

Deccan Education Society's

**Kirti M. Doongursee College of Arts, Science
and Commerce (AUTONOMOUS)**

Dadar (W), Mumbai -28



Affiliated to

UNIVERSITY OF MUMBAI

Title of the program

B. A. (Philosophy)

Syllabus for

Semester – I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2026-27 Progressively)

PROGRAM OUTCOMES

PO	Description
A student completing Bachelor's Degree in Arts Program will be able to	
PO1	Disciplinary Knowledge: Demonstrate a blend of conventional discipline knowledge and its applications to the modern world. Execute strong theoretical and practical understanding generated from the chosen programme.
PO2	Critical Thinking and Problem solving: Exhibit the skill of critical thinking and use higher order cognitive skills to approach problems situated in their social environment, propose feasible solutions and help in its implementation.
PO3	Social competence: Express oneself clearly and precisely to build good interpersonal relationships in personal and professional life. Make effective use of linguistic competencies to express themselves effectively in real and virtual media. Demonstrate multicultural sensitivity in group settings.
PO4	Research-Related Skills: Seeks opportunity for research and higher academic achievements in the chosen field and allied subjects and is aware about research ethics, intellectual property rights and issues of plagiarism. Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of a research project be it in field or otherwise under supervision.
PO5	Personal and professional competence: Equip with strong work attitudes and professional skills that will enable them to work independently as well as collaboratively in a team environment.
PO6	Effective Citizenship and Ethics: Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
PO7	Environment and Sustainability: Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
PO8	Self-directed and Life-long learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

PROGRAM SPECIFIC OUTCOMES

PSO	Description
PSO1	Comprehensive Disciplinary Knowledge: Demonstrate a broad and integrated understanding of the foundational concepts, historical developments, and major schools of thought within both Indian and Western philosophical traditions.
PSO 2	Metaphysical and Epistemological Inquiry: Critically examine fundamental questions concerning the nature of reality, existence, self, and consciousness, as well as the sources, scope, and validity of human knowledge.
PSO 3	Ethical Reasoning and Moral Judgment: Analyze diverse normative ethical theories and value systems to develop reasoned responses to complex moral dilemmas in personal, professional, and public life.
PSO 4	Application of Philosophical Methods: Utilize philosophical modes of inquiry—including dialogue, conceptual analysis, and critical reflection—to address real-world challenges in areas such as mental well-being, technological ethics, and social communication.
PSO 5	Cross-Cultural and Interdisciplinary Perspective: Cultivate an appreciation for the plurality of philosophical worldviews across global traditions, and integrate philosophical insights with developments in other fields of human knowledge and creative expression.



Deccan Education Society's
Kirti M. Doongursee College of Arts,
Science and Commerce
(AUTONOMOUS)

Sr. No.	Heading	Particulars
1	Title of program	B.A. (Philosophy)
2	Eligibility Bachelor of Arts	HSC (Arts) Or Passed Equivalent Academic Level 4.0
3	Duration of program R: _____	Three Years
4	Intake Capacity R: _____	120

Sign of the HOD &
Coordinator
BOS in _____

Sign of the NEP Coordinator,
DES's Kirti M. Doongursee
College, Mumbai 28.

Sign of Principal
DES's Kirti M. Doongursee
College, Mumbai 28.

Preamble

1) Introduction: The Department of Philosophy offers an undergraduate program structured under the National Education Policy (NEP) 2020. The program provides a systematic study of Indian and Western philosophical traditions, covering core areas such as Epistemology, Metaphysics, Logic, and Ethics. It integrates classical philosophical methods with contemporary applications in media, artificial intelligence, film, and social discourse. The program aims to develop critical thinking, analytical reasoning, ethical judgment, and effective communication as foundational academic and life skills.

2) Aims and Objectives:

- To provide students with a comprehensive understanding of the fundamental concepts, methods, and branches of philosophy.
- To develop critical thinking and analytical skills for evaluating arguments, identifying fallacies, and assessing diverse sources of knowledge.
- To cultivate ethical reasoning by examining and comparing multiple moral frameworks from different cultural and philosophical traditions.
- To enable students to apply philosophical methods to contemporary personal, social, and professional challenges.
- To prepare students for higher education and careers that demand logical reasoning, research capabilities, and effective communication.
- To foster an appreciation for multicultural and global philosophical perspectives beyond canonical traditions.
- To enhance research-related skills including problem formulation, evidence evaluation, and reasoned argumentation.
- To develop effective communication skills for articulating complex philosophical ideas in written and oral forms.

3) Learning Outcomes

- Demonstrate knowledge of major philosophical concepts, schools, and methods.
- Analyze and evaluate arguments, assumptions, and logical structures.
- Apply ethical frameworks to personal, social, and professional dilemmas.
- Connect philosophical inquiry to contemporary issues in society and technology.
- Engage in independent and lifelong philosophical reflection.
- Formulate questions, gather evidence, and construct reasoned arguments.
- Communicate philosophical ideas clearly in written and oral forms.
- Recognize and respect diverse philosophical traditions and worldviews.

Semester	Course Code	Course Title	Vertical	Credit
I	26PHIMJ111	Foundations of Philosophy – I	Major	4
	26PHIVSC141	Philosophy of Media	VSC	2
II	26PHIMJ211	Foundations of Philosophy - II	Major	4
	26PHIVSC241	Philosophy of Artificial Intelligence	VSC	2
	26PHISE251	Mind, Media and Misinformation	SEC	2
	26PHIOE231	Philosophy of Film	OE 1	2
	26PHIOE232	AI, Ethics and Human Future	OE 2	2

Course Code	MAJOR 1 SEM – I	Credits	Lectures/Week
26PHIMJ111	Foundations of Philosophy - I	4	4

Course Objectives (CO):

CO1 - To introduce the foundational concepts, definitions, and branches of philosophy across both Indian and Western traditions.

CO2 - To cultivate an understanding of the distinctive methods of philosophical inquiry and their distinction from scientific and religious approaches.

CO3 - To develop the ability to apply philosophical methods to analyze abstract concepts and everyday dilemmas.

CO4 - To build the analytical skill required to compare and contrast major schools of thought, recognizing the diversity of philosophical worldviews.

Course Outcomes (OC):

OC1 - Demonstrate disciplinary knowledge by defining philosophy, identifying its major branches, and explaining the foundational differences between Indian Darshana and Western Philosophy.

OC2 - Exhibit critical thinking by distinguishing philosophy from science and religion, and by evaluating the strengths of various methods such as logical argumentation, doubt, and thought experiments.

OC3 - Apply analytical skills to differentiate between the core tenets of orthodox (*Āstika*) and heterodox (*Nāstika*) schools, as well as Rationalist and Empiricist traditions.

OC4 - Demonstrate personal competence and social awareness by recognizing the relevance of philosophical trends in addressing contemporary personal and societal challenges.

Unit	Topics	No of Lectures
I	Introduction to Philosophy - What is Philosophy? Why study Philosophy? - Science, Religion and Philosophy - Definitions of Indian and Western Philosophy - Branches of Philosophy. - Methods of Philosophy. Dialogue, Debate, Conceptual analysis, Doubting, Logical argumentation, Thought experiments, Traditional Indian Methods.	15
II	Introduction to Indian Philosophy - Vedas, Upanishads and Gita. - Introduction to <i>Aastik Darshana</i> 's (Orthodox Schools) - Introduction to <i>Nastik Darshana</i> 's (Heterodox Schools)	15

	Contemporary Philosophers	
III	Introduction to Western Philosophy - Natural Philosophers - Thales, Anaximander, Anaximenes, Pythagoras - Ancient Greek Philosophy - Socrates, Plato, Aristotle - Rationalist Philosophers - Descartes, Spinoza, Leibnitz - Empiricist Philosophers - Locke, Berkeley, Hume	15
IV	Some Current Trends and Careers in Philosophy - Philosophical Counselling (Case study) - Philosophy of Film (Critically analyzing a film) - AI and Consciousness (Experimenting with an AI model) - Careers in Law and Policy making	15

References:

- Grayling, A. C. (2019). The history of philosophy. Penguin Books.
- Nagel, T. (1987). What does it all mean? A very short introduction to philosophy. Oxford University Press.
- Russell, B. (1945). A history of Western philosophy. Simon & Schuster.
- Warburton, N. (2011). A little history of philosophy. Yale University Press.
Methods of Philosophy
- Cappelen, H., Gendler, T. S., & Hawthorne, J. (Eds.). (2016). The Oxford handbook of philosophical methodology. Oxford University Press.
- Williamson, T. (2020). The philosophy of philosophy (2nd ed.). Wiley-Blackwell.
Indian Philosophy
- Mohanty, J. N. (2000). Classical Indian philosophy. Rowman & Littlefield.
- Radhakrishnan, S. (1923). Indian philosophy (Vols. 1-2). Oxford University Press.
- Sharma, C. D. (2003). A critical survey of Indian philosophy. Motilal Banarsidass.
Western Philosophy (Ancient to Modern)
- Annas, J. (2000). Ancient philosophy: A very short introduction. Oxford University Press.
- Kenny, A. (2004). A new history of Western philosophy (Vols. 1-4). Oxford University Press.
- Scruton, R. (2001). A short history of modern philosophy: From Descartes to Wittgenstein (2nd ed.). Routledge.
Careers and Trends in Philosophy
- American Philosophical Association. (2016). *Beyond academia: Professional opportunities for philosophers*. American Philosophical Association.
- Evans, J. (2013). *Philosophy for life and other dangerous situations*. Rider.
- Williams, G. L. (1982). *Learning the law: Guide, philosopher and friend* (11th ed.). Stevens.
- Sorensen, R. A. (1992). Thought experiments. Oxford University Press.
- Falzon, C. (2014). Philosophy goes to the movies: An introduction to philosophy (3rd ed.). Routledge.

Course Code	VOCATIONAL SKILL COURSE SEM – I	Credits	Lectures/Week
26PHIVSC141	PHILOSOPHY OF MEDIA	2	2

Course Objectives(CO):

CO1 - To familiarize students with the historical evolution of media and the fundamental principles of semiotics.

CO2 - To develop an understanding of the relationship between media forms, societal values, and philosophical inquiry.

CO3 - To equip students with the practical skill of analyzing visual and auditory texts for underlying meaning and narrative structure.

CO4 - To foster the ability to critically distinguish between the use of film as a philosophical illustration and the analysis of film as an art form.

Course Outcomes (OC):

OC1- Demonstrate social competence and disciplinary knowledge by identifying various media forms and explaining how they shape and are shaped by cultural and philosophical contexts.

OC2- Exhibit critical thinking by applying semiotic analysis to deconstruct symbols and narratives in advertisements and films, moving beyond surface-level consumption to critical interpretation.

OC3- Apply research-related skills by analyzing character arcs and narrative structures to understand how literature and film communicate complex ideas about human nature and society.

OC4- Demonstrate effective communication and personal competence by articulating the difference between Philosophy through Film and Philosophy of Film.

Unit	Topics	No of Lectures
I	Introduction to Media - Understanding different types of Media – - Historical evolution of media. - Visuals - Photographs, Paintings, Comics, Posters, Ad Films, Short Films, Documentaries, Feature Films. - Audios - Narrations, Dialogues, Radio broadcasts, Podcasts, Music - Semiotics - Analysis of Symbols and Images and Paintings (Operation Sindoor, Apple, David Low Art) - Understanding Features of Auditory Media - <i>Akashwani</i>, <i>War of World's</i>, Audio plays - Understanding Structure, Symbols and Character Arcs in Literature - Novels and Poems - <i>Crime and Punishment</i>, Tagore - <i>Gitanjali</i>	15

II	Audio-Visual Mediums • ‘Philosophy through Film’ vs ‘Philosophy of Film’ • Ad Films - Analysis of <i>Coca Cola</i> • Short Films - <i>Juice</i>, <i>The Incident at the Owl Creek Bridge</i>, • Impact scenes - <i>Whiplash</i> Last scene, <i>Untouchables</i> baby scene, • Feature Films: <i>They Live</i>, <i>Roshomon</i>	15
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References:

1. Barthes, R. (1972). *Mythologies*. Hill and Wang.
2. Harari, Y. N. (2024). *Nexus: A brief history of information networks from the Stone Age to AI*. Random House.
3. Falzon, C. (2014). *Philosophy goes to the movies: An introduction to philosophy* (3rd ed.). Routledge.
4. McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.
5. Alagappa University. (2018). Evolution of media (M.A. Journalism and Mass Communication, Course No. 30912). Directorate of Distance Education.
6. Chandler, D. (2007). *Semiotics: The basics* (2nd ed.). Routledge.
7. Semiotics of a novel. *Journal of Social Sciences*.
<https://journalsocialsciences.de/index.php/jss/article/download/936/817/1610>
8. History and evolution of media: [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Journalism%20and%20Mass%20Communication_M.A.%20\(Journalism%20&%20Mass%20Communication\)%20-%20309%2012%20-%20Evolution%20of%20Media.pdf](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Journalism%20and%20Mass%20Communication_M.A.%20(Journalism%20&%20Mass%20Communication)%20-%20309%2012%20-%20Evolution%20of%20Media.pdf)
9. On semiotics: <https://analepsis.org/wp-content/uploads/2011/08/69249454-chandler-semiotics.pdf>
10. https://uk.sagepub.com/sites/default/files/upm-binaries/5171_Berger_Final_Pages_Chapter_1.pdf
11. Semiotics of a novel:
<https://journalsocialsciences.de/index.php/jss/article/download/936/817/1610>
12. Audio medium
13. <https://blogs.library.duke.edu/rubenstein/2013/05/10/radio-in-the-rwandan-genocide/>
14. <https://www.smithsonianmag.com/history/infamous-war-worlds-radio-broadcast-was-magnificent-fluke-180955180/>
15. Understanding paintings:
16. <https://youtu.be/-yxSjUvh0g8>
17. <https://www.youtube.com/watch?v=atHQpANmHCE>
18. <https://www.youtube.com/watch?v=NZCE3ot6lf8>
19. Understanding cinema
20. <https://aithor.com/essay-examples/semiotics-in-films-theory-functions-and-examples>
21. <https://youtu.be/SlpOaY-HMk>
22. <https://www.youtube.com/watch?v=h5FA2q6eRik>
23. <https://www.youtube.com/watch?v=h5FA2q6eRik>
<https://www.youtube.com/watch?v=sUzPRfvrVXg>
24. Coca cola essay: <https://www.youtube.com/watch?v=cr89pqBBl6M>

Course Code	MAJOR 2 SEM – II	Credits	Lectures/ Week
26PHIMJ211	FOUNDATIONS OF PHILOSOPHY - II	4	4
Course Objectives(CO): CO1 - To introduce the foundational concepts of Epistemology and Logic in both Western and Indian traditions. CO2 - To develop an understanding of major ethical theories, including Deontology, Utilitarianism, and the Indian concepts of Karma and <i>Puruṣārtha</i> . CO3 - To build the skill of assessing the validity and soundness of deductive and inductive arguments. CO4 - To broaden the philosophical horizon by introducing non-canonical traditions from African, Chinese, and Japanese thought.			
Course Outcomes (OC): OC1 - Demonstrate disciplinary knowledge by defining key epistemological terms and explaining the six sources of knowledge in Indian philosophy. OC2 - Exhibit effective citizenship and ethics by comparing Western ethical theories with Indian concepts of <i>Nishkāma</i> Karma and <i>Rta</i> to evaluate moral dilemmas with a multicultural perspective. OC3 - Apply critical thinking and problem-solving skills by using the principles of deduction and induction to assess the logical structure of everyday arguments and identify fallacies. OC4 - Demonstrate social competence and multicultural sensitivity by analyzing non-canonical philosophies like Ubuntu and Confucianism as viable alternative frameworks for community and ethics.			
Unit	Topics	No of Lectures	
I	Epistemology (Western) - What is Epistemology? - Sources of knowledge: Reason, Sense-perception, Intuition, Verbal Testimony. Epistemology (Indian) <i>Jñāna</i>, Concept of <i>Prama</i> and <i>Pramanas</i> - Types of <i>Pramanas</i> - <i>Pratyaksha</i>, <i>Anumana</i>, <i>Upamana</i>, <i>Shabda</i>, <i>Arthapatti</i> and <i>Anupalabdhi</i> - School-wise understanding of <i>Pramanas</i>	15	
II	Moral Philosophy (Western) - Egoism, Altruism, Universalism, - Subjectivism, Cultural Relativism, Intuitionism	15	

	• Deontology, Utilitarianism, Hedonism, Emotivism Moral Philosophy (Indian) • Concepts of <i>Ruta</i>, <i>Runa</i>, <i>Śreyas</i> and <i>Preyas</i> • Concept of <i>Purusārtha</i> • Law of <i>Karma</i>, <i>Nishkama Karma</i>	
III	Introduction to Logic (Western) • Definition, Nature and Scope from Western perspective • Basic Concepts: Argument, Inference, Proposition, Truth, Falsity, Validity and Soundness, Deductive and Inductive Inferences. Introduction to Logic (Indian) • Logical Reasoning in the Indian Tradition: Methods of Argumentation, • Introduction to <i>Anumana</i> in <i>Nyaya Darshan</i>	15
IV	Philosophies Beyond the Canon • Saints - Dnyaneshwar, Tukaram • African Philosophy - Ubuntu, Ujamaa • Chinese Philosophy - Confucianism, Daoism • Japanese - IKIGAI, Zen Buddhism • Arabic Philosophy - Rumi	15

References:

- 1) Lehrer, K. (2015). *Theory of knowledge* (3rd ed.). Routledge.
- 2) Matilal, B. K. (1986). *Perception: An essay on classical Indian theories of knowledge*. Oxford University Press.
- 3) Crisp, R. (Ed.). (2013). *The Oxford handbook of the history of ethics*. Oxford University Press.
- 4) Mohanty, J. N. (1993). *Essays in Indian philosophy: Traditional and modern*. Oxford University Press.
- 5) Copi, I. M., Cohen, C., & McMahon, K. (2016). *Introduction to logic* (14th ed.). Routledge.
- 6) B. K. (1998). *The character of logic in India*. State University of New York Press.
- 7) Ranade, R. D. (1933). *Mysticism in Maharashtra: Indian mysticism*. Aryabhushan Press.
- 8) Schomer, K., & McLeod, W. H. (Eds.). (1987). *The Sants: Studies in a devotional tradition of India*. Motilal Banarsidass.
- 9) Letseka, M. (2012). In defence of Ubuntu. *Studies in Philosophy and Education*, 31(1), 47–60.
- 10) Ivanhoe, P. J. (2000). *Confucian moral self cultivation* (2nd ed.). Hackett Publishing.
- 11) Barks, C. (Trans.). (1995). *The essential Rumi*. HarperSanFrancisco.
- 12) Kodama, K. (2018). *Ikigai: The Japanese secret to a long and happy life*. Penguin Random House.

Course Code	VOCATIONAL SKILL COURSE SEM – II	Credits	Lectures/ Week
26PHIVSC241	Philosophy of Artificial Intelligence	2	2
Course Objectives(CO): CO1 - To provide a foundational understanding of how Artificial Intelligence systems function and the role of data. CO2 - To examine the epistemological question of whether AI can genuinely know or merely simulate knowledge through pattern recognition. CO3 - To develop awareness of the ethical and societal challenges posed by AI bias and misalignment. CO4 - To encourage critical reflection on the limits of technology in understanding and replicating human values.			
Course Outcomes (OC): OC1 Demonstrate disciplinary knowledge by defining AI, Machine Learning, and Generative AI, and explaining the epistemological gap between human knowing and AI processing. OC2 Exhibit critical thinking and research-related skills by identifying and analyzing sources of bias in real-world AI applications and their sociotechnical impacts. OC3 Demonstrate effective citizenship and ethics by critically evaluating the AI Alignment Problem and the challenges of embedding ambiguous human values into technical systems. OC4 Exhibit self-directed and life-long learning by engaging with the philosophical implications of AI interpretability and preparing for a future shaped by socio-technological change.			
Unit	Topics	No of Lectures	
I	Foundations of AI - What is AI? - How does it work? - Role of Data and Algorithms. - Identifying Patterns/Predictions - Classification, Regression and Generative - Kinds of Errors in AI systems - Data biases, System design based biases AI Epistemology - How does AI know?	15	

	● Knowledge for Human vs Knowledge for AI ● Does AI genuinely know or just simulate knowing (pattern matching)? ● Can AI knowledge be considered Justified True Belief?	
II	AI offset and Interpretability ● Can AI totally understand Human Values? - Challenges of aligning AI systems with human intentions, values and societal contexts. ● Ambiguity inherent in defining alignment across diverse moral and cultural frameworks. ● Critiques the limitations of metric-based approaches to fairness. ● Role of sociotechnical systems, institutional dynamics, and feedback loops in shaping outcomes.	15
References: 1. Bostrom, N. (2014). <i>Superintelligence: Paths, dangers, strategies</i>. Oxford University Press. 2. Coeckelbergh, M. (2020). <i>AI ethics</i>. The MIT Press. 3. Floridi, L. (Ed.). (2021). <i>Ethics, governance, and policies in artificial intelligence</i>. Springer. 4. Mitchell, M. (2019). <i>Artificial intelligence: A guide for thinking humans</i>. Farrar, Straus and Giroux. 5. Russell, S. (2019). <i>Human compatible: Artificial intelligence and the problem of control</i>. Viking. 6. Tegmark, M. (2017). <i>Life 3.0: Being human in the age of artificial intelligence</i>. Alfred A. Knopf.		

Course Code	SKILL ENHANCEMENT COURSE	Credits	Lectures/ Week
26PHISE251	Mind, Media and Misinformation	2	2
Course Objectives(CO): CO1 - To define the nature of critical thinking and identify common cognitive biases that impede rational thought. CO2 - To develop the ability to distinguish between facts, opinions, beliefs, and propaganda in the digital environment. CO3 - To equip students with media literacy skills to analyze news construction and detect bias in reporting. CO4 - To foster an informed awareness of evidence evaluation and the ethics of information consumption and sharing.			
Course Outcomes (OC): OC1 - Demonstrate critical thinking and self-directed learning by defining cognitive biases and explaining their impact on decision-making in personal and social environments. OC2 - Exhibit effective citizenship and ethics by applying media literacy frameworks to analyze news headlines, identify propaganda techniques, and evaluate the credibility of digital sources. OC3 - Demonstrate social competence by distinguishing between primary evidence and secondary commentary, enabling clear and precise communication in both virtual and real-world discussions. OC4 - Apply research-related skills to deconstruct the agenda-setting function of media and compare coverage of events across different outlets to identify selective framing.			
Unit	Topics	No of Lectures	
I	What is Critical Thinking? • Meaning, importance in modern society • Why people don't think critically (bias, conditioning, emotions) • Difference between: Facts vs Opinions vs Beliefs, Knowledge vs Information • Cognitive Biases: Confirmation bias, Authority bias, Bandwagon effect, Availability heuristic • Case Study: WhatsApp forwards, Viral Instagram "facts"	15	
II	Literacy & News Analysis • How news is constructed - TRP, sensationalism, and agenda-setting • Comparison of the same news across channels like: <i>Doordarshan</i>, <i>Akashwani</i> and Modern informative media (Comparing headlines, highlights, setups, deliveries and emphasis points) • What is propaganda? Types of Propaganda: Advertising propaganda, Social media manipulation	15	

	● Noam Chomsky (Introductory theories) ● Evidence & Truth in the Digital Age: Types of evidence: Primary vs secondary sources, Eyewitness vs expert opinion ● How misinformation spreads	
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References:

1. Howell, T., & Kemp, G. (2014). *Critical Thinking: A Concise Guide* (4th ed.). Routledge.
2. Chaffee, J. (2018). *Thinking Critically* (12th ed.). Cengage Learning.
3. Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
4. Moore, B. N., & Parker, R. (2020). *Critical Thinking* (13th ed.). McGraw-Hill.

Additional References:

1. Ariely, D. (2008). *Predictably Irrational*. HarperCollins.
2. Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion*. Harper Business.
3. Dobelli, R. (2013). *The Art of Thinking Clearly*. Harper Paperbacks.
4. Elder, L., & Paul, R. (2020). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life* (3rd ed.). Foundation for Critical Thinking Press.
5. Herman, E. S., & Chomsky, N. (2002). *Manufacturing Consent*. Pantheon Books.
6. Levitin, D. J. (2016). *A Field Guide to Lies*. Dutton.
7. McRaney, D. (2011). *You Are Not So Smart*. Gotham Books.
8. Silver, N. (2012). *The Signal and the Noise*. Penguin Press.
9. Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: The Final Edition*. Yale University Press.
10. Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science*, 359(6380), 1146-1151.

Course Code	OPEN ELECTIVE – 1	Credits	Lectures/Week
26PHIOE231	Philosophy of Film	2	2
Course Objectives(CO): CO1 - To introduce students to the academic study of film through sociological, political, and philosophical lenses. CO2 - To develop an understanding of film as an independent art form with its own axiology and pragmatic impact. CO3 - To apply philosophical concepts to interpret the narrative and thematic depth of cinematic works. CO4 - To encourage a lifelong appreciation for film as a medium for complex philosophical reflection.			
Course Outcomes (OC): OC1 - Demonstrate disciplinary knowledge by defining and differentiating between Film Criticism, Film Theory, and Film Philosophy. OC2 - Exhibit social competence by explaining how films function as powerful mass communication tools that reflect and shape political and historical perspectives. OC3 - Apply critical thinking and problem-solving skills by utilizing epistemological frameworks to analyze questions of reality and truth in films. OC4 - Demonstrate self-directed learning by engaging with diverse cinematic forms to explore philosophical themes related to time, perception, and mortality.			
Unit	Topics	No of Lectures	
I	The Academic Study of Philosophy and Film – • 'Philosophy through Film' vs 'Philosophy of Film' • Learning from Films vs Learning about Films - • Academic engagements with film: Sociological, Political, Historical, Aesthetic, and Phenomenological Perspectives - • Film Criticism and Film theory • Cinematic language – Mise-en-scène, Montage, Diegesis, and how they carry philosophical meaning	15	
II	Philosophy through Films – • Impacting Scenes (<i>Whiplash</i> final scene) • Short Films: - Power, Desire, Consequence: <i>Juice</i> (2018) • Other visual representations: - Alexander Petrov (Animation works) • Feature Films: - Epistemology & Reality: <i>The Matrix</i> (1999),	15	

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| | <ul style="list-style-type: none"> - Consumerism and Mass Manipulation: <i>They Live</i> (1988) - Beauty of life - <i>Shwaas</i> (2004) | |
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References:

1. Mary. M. Litch. Philosophy Through Film, 2002, New York: Routledge.
2. Paisly Livingstone and Carl Plantinga (ed) The Routledge Companion of Film and Philosophy. 2009 New York: Routledge
3. Toby Miller and Robert Stam (ed) A Companion of Film Theory. 1999. Blackwell Publishing
4. Carroll, Noël and Choi, Finhee (ed.). Philosophy of Film and Motion Pictures – An Anthology. Blackwell Publishing, 2006.
5. Buchanan, Ian. A Dictionary of Critical Theory. Oxford University Press, 2010.
6. Conrad, Mark T. The Philosophy of Film Noir. American University Press (The University Press of Kentucky) 2007.
7. Encyclopedia Britannica.
8. Stanford Encyclopedia of Philosophy

Course Code	OPEN ELECTIVE - 2	Credits	Lectures/ Week
26PHIOE232	AI, Ethics and The Human Future	2	2
Course Objectives (CO): CO1 - To introduce students to the basic mechanics of Artificial Intelligence in an accessible, non-technical manner. CO2 - To explore the philosophical tension between viewing AI as a tool versus viewing it as an autonomous agent. CO3 - To cultivate ethical literacy by examining how AI systems can perpetuate bias and create new moral dilemmas. CO4 - To encourage critical reflection on the future of work, creativity, and human relationships in an AI-augmented society.			
Course Outcomes (OC): OC1 - Demonstrate interdisciplinary knowledge by explaining the difference between Narrow AI and General AI without relying on technical jargon. OC2 Exhibit effective citizenship and ethics by identifying real-world scenarios where AI bias leads to social harm or unfair outcomes. OC3 Apply critical thinking to evaluate utopian and dystopian narratives surrounding AI, distinguishing hype from realistic capability. OC4 Demonstrate social competence by articulating a personal stance on the value of human skills (e.g., empathy, judgment) in contrast to machine efficiency.			
Unit	Topics	No of Lectures	
I	Understanding AI: The Tool vs The Mind - What is AI, Machine Learning, and Generative AI? - Role of Data and Algorithms. - The Imitation Game: Can machines think? The legacy of the Turing Test. - The Black Box Problem: Why do we trust systems we don't fully understand? - Role of Data in providing information, biases and misalignment.	15	
II	Living with AI: Ethics and Society The Alignment Problem	15	

	● Human vs. Machine Error: Case studies in algorithmic failure ● The Future of Work and Creativity: Does AI replace human skill or augment it? – Writing, Art, Decision-making ● How AI-driven media algorithms shape desire, belief, and the "Self" in the digital age?	
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References:

1. Christian, B. (2020). *The Alignment Problem: Machine Learning and Human Values*. W. W. Norton & Company.
2. Broussard, M. (2018). *Artificial Unintelligence: How Computers Misunderstand the World*. The MIT Press.
3. Tegmark, M. (2017). *Life 3.0: Being Human in the Age of Artificial Intelligence*. Alfred A. Knopf.
4. Mitchell, M. (2019). *Artificial Intelligence: A Guide for Thinking Humans*. Farrar, Straus and Giroux.
5. O'Neil, C. (2016). *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Crown.
6. Russell, S. (2019). *Human Compatible: Artificial Intelligence and the Problem of Control*. Viking.

Evaluation Scheme for First Year 2026-27 (UG)

Under NEP 2020 (4 credits)

I. Internal Evaluation for Theory Courses – 40 Marks

1) Continuous Internal Assessment (CIA) Assignment - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 20 marks

2) Continuous Internal Assessment (CIA) ONLINE / OFFLINE Unit Test – 20 marks - 30 Minutes

II. External Examination for Theory Courses – 60 Marks

Duration: 2 Hours

Theory question paper pattern:

Question	Based on	Marks
Q.1	Unit I	15
Q.2	Unit II	15
Q.3	Unit III	15
Q.4	Unit IV	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

NOTE: To pass the examination, attendance is compulsory in both Internal & External Theory Examinations.

Evaluation Scheme for First Year 2026-27 (UG)

Under NEP 2020 (2 credits)

I. Internal Evaluation for Theory Courses – 20 Marks

1) Continuous Internal Assessment (CIA) Assignment - Tutorial/ Case Study/ Project / Presentations/ Group Discussion / Ind. Visit. – 10 marks

2) Continuous Internal Assessment (CIA) ONLINE / OFFLINE Unit Test – 10 marks - 15 Minutes

II. External Examination for Theory Courses – 30 Marks

Duration: 1 Hour

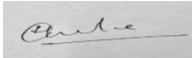
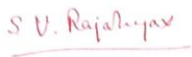
Theory question paper pattern:

Question	Based on	Marks
Q.1	Unit I	15
Q.2	Unit II	15

- All questions shall be compulsory with internal choice within the questions.
- Each Question may be sub-divided into sub questions as a, b, c, d, etc. & the allocation of Marks depends on the weightage of the topic.

NOTE: To pass the examination, attendance is compulsory in both Internal & External Theory Examinations.

Signatures of Team Members

Sr. No.	Name	Signature
1.	Mr. Saurabh Mhaske, Chairman	
2.	Ms. Janhavi Dhamdhere, Faculty	
3.	Ms. Gauri Bhosale, Faculty	
4.	Dr. Anagha Padhye-Deshmukh, Faculty	
5.	Dr. Radhika Jadhav, Subject Expert	
6.	Dr. Harish Navale, Subject Expert	
7.	Ms. Mrinalinee Vanarase, Industry Expert	
8.	Prof. Shankar Rajadhyax, Alumni	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 – 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Justification for Bachelors in Arts (Philosophy)

1.	Necessity for starting the course:	The program is essential to cultivate critical thinking, analytical reasoning, and ethical sensitivity among students. It provides foundational knowledge in both Indian and Western intellectual traditions and equips learners with transferable skills in logic, argumentation, and textual interpretation necessary for navigating complex social, cultural, and professional landscapes.
2.	Whether the UGC has recommended the course:	Yes
3.	Whether all the courses have commenced from the academic year 2023-24.	The course has already commenced in the university and in the academic year 2023-24 it is restructured under NEP 2020
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	This course is aided / self-financed based on the sanction given by University of Mumbai to affiliated colleges time to time.
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	The duration of the program is three years (6 semesters). It is not possible to compress the course.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120 per division
7.	Opportunities of Employability / Employment available after undertaking these courses:	Graduates acquire advanced skills in critical analysis, logical problem-solving, and ethical decision-making. Career pathways include higher education and research, civil services, law, journalism and media analysis, public policy, counselling and mental health support, corporate ethics and compliance, and roles in non-governmental and social sector organizations.

