



RAJA PEARY MOHAN COLLEGE

Department of Philosophy

B.A Honours in Philosophy

Programe Specific Outcome, Course Outcome, Programe Outcome

(PSO, CO, PO)

Department of Philosophy

Raja Peary Mohan College

B. A General in Philosophy

Programme Outcome, Programme Specific
Outcome and Course Comes
(PO, PSO & Cos)

Programme Outcome:

B.A General

- a) Students graduating through B.A. General Programme from this college are expected to develop an analytical skill which will enable them to solve the problem related issues that he/she faces in next level of their career.
- b) Students graduating from this college in this programme become able to relate the social and national issues to what they have learnt from their books and in the classroom situations.
- c) Students completing the programme become confident in the sense that they feel they are employable.
- d) The programme instill among the students the greater values of life to become worthy citizen of the country.

Programme specific Outcome:

B.A. General with Philosophy Programme

- Philosophy is not only an abstract thinking but it precludes the potential of thinking beyond the structural boundaries. The skill of philosophizing will develop the potential to create an out of box thinking. The B. A General with Philosophy programme in Raja Peary Mohan College under the University of Calcutta is an attempt to both introduce and, at the same time, provide an in depth look into one of the most challenging subjects that one can study.
- The core idea of the course is to make the student aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief, or religion or science.
- The programme has been covered by the domain of society, religion, ethics and aesthetics. With the special focus on the present day problematics of life and living in society.
- The study of reasoning provides the anatomy of examining thought and argument and will provide an essential skill of reasoning.
- The Programme will be able to think creatively and independently, exploring possibilities beyond those entrenched in prevailing opinion and practice.

Format of the Semesters

Core Courses[Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]

Semester 1 CC-G-1-Indian Epistemology and Metaphysics

Semester 2 CC-G-2-Western Epistemology and Metaphysics

Core Courses [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

Semester 3 CC-G-3-Western Logic

Semester 4 CC-G-4-Philosophy of Mind

SKILL ENHANCEMENT COURSE SEC (G)

Semester 3[Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

SEC- A

Option 1.:Buisness Ethics

Semester 4[Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

SEC- B (Any one from the options given below)

Option 1 Man and Environment

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE (G)

Semester 5: [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

DSE-A (Any one from the options given below)

Option 1 Ethics: Indian and Western

Semester 6: [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

DSE-B-(Any one from the options given below)

Option 1 Social and Political Philosophy

Semester wise Course Outcomes in B.A General in Philosophy:

Semester 1: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]

Core Course- CC(G)-1/GE(H)/GE-1-Indian Epistemology and Metaphysics (Carvaka, Jainism, Buddhism, Nyāya, Vaisesika school of Indian thought)

1. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take from challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

Semester 2: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-)) and Students for Philosophy as third subject in Pure General (GE-1)]

Core Course- CC(G)-2/GE(H)/GE-2- Western Epistemology and Metaphysics :

1. The Course is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the ancient and modern western world.
2. This course seeks to enable the students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others. It will also make students aware that there is no place for superficial approach to the complex questions in life.

Semester 3: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

Core Course- CC(G)-3/GE(H)/: Western Logic

1. Logic is fundamental to the way human beings communicate. Though our public debate and private reasoning are shaped by logical principles, we are not able to spell them out without a basic training in logic.
2. Logic course helps the students to develop an understanding of the basic concepts of logic and language as well as familiarity with precise models of deductive reasoning. It will also facilitate an understanding to effectively distinguish between rhetoric, fallacious arguments and sound reasoning in real life. Identifying these distinctions is quite significant to preserve one's intellectual sanctity in an increasingly media saturated world with fake news.
3. This course is designed as an introductory course in logic which will bring out the standard forms of Formal and Informal reasoning. It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning

SKILL ENHANCEMENT COURSE SEC(G)

SEC- A-Business Ethics:

This course aims to

- Promote understanding of the importance for business and the community of ethical conduct
- Provide the skill with which to recognise and resolve ethical issues in business
- Encourage reflection on the ethical dimension of own decision making in workplace and other setting.

Semester 4: [Syllabus for Students from other Hons[GE (H)], Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

Core Course- CC(G)-4/GE(H): Philosophy of Mind.

1. Debates concerning the nature of mind and consciousness are active and ongoing, with implications for philosophy, psychology, artificial intelligence and the neurosciences. It is difficult to understand how minds fit into the physical world and interact with material things. It is hard to explain how minds are capable of representing the world. And it is a deep mystery how conscious experience relates to our bodies and brains. This course will take a philosophical approach to these questions, exploring some of the metaphysical and conceptual issues that underlie psychological and neuroscientific explanations.
2. Reflection on the nature of mental phenomena, mental function and its relationship to the physical body and other mind.
3. At the end of the course, the successful student will be able to do Explain the ordinary notion that the mind causes the body to do various things, and then explain the difficulties anyone will have integrating this notion with the apparent result of the sciences.

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE (G)

Semester 5: [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-))]

DSE-A Ethics: Indian and Western

1. In the knowledge tradition of India, ethics has its origin in its religious and philosophical thinking. In every religious tradition, good moral conduct is considered essential for a happy and contented life. Without following the path of righteousness no one can attain supreme goal (mokṣa) of life.
2. The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.
3. To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis. It also inculcates, among students, a larger awareness of public issues and empathy with marginalised issues in society

Semester 6: [Syllabus for Students from Core Course for Pure General Course Students (Philosophy as 1st or 2nd subject (CC-G-)]

DSE-B- Applied Ethics and Philosophy of Religion

1. The course objective is to apply the theoretical tools of Ethics in life situations as well as devise ethical resolutions in moral dilemmas as they come up. This will gradually generate an ethical acumen amongst the students of philosophy.
2. Develops an awareness of the main philosophical debates in contemporary philosophy regarding the nature of and existence of God in the Indian and western religions, and about the nature and rationality of religious belief.
3. To familiarize the students with basic concepts of religion and its philosophical significance. To develop a wider vision for contemporary issues in religion.

Department of Philosophy

Raja Peary Mohan College

B. A Honours in Philosophy

Programme Outcome, Programme Specific Outcome

and Course Outcomes
(PO, PSO & COs)

Programme Outcome:

B.A Honours

- a) Students graduating through B.A. Hons Programme from this college affiliated to the University of Calcutta are expected to develop an analytical skill which will enable them to solve the problem related issues that he/she faces in next level of studies.
- b) Students, although at the initial stage after getting admission faces difficulty in their language skill, but when they pass the programme, they are expected to become pretty able to communicate their understanding in the subject.
- c) Students of this programme will become capable to ask questions, critically appreciate a scholarly presentation of any form and debate upon the issues which invite cross discussions.
- d) Students graduating from this college in this programme become able to relate the social and national issues to what they have learnt from their books and in the classroom situations.
- e) Students completing the programme become confident in the sense that they feel they are employable.
- f) The programme instills among the students the greater values of life to become worthy citizen of the country.

Programme Specific Outcome:

B.A. Honours in Philosophy Programme

- Philosophy is not only an abstract thinking but it precludes the potential of thinking beyond the structural boundaries. The skill of philosophizing will develop the potential to create an out of box thinking. The BA (Hons) Philosophy programme in Raja Peary Mohan College under the University of Calcutta is an attempt to both introduce and, at the same time, provide an in depth look into one of the most challenging subjects that one can study.
- Philosophical thinking is not an alienated discourse which subjugates life. Life is panorama of philosophical thinking. Philosophy is vast in scope and intense in analysis and the Honours course tries to provide a taste of the extent of philosophy and the intensity of the argumentation and analysis at the same time.
- The core idea of the Honours course is to make the student aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief, or religion or science.
- B.A. Philosophy Honours students will be also able to acquire knowledge that is vital to the discipline of Philosophy, including knowledge of core concepts, distinctions, theories, argumentative techniques, movements, and influential figures, within the core fields of aesthetics, ethics, epistemology, logic, metaphysics, and social & political philosophy with the special focus on the present day problematics of life and living in society. It will introduce students to the great philosophers and their ideas and also how one thinks about

contemporary problems through the lens of their theories. It will give a comprehensive sweep of Indian and Western philosophy. The domain of the history of Indian and Western Philosophy is an aspiring and inspiring discourses on thought and life. It will also make the students aware of the main currents of thought in Ethics. Students can also explore Philosophy of Science, Logic, Feminism and Bio-ethics amongst many other core and optional papers.

- The study of reasoning provides the anatomy of examining thought and argument and will provide an essential skill of reasoning.
- Students of B.A. Honours in Philosophy will be able to reason clearly and carefully, employing the principles of logic to construct cogent arguments in both speech and writing. Their capacity to reason clearly and carefully will be manifest in their use of a) deductive reasoning skills, wherein the conclusion is embedded in the conditions that are known, given, or accepted, and b) inductive reasoning skills, wherein one must reason beyond the conditions that are known, given, or accepted. They will be able to speak and write clearly and cogently.
- With this Programme students will be able to think creatively and independently, exploring possibilities beyond those entrenched in prevailing opinion and practice and will also develop a strong set of critical, imaginative and informed reasoning skills, will be able to understand the nature of the human mind, language, morality, politics, art, logic and will also become aware of the world, environment and speculate 'hereafter'.
- Under Graduate Programme in Philosophy will enrich the potential of knowledge by creating a critical, comprehensive and will ensure the capacity of inquiring mind.
- Upon successful completion of the programme the graduate would demonstrate an ability to understand various philosophical concepts, thoughts, movements and philosophers, an ability to apply the philosophical outlook towards society, politics and human development.

Semester-wise Course for B.A. (Honours) in Philosophy

	Sem-1	Sem-2	Sem-3	Sem-4	Sem-5	Sem-6
Core Course (CC)	2TH+2TU CC-1&2	2TH+2TU CC-3&4	3TH+3TU CC- 5,6 &7	3TH+3TU CC- 8,9 &10	2TH+2TU CC-11&12	2TH+2TU CC-13&14
Discipline Specific Elective (DSE)					2TH+2TU DSE-A(1) +B(1)	2TH+2TU DSE-A(2) +B(2)
Skill Enhancement Course (SEC)			1TH+0TU SEC- A(1)	1TH+0TU SEC-B(2)		
Generic Elective (GE)	1TH+1TU GE-1	1TH+1TU GE-2	1TH+1TU GE-3	1TH+1TU GE- 4		
Ability Enhancement Compulsory Course (AECC)	1TH+0TU AECC-1	1TH+0TU AECC-2				
Total No. of Courses and Marks	4 x 100 = 400	4 x 100 = 400	5 x 100 = 500	5 x 100 = 500	4 x 100 = 400	4 x 100 = 400
Total Credits	20	20	26	26	24	24

TH = Theory T = Tutorial

- CC/GE/DSE : Each theory and Tutorial Course have 5 and 1 Credit(s) respectively
- GE : Covering two subjects with two courses each; any subject in any semester; CC of a different subject in general course is to be treated as GE for Honours Course
- DSE/SEC : Group (A&B) for specified semesters
- AECC/SEC : Each Course has 2 Credits
- AECC-1 : Communicative English / MIL; AECC-2 : Environmental Studies

Format of the Semesters

Semester 1

- CC(H) 1- Indian philosophy - I
- CC(H) 2- History of western Philosophy - I

Semester 2

- CC (H)3 Indian philosophy - II
- CC (H)4 History of Western Philosophy- II

Semester 3

- CC(H) 5- Philosophy of Mind
- CC (H)6- Social and Political philosophy
- CC (H)7 Philosophy of Religion

Semester 4

- CC (H) 8 Western Logic – I
- CC (H) 9 Western Logic – II
- CC(H) 10 Epistemology and Metaphysics (Western)

Semester 5

- CC (H) 11 Indian Logic and Epistemology – I
- CC (H) 12 Ethics (Indian)

Semester 6

- CC (H) 13 Indian Logic and Epistemology – II
- CC (H) 14 Ethics (Western Ethics)

Discipline Specific Elective Course –

DSE-A-(1) AND DSC-B-(1) in Semester 5 and DSE-A-(2) AND DSC-B-(2) in Semester 6

- DSE A-1- 1.3 Philosophy of language (Indian)
- DSE – A- 2- 2.2 Applied Ethics
- DSE –B-1-- 1.1 An Enquiry Concerning Human Understanding
- DSE –B-2—1.1Swami Vivekananda

Skill Enhancement Course

SEC-A-(1) in Semester 3 and SEC-B-(2) in Semester4

- SEC –A-(1)-Man and Environment.
- SEC –B-(2)- Philosophy of Human Rights

Semester wise Course Outcomes in B.A Honours in Philosophy:

Semester 1:

CC(H) 1- Indian philosophy - I (Carvaka, Jainism, Buddhism, Nyāya, Vaisesika school of Indian thought)

1. The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on Carvaka to Vaisesika school of Indian thought through interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection .
2. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take from challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.
3. After completion of the course one can find out some relative and thoughtful answer regarding the nature and substance of the entire world as well as the universe and this course will help the students to prepare themselves for higher studies and NET/SET/other examination for entry into services.

CC(H) 2- History of western Philosophy - I :(Pre Socratic Philosophy, Plato , Aristotle , St. Thomas Aquinas, Descartes, Spinoza, and Leibniz)

1. The Course is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the ancient and modern western world. The syllabus comprises of philosophers of Pre Socratic Philosophy and philosophers Plato , Aristotle , St. Thomas Aquinas and rationalist and modern western philosophers like Descartes, Spinoza, and Leibniz .
2. This paper seeks to enable the students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others. It will also make students aware that there is no place for superficial approach to the complex questions in life.
3. After completion of the said course a student can analyse human capacity of reasoning within the classical framework of Indian tradition and this course will help the students to prepare themselves for higher studies and NET/SET/other examination for entry into services.

Semester 2

CC (H)3 Indian philosophy - II(Sāmkhya, Yoga, Mīmāṃsā, Vedānta school of Indian thought)

1. The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on Sāmkhya, Yoga, Mīmāṃsā, Vedānta school of Indian thought through interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection .
2. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take from

challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

3. After completion of the said course a student can analyse human capacity of reasoning within the classical framework of Indian tradition and this course will help the students to prepare themselves for NET/SET/other examination for entry into services.

CC (H)4 History of Western Philosophy- II

1. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The discussion will focus on the empiricist school of western philosophy. The syllabus comprises of philosophers like Locke, Berkley Hume and Kant. This paper seeks to enable the students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others. It will also make students aware that there is no place for superficial approach to the complex questions in life.
2. This course will enable the students to appreciate the intricacies involved in the notion of knowledge and its cognates such as justification. Discussions on the definitions of knowledge and various puzzles associated with it, discussions on foundationalist and coherentist approaches to justification etc. will help the students to recognise the nuances of the various epistemic puzzles and this course will help the students to prepare themselves for higher studies and NET/SET/other examination for entry into services.

Semester 3

CC(H) 5- Philosophy of Mind

1. Debates concerning the nature of mind and consciousness are active and ongoing, with implications for philosophy, psychology, artificial intelligence and the neurosciences. It is difficult to understand how minds fit into the physical world and interact with material things. It is hard to explain how minds are capable of representing the world. And it is a deep mystery how conscious experience relates to our bodies and brains. This course will take a philosophical approach to these questions, exploring some of the metaphysical and conceptual issues that underlie psychological and neuroscientific explanations.
2. To acquaint the student with the problem of philosophy of mind with special reference to mind-body dualism, Parallelism, Behaviourism and Functionalism.
3. Reflection on the nature of mental phenomena, mental function and its relationship to the physical body and other mind.
4. Upon successful completion of this course, students will have the knowledge and skills to: Understand and articulate some of the prominent issues in philosophy of mind, analyse and critically evaluate theories, arguments and presuppositions of prominent figures in philosophy of mind, argue for a philosophical position related to the material covered in the course., engage in philosophical discussion and debate, verbalise interpretations and criticisms of the various ideas discussed throughout the course.
5. At the end of the course, the successful student will be able to do the following:
 - i. Explain the ordinary notion that the mind causes the body to do various things, and then explain the difficulties anyone will have integrating this notion with the apparent result of the sciences.

- ii. Explain the differences between theories of mind such as substance dualism, property dualism, philosophical behaviorism, identity theory (reductive materialism), functionalism and eliminative materialism.
 - iii. Present arguments both in favor of and against some of the traditional problems that have arisen for any theory of mind, e.g., the problem of other minds, the problem of self-consciousness, the problem of free will, the semantic problem, and the methodological problem.
6. Students will also be able to do some of the following:
- i. Review the way in which psychology as a discipline emerged from the philosophical study of mind.
 - ii. Critically evaluate some of the following theories: physical identity theories, physical supervenience theories, functionalist theories, epiphenomenalist theories, eliminativist theories, anomalous monist theories, mysterian theories, and dual aspect theories.
 - iii. Show the argument(s) for the view, and critically assess the argument(s) for the view that we can establish that there are other minds.
 - iv. Review some of the main theories on personal identity, and critically examine these theories.

CC (H)6- Social and Political philosophy :

1. This course aims at studying different range of social and political thinkers, theories and concepts. It would provide a broad survey of fundamental, social and political questions in current context discussing philosophical issues central to political and social thoughts.
2. This course may make students a better citizens by understanding the notions of governance and democracy. It enables them to know rights of Individuals and communities, and to learn to live in cohesive manner in a multicultural setup.
3. The objective of this course is to acquaint the students of philosophy with philosophical aspects of society and politics: Western and Indian
4. Understanding the basic concepts Like:Secularism,Nationalism, Humanism, Equality, Liberty ,sovereignty and the relation between the individual and society

CC (H)7 Philosophy of Religion:

1. Develops an awareness of the main philosophical debates in contemporary philosophy regarding the nature of and existence of God in the Indian and Western religions, and about the nature and rationality of religious belief.
2. To familiarize the students with basic concepts of religion and its philosophical significance. To develop a wider vision for contemporary issues in religion.
3. The students will acquire a general understanding of religious issues .They will learn to think critically about religious issues.
4. By the end of this course, you should be able to:
 - i. identify key concepts in the philosophy of religion
 - ii. identify the many approaches to understanding religion in anthropology, psychology, sociology, phenomenology and philosophy
 - iii. relate ideas about religion and spirituality to the history of politics and contemporary issues
 - iv. discuss the issues involved in the debate between science and religion

- v. apply the ideas discussed to your personal life and your choices.

Skill Enhancement Course

SEC-A-(1) in Semester 3 - Man and Environment.

1. Upon completion of this lesson, students will be able to:
 - i. outline the ways humans impact the environment.
 - ii. explain the results of human impact to the environment.
 - iii. list strategies to reduce the environmental impact of humans.
 - iv. understand the different ways in which ancient people worship nature
 - v. demonstrate an awareness of the attitude of respect for nature
 - vi. exhibit the intrinsic value of nature, according to western stand points.
 - vii. understand the contemporary views of Environmentalist.

Semester 4

CC (H) 8 Western Logic – I

1. Logic is fundamental to the way human beings communicate. Though our public debate and private reasoning are shaped by logical principles, we are not able to spell them out without a basic training in logic.
2. Logic course helps the students to develop an understanding of the basic concepts of logic and language as well as familiarity with precise models of deductive reasoning. It will also facilitate an understanding to effectively distinguish between rhetoric, fallacious arguments and sound reasoning in real life. Identifying these distinctions is quite significant to preserve one's intellectual sanctity in an increasingly media saturated world with fake news.
3. This course is designed as an introductory course in logic which will bring out the standard forms of Formal and Informal reasoning. It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning
4. Formal logic enhances the reasoning skills and develops ground for rejecting the wrong arguments on the basis of sound inferences. It creates ground for eliminating superstitious beliefs and creates ways for strong arguments.
5. To acquaint the students with basic logical concepts of both Deductive and Inductive Logic and to develop skills for validating/invalidating syllogisms through rules and Venn Diagram.

CC (H) 9 Western Logic – II

1. This course aims to equip the students with an understanding of the basic logical concepts which helps to enhance their reasoning capacity, proving validity and invalidity of argument forms. They learn various logical tools and methods with the application of rule, axioms and theorems.
2. Developing skill of logical thinking and avoiding errors or fallacious reasonings
3. It enhances the logical reasoning and problem-solving skills. The significance of this paper is that it prepares students to reason out in day to day life situations as well as to develop the skill to clear various competitive examination.
4. As the course enhances the reasoning power of the students, one can select the better chance among the present scopes after completion of the course and this course will help the students

to prepare themselves for higher studies and NET/SET/other examination for entry into services.

CC(H) 10 Epistemology and Metaphysics (Western)

1. The objective of the course in Analytic Philosophy for Honours students is to make them conversant with an important school of Western Philosophy in the 20th century that led to a revolutionary re-conceptualization of the subject matter and methodology of philosophy in terms of linguistic analysis, logic and mathematics. Analytic philosophy is generally seen as the dominant philosophical tradition in the English-speaking world even today.
2. The course in Analytic Philosophy will introduce the students to the primary thinkers of one of the most important and influential schools of thought in Western Philosophy. It will enable students in acquainting them with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century,
3. This course will enable the students to appreciate the intricacies involved in the notion of knowledge and its cognates such as justification. Discussions on the definitions of knowledge and various puzzles associated with it, discussions on foundationalist and coherentist approaches to justification etc. will help the students to recognise the nuances of the various epistemic puzzles and this course will help the students to prepare themselves for higher studies and NET/SET/other examination for entry into services.

Skill Enhancement Course

SEC-B-(2) in Semester4- SEC –B-(2)- Philosophy of Human Rights

1. The course will provide the students with an understanding of some of the main philosophical debates about human rights, concerning how the concept of human rights should be understood, how human rights can be justified and the moral relevance of human rights.
2. Upon successful completion of this course the student will be able to critically participate in these debates and will have the foundation for understanding new questions arising within the philosophy of human rights.
3. understand the historical growth of the idea of human rights, exhibit the idea of natural law and natural rights as, demonstrated by Thomas Hobbes and John Lock, differentiate natural rights from the fundamental rights and human rights, understand the importance of preamble, fundamental, rights and duties as stated in Indian constitution and understand the contemporary view.

Semester 5

CC (H) 11 Indian Logic and Epistemology – I

1. The objective of this course is to engage the student in a participative framework to critically and creatively look at the dialogical and pluralistic epistemological traditions within the mosaic of what is called the Indian Philosophical Textual Depository. The primary focus will be on the three sources of knowledge and cognitive activity: perception, inference, comparison and verbal testimony.
2. After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.
3. Qualified students can easily differentiate valid knowledge from invalid ones on the basis of their learned reasoning capacity and this course will help the students to prepare themselves for higher education studies and NET/SET/other examination for entry into services.

CC (H) 12 Ethics (Indian)

1. The outcome of the course is to understand the basic of Indian ethics which includes Hindu, Jaina and Buddhist ethics.
2. In the knowledge tradition of India, ethics has its origin in its religious and philosophical thinking. In every religious tradition, good moral conduct is considered essential for a happy and contented life. Without following the path of righteousness no one can attain supreme goal (mokṣa) of life.
3. The foundations of Indian ethics can be seen in the metaphysical and theological beliefs in the form of worship, prayers and ideals and principles of the society. In India, there exists an intimate relationship between ethics and religion.
4. After having run through the Indian ethics the students will enumerate various ethical concepts of different Indian philosophical and religious traditions and gain a better orientation from the ethical perspective.

Discipline Specific Elective Course

DSE A-1- 1.3 Philosophy of language (Indian)

1. This course enables students to develop the ability to read and interpret philosophical texts. The study of the Philosophy of Language from the Indian context exposes students to the problems of understanding language, meaning, reference and other related concepts in Indian philosophy.
2. Students are able to know, towards the end of the course, what they learnt and communicate to others their understanding of the fundamental issues in philosophy of language.

DSE –B-1-- 1.1 An Enquiry Concerning Human Understanding:David Hume

1. The Western philosophical tradition forms a key component of the discipline since the domain area borrows plenty of fodder from Western philosophical thinkers. Having been introduced to history of Western Philosophy, the students would now be expected to read and critically examine the basic text of some prominent contemporary

philosophical thinkers in West. One Such text is “An Enquiry Concerning Human Understanding” by David Hume. This would enable the students to get a first- hand exposure to core philosophical issues that bothered these Western philosophers.

2. The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills. By focusing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview

Semester 6

CC (H) 13 Indian Logic and Epistemology – II

1. The objective of this course is to engage the student in a participative framework to critically and creatively look at the dialogical and pluralistic epistemological traditions within the mosaic of what is called the Indian Philosophical Textual Depository. The primary focus will be on the three sources of knowledge and cognitive activity: perception, inference, comparison and verbal testimony.
2. After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.
3. Qualified students can easily differentiate valid knowledge from invalid ones on the basis of their learned reasoning capacity and this course will help the students to prepare themselves for higher studies and NET/SET/other examination for entry into services.

CC (H) 14 Ethics (Western Ethics)

1. The objective of this course is to acquaint the students of philosophy with moral aspects of Human Existence through the basic teachings of Western ethics and is to introduce students to basic ethical theories which enhance their decision making capabilities. The course is designed to help them achieve clarity and creative approach in a given situation.
2. Understanding the basic value and importance of life with the knowledge of ‘ought’ and ‘is’ statements.
3. The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.
4. Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the students to contribute voluntarily to the society as a responsible member.
5. To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis. It also inculcates, among students, a larger awareness of public issues and empathy with marginalised issues in society

Discipline Specific Elective Course

DSE – A- 2- 2.2 Applied Ethics

1. The course objective is to apply the theoretical tools of Ethics in life situations as well as devise ethical resolutions in moral dilemmas as they come up. This will gradually generate an ethical acumen amongst the students of philosophy.
2. This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in different fields of are a part of this course curriculum.
3. After studying the course of Applied Ethics the students should be able to differentiate between normative ethics and applied ethics understand and explain some important issues and problems in practical moral philosophy, solve the daily life's problems by applying ethical principles of normative ethics.

DSE –B-2—1.1Swami Vivekananda

This course is designed to make:

1. To acquaint the students with the recent developments of the long continuing trends of Indian Thought
2. Understanding the thoughts of the Neo-Vedantists like Vivekananda.

PROGRAM OUTCOMES

Students of all undergraduate general degree programs should have acquired the following abilities/ values at the time of graduation:

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational and personal) from different perspectives.

PO2. Social Interaction: Elicit views of others, mediate disagreements and help reach conclusions in group settings.

PO3. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO4. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO5. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO6. 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):

1. State the meaning of Philosophical, Psychological and Sociological aspect of foundation in Education.
2. Discuss the nature of Philosophical, Psychological and Sociological aspects of foundation in Education.
3. Explain the scope of Philosophical, Psychological and Sociological aspects of foundation in Education.
4. Discuss the Historical aspect of foundation in Education.
5. Identify the different aspect of Educational Management.
6. Explain the different aspect of Educational Technology.
7. Discuss the different aspect of Educational Statistics.
8. Identify the different aspect of Inclusive Education.
9. Distinguish the difference among different foundations of Education.

Course Outcomes (CO):

1. Discuss the meaning, nature, scope and aims of education.
2. Discuss the meaning and scope of educational Philosophy.
3. Explain the factors of education and their relationships.
4. Describe the knowledge, reality and value of different Indian schools of philosophy namely Sankhya, Yoga, Buddhism and Jainism.
5. Discuss the educational view of different western schools of philosophy namely Idealism, Naturalism, Pragmatism and Realism.
6. Explain the concept of Democracy, Socialism and Secularism.
7. State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Rousseau, Dewey, Froebel and Montessori.
8. Discuss the meaning, nature and scope of Educational Sociology and relation between Education and Sociology.
9. Describe the Social factor and their relation to education.
10. Define social groups, socialization and social institution and agencies of education.
11. Explain the social change and its impact of education.
12. Discuss the concept, nature, scope and uses of Psychology in education.
13. Explain the influence of growth and development in education.
14. Describe the meaning and concept of learning, its theories and factors.
15. Explain the application of learning theories in the classroom situation.
16. Discuss the concept and theories of intelligence and creativity.
17. Explain the concept and development of personality.
18. Discuss the concepts of measurement and evaluation in the field of education.



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