” modes of existence	3
	3	Love as an act of freedom and responsibility	2
	4	The problem of alienation and emotional isolation in modern life	3

	CULTIVATING THE ART OF LOVING: PRACTICE AND REFLECTION		10
4	1	Love as a discipline of patience, concentration, and faith	2
	2	Empathy, mindfulness, and compassionate communication	3
	3	Love as an ethical and spiritual path	2
	4	Reflective project: “Learning to Love”: Personal journal, interview, or reflective essay	3

	Teacher Specific Module		5
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.		
	Space to fill the selected area/ activity		5

Essential Readings:

MODULE I

1. Fromm, *The Art of Loving*, Introduction & Ch. 1 (*Is Love an Art?*)
2. **Supplementary:** Plato, *Symposium*; Aristotle, *Nicomachean Ethics* (Books VIII–IX)

MODULE II

1. Fromm, *The Art of Loving*, Ch. 2–3 (*The Theory of Love, Love and Its Disintegration*)
2. **Supplementary:** Kierkegaard, *Works of Love*; C.S. Lewis, *The Four Loves*

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MODULE III

1. Fromm, *The Art of Loving*, Ch. 4 & Epilogue
2. **Supplementary:** Fromm, *To Have or To Be?*; Simone de Beauvoir, *The Ethics of Ambiguity*; bell hooks, *All About Love*

MODULE IV

1. Fromm, *The Art of Loving*, Final Chapter (*The Practice of Love*)
2. **Supplementary:** Thich Nhat Hanh, *Teachings on Love*; Viktor Frankl, *Man's Search for Meaning*; Martin Buber, *I and Thou*

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected Activity	5
e)	Viva-Voce	5
Total		75

KU5SECPHL103: REASONING SKILLS AND FALLACIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	SEC	100	KU5SECPHL103	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

Course Description:

This course aims to develop the learners' analytical and logical reasoning abilities essential for clear thinking, problem-solving, and effective communication. It introduces the basic principles of categorical reasoning, methods of identifying valid and invalid arguments, and common types of fallacies that distort reasoning. By engaging with exercises on syllogisms, analogies, and non-verbal reasoning, students will strengthen their capacity to evaluate arguments critically. The course also explores everyday reasoning errors- such as appeals to emotion, authority, and ignorance- helping learners to detect and avoid them in academic, social, and media contexts. Overall, this skill enhancement course equips students with tools for rational decision-making, intellectual honesty, and philosophical clarity in practical life.

Course Prerequisite: Students who have undergone a course in Logic and not on Fallacies are preferred.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and classify different types of categorical propositions and understand their interrelations through the square of opposition.	K, U
2	Apply rules of inference and syllogistic reasoning to construct and evaluate logical arguments.	U, A
3	Develop analytical reasoning skills through exercises involving series, patterns, and non-verbal tests.	An, A

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4	Recognise and explain major informal fallacies of relevance, presumption, and ambiguity that commonly occur in reasoning and communication.	U, A
5	Critically assess arguments in everyday discourse, academic writing, and media by distinguishing between sound reasoning and fallacious appeals.	A, An, E

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1				✓			
CO 2	✓						✓
CO 3	✓					✓	
CO 4	✓					✓	
CO 5						✓	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	LOGICAL REASONING		12
	1	Four types of categorical propositions (exercises to identify them and convert them to standard form)	2
	2	The square of opposition (exercises involving relations of opposition)	2
	3	Conversion, obversion and contraposition (exercises)	2
	4	Standard form categorical syllogism and syllogistic rules	2
	5	Exercises for standardising and validating categorical syllogisms with two premises having one or two conclusions, and also arguments involving immediate inferences.	4

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	ANALYTICAL REASONING		8
2	1	Number series	2
	2	Letter series	2
	3	Direction test	1
	4	Five-figure series (Non-Verbal)	2
	5	Mirror images	1
	FALLACIES OF RELEVANCE		10
3	1	What is a Fallacy?; Formal and informal fallacies	3
	2	Fallacies of relevance	1
		a) The appeal to the populace, The appeal to emotion, The red herring	3
		b) The straw man, The attack on the person, The appeal to force, Missing the point	3
	FALLACIES OF INDUCTION, PRESUMPTION AND AMBIGUITY		10
4	1	Fallacies of defective induction	1
		a) The argument from ignorance, The appeal to inappropriate authority	2
		b) False cause and Hasty generalisation	1
	2	Fallacies of presumption	1
		a) Accident, Complex question and Begging the question	2
	3	Fallacies of ambiguity	1
		a) Equivocation, Amphiboly and Accent	1
		b) Composition and Division	1
		Teacher Specific Module	
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as reasoning test or identifying fallacies. This can account for any two components of continuous evaluation.		

	<p>Space to fill the selected area/ activity</p>	<p>5</p>
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Essential Readings:

1. Irving M Copi, C. Cohen and K. McMahon, *Introduction to Logic*, 14th ed., Pearson Education Limited, USA, 2014.
2. Creighton, James Edwin, *An Introductory Logic*, The Macmillan Company, London, 1919.
3. RS Aggarwal. *A Modern Approach to Verbal & Non-Verbal Reasoning*. S Chand. 2018. Part I- Section II.
4. RS Aggarwal. *A Modern Approach to Verbal & Non-Verbal Reasoning*. S Chand. 2018. Part I- Section I. & Part II.
5. Chhanda Chakraborti. *Logic: Informal, Symbolic & Inductive*, PHI 2009.
6. Hurley. *A Concise Introduction to Logic*. Cengage Learning, 2014.

Suggested Readings:

1. Cryan, Shatil and Mayblin. *Introducing Logic*. Ticon Books.
2. Arnold Vander Nat. *Simple Formal Logic: With Commonsense Symbolic Techniques*. Routledge 2010.
3. Madsen Pirie. *How to Win Every Argument: The Use and Abuse of Logic*. Continuum. 2006.

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Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected Activity	5
e)	Viva-Voce	5
Total		75

KU6SECPHL104: PHILOSOPHY IN SELF-MANAGEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	SEC	100	KU6SECPHL104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	1	25	50	75	1½

Course Description:

This course introduces students to the philosophy and practice of self-management. It explores the nature of the self, its relationship with society and the world, and various methods of managing oneself drawn from both Eastern and Western traditions. The course emphasises self-awareness, emotional balance, and practical techniques for personal and social well-being.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognise the importance of self-knowledge and self-management.	K, U
2	Compare Eastern and Western views of the self.	U, An
3	Apply concepts from Yoga, mindfulness, and psychology to daily life.	An, A
4	Use practical self-regulation and stress-reduction techniques.	U, A
5	Integrate philosophical and psychological insights for balanced living.	A, An, E

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

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Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓				✓		
CO 2	✓						
CO 3	✓	✓	✓				✓
CO 4			✓				✓
CO 5			✓				✓

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS
1	SELF, WORLD AND SELF-MANAGEMENT		10
	1	The Human Condition: The Self in Relation to Society and Nature	3
		a) Conflicts Between Self-interest and Collective Well-Being	
	2	The Problem of Stress, Anxiety, and Alienation in Modern Life	2
		a) Limitations in Changing the Environment and Others	
	3	The Importance of Self-knowledge and Self-management for Personal and Social Harmony	2
	4	Self-management as an Integral Life Skill: Awareness, Regulation, and Transformation	3
2	SELF: EASTERN AND WESTERN PERSPECTIVES		10
	1	Self as Absolute: Upanishadic view of <i>Ātman</i>	2
	2	Self as Non-substantial: Buddhist Doctrine of <i>Anatta</i> and its Implications	4
	3	Self and Individuality in Western Philosophy: Plato, Hume, and Existentialist Thought	2
	4	The Psychological Concept of Self: Freud, Jung, and Humanistic Psychology	2

	METHODS OF SELF-MANAGEMENT: EASTERN APPROACHES		10
3	1	Aṣṭāṅgayoga and the Seven Levels of Human Existence	2
	2	Mindfulness and Emotional Regulation	3
	3	The concept of Sthitapranjña in Bhagavad Gīta	2
	4	Detachment as Method of Self-regulation	3
		a) Zen Stories: Is that So?, The Gift of Insults	

	METHODS OF SELF-MANAGEMENT: WESYERN APPROACHES		10
4	1	Stoic Method: Rational Control of Emotions and Acceptance of What Cannot be Changed	2
	2	Existential Approach: Authentic Self-formation through Freedom and Responsibility	3
	3	Cognitive–Behavioural Approach: Managing Thought Patterns and Emotional Reactions Scientifically	2
	4	Positive Psychological Approach: Building Strengths, Gratitude, and Resilience for Flourishing	3

	Teacher Specific Module		5
5	The teacher in charge of the course may introduce students to any areas related to the four modules above or give specific tasks such as review of books/ articles/ textual study and digital content creation. This can account for any two components of continuous evaluation.		
	Space to fill the selected area/ activity		5

Essential Readings:

MODULE I

1. Fromm, Erich. *The Sane Society*. London: Routledge, 2002. pp. 1–22.
2. Frankl, Viktor E. *Man's Search for Meaning*. Beacon Press, 2006. pp. 97–120.
3. Covey, Stephen R. *The 7 Habits of Highly Effective People*. Simon & Schuster, 2020. pp. 63–85.
4. Goleman, Daniel. *Emotional Intelligence*. Bantam Books, 1995. pp. 34–55.

MODULE II

1. Radhakrishnan, S. *Indian Philosophy, Vol. 1*. Oxford University Press, 1992. Pp. 69–92.
2. Rahula, Walpola. *What the Buddha Taught*. Grove Press, 1974. Pp. 51–66
3. Stumpf, Samuel Enoch. *Socrates to Sartre and Beyond*. McGraw-Hill, 2010. pp. 119–142, 221–247
4. Hergenhahn, B.R. *An Introduction to the History of Psychology*. Wadsworth, 2008. Pp. 309–325.

MODULE III

1. Swami Vivekananda. *Raja Yoga*. Advaita Ashrama, 2010. Pp. 45–72.
2. Thich Nhat Hanh. *The Miracle of Mindfulness*. Beacon Press, 1999. Pp. 11–33.
3. Radhakrishnan, S. *The Bhagavadgita*. HarperCollins, 2006. Pp. 83–109.
4. Easwaran, Eknath. *Meditation: Common Sense Directions for an Uncommon Life*. Nilgiri Press, 2008. Pp. 55–70.
5. Zen Stories to Tell Your Neighbours.

MODULE IV

1. Beck, Aaron T. *Cognitive Therapy and the Emotional Disorders*. Penguin, 1979. Pp. 17–44.
2. Goleman, Daniel. *Emotional Intelligence*. Bantam Books, 1995. Pp. 57–85.
3. Ellis, Albert. *Reason and Emotion in Psychotherapy*. Birch Lane Press, 1994. Pp. 101–127.
4. Seligman, Martin E.P. *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press, 2011. Pp. 32–55.

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Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment/ Seminar	5
d)	Selected Activity	5
e)	Viva-Voce	5
Total		75

KU6INTPHL300: INTERNSHIP

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
6	INT	300	KU6INTPHL300	2	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	60	--	15	35	50	--

Course Description:

In the Sixth semester, each student is expected to have practical exposure in specialised areas outside their Institution. The student needs to undergo an internship of two weeks under supervision in any of the following settings under the supervision of a social worker/ official of NGOs, or the like. The Internship is intended to enhance the social/ communicative skills of the student and to acquire knowledge in practical settings.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate the ability to connect philosophical concepts and ethical reasoning to real-world issues and professional practices.	U, A
2	Cultivate communication, empathy, teamwork, and problem-solving skills by engaging with diverse individuals and groups in social and institutional environments.	U, A
3	Identify and critically reflect upon the ethical, social, and cultural dimensions of human experience encountered during fieldwork, developing a sense of responsibility toward community well-being.	An, E, U
4	Acquire practical understanding of the structure, objectives, and operations of organizations such as NGOs, rehabilitation centres, and educational or counselling institutions.	U, E
5	Prepare a comprehensive internship report that analytically documents field experiences, evaluates philosophical implications, and reflects on personal and professional growth achieved during the internship.	A,E, C

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓						✓
CO 2				✓		✓	
CO 3			✓	✓			
CO 4		✓	✓				
CO 5	✓						

GUIDELINES TO CARRY OUT INTERNSHIP

1. The Internship is to be taken up and completed during the summer break intervening the 4th and 5th Semesters of the Programme.
2. On completion of the 4th Semester, the HoD/ Department/ Course Coordinator shall permit the students to approach suitable Institution/ Firm/ Organisation to take permission to undergo the Internship with a letter of recommendation in the format appended (**Appendix-I**).
3. Internship can be done at Institution/ Firm/ Organisation of the following nature.
 - a) Rehabilitation Centres
 - b) Old Age Homes
 - c) Orphanages
 - d) Educational Setting
 - e) Local Bodies
 - f) Counselling Centres
 - g) NGOs
 - h) Organisational/Industrial setting
 - i) Social Services Centres
4. The student, with the letter from the HoD/ Department Coordinator shall approach suitable Institution/ Firm/ Organisation and get their permission to undergo Internship with supervision.
5. On being accepted by the Internship Centre, the same may be communicated to Department/ Course Coordinator ((**Appendix-II**)) and get it approved for carrying out the Internship.
6. The internship can be done through day visits, postings or residential mode.
7. The supervisor shall guide the student to decide on the activities to be done during the Internship and shall also guide in preparing the Internship Report.

8. The Internship has to be completed within a span of 2 weeks for a total of 60 hours of training/ activities/ service, as required, with the supervision of the competent staff from the Internship Centre. In case the student is unable to complete the Internship within the stipulated time due to unforeseen reasons, the supervisor may extend the period as required.
9. The student shall keep a record of her daily activities in the format appended (**Appendix-III**), and get it signed by the supervisor/ the person authorised by the supervisor on a daily basis.
10. The supervisor shall assess the student for her/ his activities based on the skill and knowledge acquired and the service given etc., depending on the nature of work undertaken, and shall grade the performance in 15 marks as Continuous Evaluation (**Appendix-IV**).
11. On completion of the Internship, a report on the same, in the format (**Appendix-V**), shall be prepared by the student and countersigned by the supervisor.
12. The student shall submit the Internship Report along with the Daily Activity sheets and Continuous Evaluation Report to the Department Coordinator on the first day of their 5th Semester.
13. The ESE of the internship is based on the presentation of the report and based on the viva voce conducted by a committee constituted by the Department Council. Of the total 35 marks, 20 marks are for the internship report, and the remaining 15 marks should be given based on the performance in the viva.
14. The evaluation of the Internship shall be done by a committee constituted by the Department.

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Letter to Internship Centre

KU6INTPHL300

Appendix-I

DEPARTMENT OF PHILOSOPHY

GOVERNMENT BRENNEN COLLEGE, DHARMADAM, THALASSERY

To Whom It May Concern

This is to certify that [Name of the student and Register No.] is undergoing BA Philosophy Programme at this Institution and is required to complete an Internship of 30 Hours (2 Credits) under supervision, as a component of the Programme, from any of the Centre of the following nature.

- a) Rehabilitation Centres
 - b) Old Age Homes
 - c) Orphanages
 - d) Educational Setting
 - e) Local Bodies
 - f) Counselling Centres
 - g) NGOs
 - h) Organisational/Industrial setting
 - i) Social Services Centres
1. The candidate needs to undertake activities that can enhance her/ his skill/ knowledge/ understanding/ ability to serve society.
 2. The internship can be done through day visits, postings or residential mode.
 3. The candidate needs to work under a supervisor from the Internship Centre and the supervisor shall guide the student to decide on the activities to be done during the Internship and shall also guide in preparing the Internship Report.
 4. The candidate has to keep a record of the activities done and the same is to be countersigned by the supervisor/ the person authorised by the supervisor on daily basis.
 5. The supervisor needs to assess the student for her/ his activities based on the skill and knowledge acquired and the service given etc., depending on the nature of work undertaken, and shall grade the performance in 15 marks as Continuous Evaluation (**Appendix-IV**).
 6. On completion of the Internship, a report on the same, in the format (**Appendix-V**), shall be prepared by the student and countersigned by the supervisor.

You are requested to consider the candidate for Internship at your Institution/ Firm.

Dharmadam,

HoD/ Department/ Course Coordinator

Date:

Acceptance Letter from the Internship Centre

KU6INTPHL300

Appendix-II

1. Name of the Student :
2. Register No. :
3. Details of the Internship Centre Selected:
 - a. Name of the Centre:
 - b. Address of the Centre:

 - c. Nature of activities undergoing in the Centre:

 - d. Proposed kind of engagement by the candidate at the Centre:

 - e. Expected enhancement of skill/ knowledge:
 - f. Name of the Supervisor :
 - i. Contact No. :

Place:

Signature of the Student

Date:

COUNTERSIGNED

Name of the Supervisor with Seal

Record of Daily Activities at the Internship Centre

KU6INTPHL300

Appendix-III

Name of the Student:

Register No.

Name of the Internship Centre:

Name of the Supervisor:

Sl. No.	Date	Time from-to	Duration (Hours)	Activities Taken up	Skill/ Knowledge Acquired	Signature of the Student	Signature of the Supervisor/ representative
1							
2							
3							
Total Hours							

COUNTERSIGNED

Name of the Supervisor with Seal

Continuous Evaluation at the Internship Centre

KU6INTPHL300

Appendix-IV

Name of the Student:

Register No.

Name of the Internship Centre:

Name of the Supervisor:

Nature of Internship Activity:

Continuous Evaluation:

Sl. No.	Assessed Area	Max. Marks	Marks Awarded
1			
2			
3			
Total			

Place:

Date:

Name and Signature of Supervisor

Office Seal

Internship Report

KU6INTPHL300

Appendix-IV

The Internship Report shall include the following:

Cover Page:

Name of the Student:

Register No.

Internship Course Code and name:

Department:

Name of the Internship Centre:

Name of the Supervisor:

Content:

Brief History of the Internship Centre:

Nature of Activities Conducted at the Centre:

Mission and Vision of the Centre:

Nature of Internship Activity Taken up by the Student:

Knowledge/ Skill acquired through the Internship process.

Conclusion: