

Department of Philosophy

Programme Specific Outcomes (PSO) of Philosophy Honours.

The three year Under Graduate course in Philosophy Honours initiates students to Epistemology and Metaphysics, Logic, Indian Philosophy, History of Modern and Western Philosophy and Ethics, Philosophy of Religion and Existentialism. The course develops interests in learning philosophy with clarity and analysing the philosophical concepts with philosophical reflection and analysis. The course also helps to develop critical thinking. After successfully completing the 3year degree course the following Programme Specific Outcomes are expected of the students:

PSO1: After completion of the three-year honours course in Philosophy students are expected to read the philosophical books written by various philosophers on various philosophical topics to get an overall idea of philosophy and also for widening the philosophical knowledge, to create enthusiasm and interest to do progress in research works and to write small articles on various philosophical topics. To develop the logical thinking capabilities, to inspire other students also to study philosophy.

PSO2: first of all, to developed love for the subject, their power of constructive critical thinking and to provide a reflective, logical and systematic solutions to the problems faced in philosophy, - either metaphysical, empirical social, political and religious.

PSO3: to decide and progress in the philosophical areas which interest them most and to pursue in that area, inquire, understand and to write research articles for the further progress of those areas.

PSO4: to learn and understand the different methods of doing philosophy, understanding their significance and applying them in the relevant areas.

PSO5: At the end of the programme the students are expected to learn the research methodology and to apply them validly while writing research papers. While donning so they are expected to consult both the primary and the secondary sources of books and also to study research articles both contemporary and modern.

PSO6: Recognizing and understanding the different values- personal, social and global, recognizing the value of the total existence and their harmonious relations, building ability to live in harmony in the midst of diversity and its importance

PSO7: Identifying the inherent problems of philosophy and endeavour to reflect logically on them and providing a necessary solution to it.

PSO8: to understand the distinctive features of each philosophical systems either traditional, contemporary or modern and value them.

PSO9: to understand the importance and significance of the historical development of each philosophical tradition and attain knowledge from them.

PSO10: to develop a proper understanding and significance of the different kinds of traditions, social change, the role of philosophy in guiding each and every branches of social and political theories and also evaluating them.

PSO11: Acquiring the knowledge to develop the valid argumentation and developing the ability to listen and understand others view points and also to develop the ability and ability to establish their own views.

PSO12: to understand the ethical and moral implications and to learn applying them in all the spheres of life either academic or non-academic

PSO13: with the knowledge in philosophy students can attain the capacity to become either a good Philosopher, Counsellor, Academician, Politician and Social scientist. etc.

Course Outcomes (COs)

The Department follows the syllabus and curriculum structure as mandated by the affiliating University. During the three years of the B.A Philosophy Honours programme, spread over 6 semesters, 8 theory papers are taught. The semester wise distribution of the papers and their course outcomes are listed below.

Semester I	
Name of the paper: Epistemology and Metaphysics (PHIL- 11) Paper I	<p>Unit – I: Meaning and Method of Philosophy CO1: From this unit the students will learn about What is philosophy, the definition, method and scope of philosophy., the relation between philosophy and science, philosophy and religion.</p> <p>Unit -II: Sources of Knowledge CO2 : Western: from this unit the students will learn the different theories of empiricism, rationalism and critical philosophy and their critical appreciation.</p> <p>Indian: From this unit the students will learn about Naya Pratyaksa and the different kind of Pratyaksa., Anumana - Distinguish between Svartha Anumana and Parartha anumana, Nyaya syllogism, the different kinds of anumana, comparison between nyayaanumana and Aristotelean syllogism, Upamiti and Shabda Pramana.</p> <p>Unit - III: Theories of Truth CO 3: From this unit the students will learn about the coherence theory of truth, correspondence theory of Truth and the Pragmatic theories of truth and their application in philosophical theory formation along with their critical analysis.</p> <p>Unit - IV: Theories of Reality CO 4: From this unit the students will learn the different theories of reality such as-the different theories of Monism, Dualism, and Pluralism, Realism and Idealism and their critical analysis.</p> <p>Unit – V: Metaphysical categories</p>

	CO5: from this unit the students will learn - the different interpretations of substance and causality and their critical appreciation, the different characteristics of Space and time.
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Semester II	
Name of the paper: Logic Phil: 21 Paper II	<p>After Studying this paper, the students will be able to get a broader concept about the main objective of logical reasoning.</p> <p>CO1. Students will acquire the basic concepts on logic, sentences, judgements, statements, propositions and arguments.</p> <p>CO2. Definitions: For example – stipulative, Lexical, Precising, theoretical, Persuasive, denotative, Connatative and ostensive definitions.</p> <p>CO3. Detect mistake in reason or reasoning in practice – Fallacy of relevance, Ambiguity and presumption.</p> <p>CO4. Translate ordinary language arguments into standard form categorical syllogism, evaluate immediate inference and syllogism using the traditional square of opposition.</p> <p>CO5. Symbolic Logic: Value of symbols, truth functions, tautologous, contradictory and contingent statement forms. Testing Arguments form and Argument for validity by the method of truth table.</p>

Semester III	
Name of the paper: Social and Political Philosophy Phil: 31 Paper III	<p>Unit I : Nature of Social and Political Philosophy</p> <p>COI: from this unit the students will learn about the nature and scope of social and political philosophy, the relation between social philosophy and social philosophy</p>

	<p>relation between political philosophy and political science.</p> <p>Unit II:Major Concepts CO2: here the students will learn the relation between individualism and socialism, the characteristics of state and the nature of Sovereignty, the meaning and characteristics of Nation.</p> <p>Unit III:Social and Political Ideas: CO3 : from this unit the students will learn the ideas of what is called Liberty ,Equality, the meaning of Fraternity and the significance of justice.</p> <p>Unit IV: Political Concepts CO4: from this course content the students will learn about the theories of democracy, socialism, fascism and anarchism their merits and demerits.</p> <p>Unit-V:Nature of transformation CO5: from this unit the students will learn What is reformation? What is revolution? Under what conditions revolution is justified, rebellion, what is tradition and its kinds, distinguish between tradition and modernity, the factors responsible for social change</p>
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Semester IV	
<p>Name of the paper: Indian Philosophy Phil: 41 Paper IV</p>	<p>Unit i: Introduction CO1: the course outcome of this paper is to learn the meaning of Indian Philosophy, the salient features of Indian Philosophy, distinction between the nastika (Heterodox) and the Astika (Orthodox) schools.</p> <p>Unit-II: Carvaka,Buddhism and Jainism CO2: the course outcome is to critically explain and examine Carvaka materialism, Pratitya- Samutpadakshanika-vada,Nirvana, anekantavada,ekantavada, the meaning of 'syat' and sapta-bhangi-nayaand the naya</p>

	<p>of jaina.</p> <p>Unit-III: Samkhya and Yoga CO3: What is Prakrti? State and Explain the characteristics of prakrti. What is Purusa? the characteristics of Purusa. plurality of Purusa, proofs for the existence of Prakrti and Purusa , the evolution of Prakrti and its teleology, What is Yoga, the eight limbs of Yoga.</p> <p>Unit IV: Nyaya,Vaisesika and Mimamsa CO4: from tis unit students will learn about Pratyaks (Nyaya), the different kinds of Pratyaksa. Savikalpa and nirvikalpa Pratyaksa, laukika and alaukika Pratyaksa, Anumana-distinction between Svartha Anumana and Parartha Anumana , the valid conditions of Shabda Pramana, Karma and Dharma of Mimamsa, Padartha - the different kinds of Padartha. Dravya as a kind of Padartha, the different kinds of Dravya, guna and its kinds, samanya,SamavayaAbhava and its kinds.</p> <p>CO5: the nature of Brahman in Samkara's advaita vedanta. Maya - the characteristics of maya, nature of Jagat, atman and moksa. The nature of Brahman in Ramanuja'sVisistadvaita Vedanta- cit and acit and moksa.</p>
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Semester V	
<p>Name of the paper: History of Modern Western Philosophy Phil: 51 Paper V</p>	<p>The importance and usefulness of studying the history of modern western philosophy is that it is based on logical reasoning and as such it is more consistent than any other paper besides Logic.</p> <p>Unit I - Descartes, Spinoza and Leibnitz: Descartes, the father of modern western philosophy employed mathematical method into modern philosophy, his methods are deduction, by studying Descartes, the students learn to use their reasons before accepting anything as the truth. By study</p>

	<p>Spinoza the students understand that he is the meeting point between the western and eastern philosophy. Spinoza identifies God with Nature and as such there is so much similarity between Spinoza and Shankara. In Leibnitz's spiritualistic pluralism one connects psychology with physics.</p> <p>Unit II - Locke and Berkeley: The British empiricists lay more importance on sense perception rather than on innate ideas, with Locke the students learn to analyse their ideas derived from sense perception where some of our ideas are actually have no reality outside the mind. In Berkeley one learns the importance of God the infinite spirit. Though he is also an empiricist like Locke but for Berkeley there can be no ideas unless there is a mind to perceive them.</p> <p>Unit III – Hume: In Hume the most consistent empiricist than Locke and Berkeley, we seem to reach the climax of empiricism as a theory of knowledge, the importance of Hume is that he made realize that there is no permanent stuff or substance be it physical or mental. He even rejects metaphysics since we are limited to sense perception as to what we can know. Yet by way of criticising Hume, one understands that besides sense perception as human we do have our moral and religious consciousness which are a part of experience.</p> <p>Unit IV – Kant Kant the German critic is a great synthesizer where he synthesizes both empiricism and reason, where experience by themselves cannot be knowledge unless they are thought of and understood by the mind. Hence the importance of studying Kant is that experience cannot be taken for granted as a source of knowledge by itself, for experiences to be knowledge they must be thought of and understood by the</p>
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	<p>understanding or the mind.</p> <p>Unit V – Hegel</p> <p>Hegel the German idealist, and like Kant in his dialectical method, he synthesizes thesis and an antithesis into a synthesis. In his Absolute idealism one understands the similarities between him and Ramanuja in the east.</p>
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Semester V	
<p>Name of the paper: Philosophy Of religion Phil: 52 Paper VI</p>	<p>Religion is a special aspect of human experience and therefore needs a philosophical explanation. The function of philosophy of religion is to determine the significance and value of human experience of religion. By studying this paper, students can come in acquaintance with the following concepts related to philosophy of religion,</p> <p>CO1. Definitions of religion, description about the nature as well as scope of philosophy of religion and its relation and differences to theology.</p> <p>CO2. Reason, Faith, Revelation and Mystic experience as the foundation of religious beliefs.</p> <p>CO3. The Judaic-Christian concept of God, The idea of God in Hinduism and Tribal religions and the arguments for the existence of God will be our major concern.</p> <p>CO4. The problem of suffering and liberation in Christianity, Hinduism, Buddhism and Jainism will imbibe in the students to think rationally about the various religious problems in our society.</p> <p>CO5. Students will be familiarised with some socio-religious issues like Tolerance, Conversion and secularism.</p>

Semester VI	
Name of the paper: Ethics Phil: 61 Paper VII	<p>Unit – I: Nature and Scope of Ethics CO1: From this course content students will learn the definition and nature of moral philosophy, the scope of moral philosophy the nature of moral judgements: the subjective nature and the objective nature, the relation and the difference between ethics and meta-ethics.</p> <p>Unit -II: Moral Concepts CO2 : From this course content students will understand what id ‘Good ‘in the ethical terms, the different traditional theories of ‘Good’, can ‘Good” be defined?, the meaning of ‘Right’, the meaning of ‘Duty’ ,the relation between ‘Good’ , ‘Right’ and ‘Duty’. What is virtue- with reference of the Greek philosophers: Plato- the four Cardinal Virtues and Aristotle-moral and intellectual Virtues etc.</p> <p>Unit - III: Ethical Theories CO3: In this course content the students will learn the teleological theories of Hedonism-its meaning, origin, the psychological and moral development of Hedonism, the theory of Utilitarianism with reference to Bentham and J.S. Mill Along with their critical analysis. Ants Categorical Imperative – the disinclination between the hypothetical and categorical imperative, nature of ‘good will’, the three maxims will also be learnt by the students.</p> <p>Unit - IV: Theories of Punishment CO 4: From this course content students will learn the from this course content students will learn the three major theories of Punishment-the Preventive theory and its critical analysis, the Reformative theory and its critical analysis, the Retributive theory and its critical analysis.</p> <p>Unit – V: Issues in Applied Ethics CO5:From this course content students will learn the theory of Purusartha – dharma</p>

	,Artha,kama and moksha and its application in ethical life, the doctrine of Niskama-karma of Bhagavad-Gita -its meaning ,purpose and destiny in achieving the ultimate goal of life i.e. moksa,Ahimsa -its historical development the Gandhian notion of Ahimsa and its significance in ethical conduct and self-realisation.
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Semester VI	
Name of the paper: Existentialism Phil: 622 Paper VIII	<p>Existentialism is an optional paper, the department opted this particular paper because it deals with man's predicament existing in the world of space and time.</p> <p>Unit I:General Introduction Existentialism actually does not have a domain or a subject matter as such because the individuals' predicaments are different not only in different societies but also within the society due to the uniqueness and traits of human personalities. However, it lays stress on human emotions like anxiety or despair, finitude, alienation, freedom, etc. As far as existentialism is concerned existence ends in death.</p> <p>Unit II: Nietzsche The importance of studying Nietzsche is exemplified in his doctrine of 'the will to power', as the saying goes if there is a will there is a way. The will to power is a driving force in achieving the goal.</p> <p>Unit III Kierkegaard Though Kierkegaard appears to be individualistic, yet his doctrine of "subjectivity is the truth. Truth is subjectivity" is very useful for every individual, to exist authentically one needs to find out the truth for himself for which he is going to live and die for.</p> <p>Unit IV: Heidegger The importance of learning Heidegger's philosophy is the awareness of our</p>

	<p>temporality in this world, as such one must not waste time in mundane things which Heidegger calls 'everydayness' , being potentially death each individual ought to understand human relationships and care for each other.</p> <p>Unit V: Sartre</p> <p>Sartre's concept of freedom is very useful because his freedom is not a pleasant experience but a yoke, by realization of one's freedom, he or she is also responsible and accountable of the consequences of the actions done. Another important topic in Sartre is his concept of 'bad faith' or self-deception because the realization that man's being is nothing he tries to fill up this nothingness with something which he is not.</p> <p>As far as existentialism is concerned man can create his own values.</p>
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