

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce, and Science College**  
**Ahmednagar (Autonomous)**  
(Affiliated to Savitribai Phule Pune University, Pune)



**National Education Policy (NEP)**  
**Choice Based Credit System (CBCS)**

**Programme Framework and Syllabus for**  
**Skill Enhancement Courses: Philosophy**  
**कौशल्य वृद्धी अभ्यासक्रम: तत्त्वज्ञान**

**Implemented from**  
**Academic Year 2024-25**

Ahmednagar Jilha Maratha Vidya Prasarak Samaj's  
**New Arts, Commerce and Science College, Ahmednagar  
(Autonomous)**

**Introduction of Skill Enhancement Courses: Philosophy**

We warmly welcome to that students who have chosen a subject, Philosophy which is quite new for you. You must be very curious about it. Philosophy is considered to be the mother of all sciences or branch of knowledge. Arts faculty studies various dimensions of human life, society and culture. The direct or indirect contribution of philosophy in the constitution of all these is very great. Seen from this perspective, the study of philosophy is foundational for an overall study of arts faculty. The main objective of this syllabus is to introduce this subject to students and make them understand its significance.

Since students are learning this subject for the first time, it is explained in simple a language as possible, using the examples from daily life. The scope of philosophy is very vast. It has many branches and sub-branches. In this syllabus we have included the subject matter of philosophy, the main questions it raises and the methods it uses are introduced for letting students understand the nature of the subject. This syllabus emphasizes upon three main questions in philosophy, namely, 'What is?' 'How do we know it?' and 'How does it affect our actions?' After students are acquainted with the branches of philosophy in this syllabus then the discussion of three branches respectively related to the questions stated above, namely, Metaphysics, Epistemology, Logic and Ethics will come with flow. We have also discuss the relation of Philosophy to Indian Knowledge System with Science and Technology in the context of some prominent problems in contemporary times.

From amongst the various traditions of philosophy that are found all over the world, we would get acquaint in this syllabus with the Indian and Western traditions. Through this, students will understand how philosophy is related to a culture and historical period.

In the second year, we will elaborately study the branches introduced to students of first year. At the same time we will also get information about new branches, new problems, new thoughts. Let us think about all of these and give a philosophical foundation to our lives. We hope that in these three years students will develop a linking of this subject and will have a motivation to go for an in depth study of the same.

**2. Programme Outcomes (POs):**

1. To explain the peculiar nature of the subject Philosophy, Logic and Gandhian thought.
2. To describe the significance of philosophy in life.
3. To explain how can person's actions be affected by philosophy.
4. To explain the main questions of philosophy.
6. To describe the association between culture and philosophy.
6. To explain different philosophical theories.

7. To understand the main problems in metaphysics and the related philosophical positions.
8. To distinguish between information, knowledge and belief.
9. To describe the significance of moral rules from the perspective of the association between individual and society.
10. To explain the role of philosophy with respect to science and technology.

**Skill Enhancement Courses: Framework and Course Distribution:  
Subject: Philosophy**

Sl. No.	Year	Semester	Level	Course Type	Course Code	Title	Credits
1.	I	II	5.0	SEC-01	SEC-PH-01T	Ethical skills in decision making	02
2.	II	III	5.5	SEC-02	SEC-PH-02T	Philosophical Counselling - I	02
3.	II	IV	6.0	SEC-03	SEC-PH-03T	Philosophical Counselling - II	02
<b>Total</b>							<b>06</b>

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Skill Enhancement Courses: Philosophy**

Title of the Course: Ethical skills in Decision Making								
Year: I				Semester: II				
Course Type	Course Code	Credit Distribution		Credits	Allotted Hours	Allotted Marks		
		Theory	Practical			CIE	ESE	Total
<b>SEC-01</b>	<b>SEC-PH-01T</b>	02	00	02	30	15	35	50

**Learning Objectives:**

1. To introduce the basic concepts of Ethical Decision Making.
2. To understand the basics of Ethical Decision.
3. To attempt to make decisions based on moral grounds.

**Course Outcomes (Cos)**

1. Students will be introduced to the basic concepts of Ethical Decision Making.
2. Students will understand the basics of Ethical Decision.
3. Students will attempt to make decisions based on moral grounds.

## Detailed Syllabus:

### Unit 1: Understanding Ethical problems / नैतिक समस्यांचे आकलन (Allotted 15 Lectures)

- a. Concept of Ethical Dilemma.
- अ. नैतिक उभयापत्ती ची संकल्पना
- b. Conflict: Right and Duty.
- ब. संघर्ष : हक्क आणि कर्तव्य
- c. Concept of Responsibility, Justice and fairness.
- क. जबाबदारीची संकल्पना , न्याय आणि निष्पक्षता
- d. Decision capacity in Everyday life (Sartre's concept of Bad-faith).
- ड. दैनंदिन जीवनातील निर्णय क्षमता (सार्तची अपश्रद्धा संकल्पना)

### Unit 2: Decision capacity on Ethical ground / नैतिक आधारावरील निर्णय क्षमता (Allotted 15 Lectures)

- a. Concept of Ethical Decision Making.
- अ. नैतिक निर्णय प्रक्रियेची संकल्पना.
- b. Ethical codes of conduct.
- ब आचरण विषयक नैतिक संहिता.
- c. Process and steps of Ethical Decision capacity.
- क. नैतिक निर्णय क्षमतेची प्रक्रिया आणि पायऱ्या.
- d. Importance of Ethical Decision making.
- ड. नैतिक निर्णय प्रक्रियेचे महत्त्व.

### Suggested Readings/Material:

1. Blanchard K. & Peale N.V., 'The Power of Ethical Management', William Morrow and Co. New York, 1988.
2. Mary Guy, 'Ethical Decision Making in Everyday Work Situations', Bloomsbury Academic, 1990.
3. Brown, M. "The Quest for Moral Foundations: An Introduction to Ethics". Georgetown University Press, 1996.
4. Heller, R. Making Decisions', DK New York, 1998
5. Josephson, M.S. Making Ethical Decisions', Josephson Institute of Ethics, 2002.