

Guideline Attributes in Philosophy

Some of the Graduate attributes in Philosophy are:

Attribute 1. Deep discipline knowledge and intellectual breadth:

Graduates have comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thoughts, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional context.

Attribute 2. Creative and critical thinking and problem solving:

Graduates are effective problem solvers; able to apply critical, creative and evidence based thinking to conceive innovative solutions to future challenges.

Attribute 3. Teamwork and communication skill:

Graduates convey idea and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.

Attribute 4. Professional and leadership readiness:

Graduates engage in professional behaviour and have the potential to be entrepreneurial and take leadership roles in their chosen occupations and careers and communities.

Attribute 5. Intellectual and ethical competency:

Graduates are responsible and effective global citizens whose personal values and practices are consistent with their roles as responsible members of society.

Attribute 6. Self awareness and emotional intelligence:

Graduates are self aware and reflective. They are flexible and resilient and have the capacity to accept and give constructive feedback. They act with integrity and take responsibility for their actions.

Programme Outcomes (Pos) in B.A (Honours) in Philosophy (With CCF for 4yr UG Program):

Academic Competence:

- i) Know core ideas, problems and concerns in both Indian and Western traditions.
- ii) Develop the skills for oral and written communication with special reference to the quality and organization of the content.
- iii) Explore various branches of Philosophy and their interrelations.

Personal and Professional Competence:

- i) Process information in a logically consistent manner so as to come up with their own position about a certain topic.
- ii) Analyse a problem from an interdisciplinary perspective.

Research Competence:

- i) Critically evaluate approaches, theories, positions, norms, values.
- ii) Analyse concepts and to trace their historical development.
- iii) Logically assess the arguments with reference to their comparative strengths and weakness.

Entrepreneurial and Social Competence:

- i) Identify ethically relevant issues in contemporary life and to deliberate over them.
- ii) Develop an open minded approach and an attribute of respect for diverse opinions.
- iii) Appreciate the significance of democratic values in intellectual discourses.
- iv) Apply ethical theories and principles in real life situations.

Core Course for B.A Philosophy (Hons/Major)

With CCF for 4yr UG Program

SI .NO	POs	DSCC 1	DSCC 2
1.	Fundamental Understanding of the field	√	√
2.	Application of Basic Philosophical concepts	√	√
3.	Linkages with related disciplines	√	√
4.	Procedural Knowledge for Professional Subjects	√	√
5.	Skills in related field of Specialization	√	√
6.	Ability to use in Philosophical issues	√	√
7.	Developing skills to deal with prevention, de-escalation and resolution of conflicts by peaceful means	√	√
8.	Skills in performing analysis and interpretation of data	√	√
9.	Develop investigative Skills	√	√
10.	Skills in problem solving in Philosophy And related discipline	√	√
11.	.Develop Communication skill	√	√
12.	Developing Analytical Skills and popular communication	√	√
13.	Developing moral Upliftment	√	√
14.	Demonstrate Professional behavior with respect to attribute like objectivity, self reading, Ethical values, self reading etc.	√	√

Skill Enhancement Course (SEC) for B.A Philosophy (Hons/Major)

With CCF for 4yr UG Program

SI .NO	POs	SEC-1	SEC-2
1.	Fundamental Understanding of the field	√	√
2.	Application of Basic Philosophical concepts	√	√
3.	Linkages with related disciplines	√	√
4.	Procedural Knowledge for Professional Subjects	√	√
5.	Skills in related field of Specialization	√	√
6.	Ability to use in Philosophical issues	√	√
7.	Developing skills to deal with prevention, de-escalation and resolution of conflicts by peaceful means	√	√
8.	Skills in performing analysis and interpretation of data	√	√
9.	Develop investigative Skills	√	√
10.	Skills in problem solving in Philosophy And related discipline	√	√
11.	.Develop Communication skill	√	√
12.	Developing Analytical Skills and popular communication	√	√
13.	Developing moral Upliftment	√	√
14.	Demonstrate Professional behavior with respect to attribute like objectivity, self reading, Ethical values, self reading etc.	√	√

Interdisciplinary Course (IDC) for B.A Philosophy (Hons/Major)

With CCF for 4yr UG Program

SI .NO	POs	IDC-1
1.	Fundamental Understanding of the field	√
2.	Application of Basic Philosophical concepts	√
3.	Linkages with related disciplines	√
4.	Procedural Knowledge for Professional Subjects	√
5.	Skills in related field of Specialization	√
6.	Ability to use in Philosophical issues	√
7.	Developing skills to deal with prevention, de-escalation and resolution of conflicts by peaceful means	√
8.	Skills in performing analysis and interpretation of data	√
9.	Develop investigative Skills	√
10.	Skills in problem solving in Philosophy And related discipline	√
11.	.Develop Communication skill	√
12.	Developing Analytical Skills and popular communication	√
13.	Developing moral Upliftment	√
14.	Demonstrate Professional behavior with respect to attribute like objectivity, self reading, Ethical values, self reading etc.	√

Course Learning Outcomes (CLO)

Core Course Major (DSCC)

SEM-1

DSCC-1 (Fundamentals of Philosophy)

(Credit: 60)

- Metaphysics is the branch of Philosophy that studies the fundamental nature of reality. This includes studies of the first principles of being or existence, identity, change, consciousness, space and time, necessity, actuality and possibility. It also includes questions about the existence and conceptions of God, as well as relationships between foundational philosophical ideas such as between mind and matter, cause and effect, substance and attribute, or potentiality and actuality. Metaphysics is considered one of the four major branches of philosophy along with epistemology, logic, and ethics.
- Epistemology is the field of philosophical study that focuses on knowledge. Epistemology is concerned with the potential sources of knowledge and justified beliefs. This includes perception, reason, memory and testimony. Epistemology has its origin with the ancient Greek Philosophers including Socrates, Plato and Aristotle. It has been a central emphasis of philosophical thought throughout history. Knowledge has been understood as a search for wisdom, an attempt to understand the universe as a whole, an examination of moral responsibilities and of social obligations of people, an effort to fathom the divine intentions and the place of human beings with reference to them, and an examination of the origin, extent and validity of human idea
- The younger students start planting good ideas in the minds of people, the more chance you have of growing them into healthy ideals that can sharp and change our world, which is in desperate need of a shift in values and perspective if we are ever to have a happy safe healthy planet for all people. Teaching ethics, morality, Indian Philosophy at the primary level can have several benefits. It can help students develop critical thinking skills, moral reasoning, and a deeper understanding of their cultural and philosophical heritage. It can also contribute to their ability to navigate complex moral and social issues as they grow older. However, it's important to ensure that the curriculum is inclusive and respects the diverse cultural and religious backgrounds of all students. Our engineering courses requires us to learn human Values and Professional Ethics.

SEC-1 (Man anNature):

(Credit-60)

- It is interesting to know that the ancient Vedas have several references in them on environmental protection, ecological balance and related subjects that directly the high level of awareness of the seers and people of that time.
- Intrinsic values guide our every action, thought and decision. Without these values, we don't know what we are living for and there is no sense of purpose. Knowing about our own intrinsic values help us live life more meaningfully and with a sense of purpose.
- Tagore believes in the harmonic co-existence of Nature and human being. Tagore is a great nature poet. He expresses a deep love for nature in his writings. To him every aspect of nature is a symbol of beauty, and has a special meaning for him.
- Deep Ecology is a philosophical view within environmental ethics that requires people to question their most basic values when interacting with nature. Deep Ecology's core principle is the belief that the living environment as a whole should be respected and regarded as having certain basic moral and legal rights to live and flourish, independent of its instrumental benefits for human use. The importance of Deep Ecology is rooted in its rejection of anthropocentrism which refers to human-centered approaches. Within Deep Ecology nature is viewed as a source of morality and good.

IDC- (Interdisciplinary Course)

(Credit-45)

This paper enriches students with importance of 'Values' in our life and the significance of Peace & Value education in Global perspectives. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

SEM -2

DSCC-2 (Outlines of Indian Philosophy)

(Credit-60)

India has one of the oldest and longest traditions of philosophical thinking in the world. The Canvas of what can be termed as Indian thought is vast and varied spanning millennia, with a

wide range and variety of philosophical schools and systems, our focus will be on the essential
Feature of Indian thought and culture and its heritage. Indian philosophy has a totality and

integralism. The instruction of preceptors and systems of vision combine rational investigations, Logic and epistemology in a fuller way of life. The approach makes the philosophical systems both humanistic and scientific, practical and theoretical correlating vision leads to a “correct way of thinking” as well as “Right way of living”, man being at the center of all cognitive enterprises, all philosophical activities, instead of ending in intellectual exercise, subverse, a larger purpose of answering questions, about the life and death, the destiny of man, the nature of thinking and source of the world. The different philosophies developed over long spells of time. Indian Philosophy is all about four Purusharthas-

1. Dharma – Righteousness – Moral Values
2. Artha – Prosperity – Economic Values
3. Kama – Pleasure, Love , Psychological Values
4. Moksha – Liberation – Peace, Transcendental Stage Of Life, Spiritual Values

Indian Philosophy is inward looking and aims to help human beings deal with ups and downs of life with the goal of Self Realization. The Sanskrit word for Philosophy is Darsana, which means direct vision. The word symbolizes difference between modern western Philosophy, which mainly relies on an intellectual pursuit and Indian Philosophy that relies on a direct vision of Truth and Pure Buddhi, Reasoning.

The beginning of Philosophy in India occurred in the very remote past, and there is tangible evidence that this was somewhat before or about 1000 BC. Philosophy in India emerged as speculation about the unity and the ultimate ground of the world, in close connection with religion, from which it never separated itself. While religion continuously nourished it, it transformed and developed religion from within. The important philosophical contribution of the Rigveda is its discovery and assertion of the unity of Gods and world.

In ancient India at one time philosophy was conceived as the rational, critical and illuminating review of the contents of theology, economics and political science and also as the right instrument and foundations of all actions and duties, which helped one to achieve intellectual balance and insight as well as linguistic clarity and behavioural competence.

**SEC-2 (Recent issues in Philosophy: Political and ethical
(Credit-60)**

- Human Rights:

Human rights are moral principles or norms for certain standards of human behavior and are regularly protected in municipal and international law. They are commonly understood as inalienable, fundamental rights "to which a person is inherently entitled simply because she or he is a human being, and which are inherent in all human beings," regardless of their age, ethnic origin, location, language, religion, ethnicity or any other status. They are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They are regarded as requiring empathy and the rule of law, and imposing an obligation on persons to respect the human rights of others, and it is generally considered that they should not be taken away except as a result of due process based on specific circumstances. The idea of human rights suggests that "if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights."

- Feminist Ethics:

Feminist ethics is an approach to ethics that builds on the behalf that traditionally ethical theorizing has undervalued and underappreciated women's moral experience, which is largely male-dominated, and it therefore chooses to reimagine ethics through a holistic feminist approach to transform it. The goal of feminist ethics is the transformation of societies and situations where women are harmed through violence, subordination and exclusion. In today's society it is becoming less socially acceptable to commit violence against women.

IDC- (Interdisciplinary Course)

(Credit-45)

This paper enriches students with importance of 'Values' in our life and the significance of Peace & Value education in Global perspectives. Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

Victoria Institution (College)

Department of Philosophy

Programme Outcomes of B.A Philosophy(Major)

PO1: Fundamental Understanding of the Field

PO2: Application of Basic Philosophical Concepts.

PO3: Linkages with related disciplines.

PO4: Procedural Knowledge for Professional Subjects.

PO5: Skills in related field of Specialization.

PO6: Ability to use in Philosophical issues.

PO7: Developing skills to deal with prevention, de-escalation and resolution of conflicts by peaceful means.

PO8: Skills in performing analysis and interpretation of data.

PO9: Develop investigative skills.

PO10: Skills in problem solving in Philosophy and related discipline.

PO11: Develop Communication Skill

PO12: Developing Analytical skills and popular communication.

PO13: Developing moral Upliftment.

PO14: Demonstrate Professional behavior with respect to attribute like objectivity, self-reading, Ethical values.

Course Learning Outcome (Cos)

SEMESTER-3 (Major)

DSCC-3: INDIAN PHILOSOPHY-1

(Credit:3theory, 1Tutorial)

CO1-It makes students familiar with Indian Philosophical systems and their philosophy.

CO2-Students develop a clear understanding of the major Epistemological and Metaphysical concepts within Indian Philosophical studies.

CO3- Give exposure to various Indian ancient texts.

CO4- Improves critical reading of the texts, their rational and logical understanding and writing abilities.

CO5- Helps 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 challenges in life, hence there will be a focus on the dialectical and analytical method to understand Indian Philosophy.

CO6-Becoming aware of the Metaphysics and Epistemology of various schools helps the students to understand the society at large.

CO7- Students are able to do a comparative analysis of all systems that further enhances their debating skills.

CO8- Students develop the ability to think critically and to read and analyze scientific literature.

CO9- Students develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

CO-PO Mapping

Course Code: DSCC-3

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
C01	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓
C02	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
C04	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
C05	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	
C06	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	
C07	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
C08	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
C09	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEMESTER-3 (Major)

DSCC-4: WESTERN LOGIC-1

(Credit: 3theory,1Tutorial)

CO1: This course aims at helping students to get accustomed to Logic which will bring out the standard form of formal and informal reasoning.

CO2 : By introducing the basic forms of logical concepts ,it provides them with a clear understanding of the structure of arguments and nature of reasoning.

CO3: TheCourseenablesthemtodistinguishbetweensoundandunsoundargumentsby providing a clear picture of logical reasoning.

CO4: Providesgroundforapplicationoflogicalskillsandtechniquesforformaltestingof syllogistic arguments.

CO5: Formal logic enables students to enhance their reasoning skills and develop sound groundsfordistinguishingbetweensoundandunsoundargumentsbasedoninferences.

CO6: Helps them distinguish between superstitious beliefs and the ones which have a logical ground.

CO7: Thisleadsthembeingabletomakestrongargumentsforthebeliefstheyabideby.

CO8: Italsohelpsthembecapableenoughtoeasyllysolvequestionsrelatedtological arguments which are a part of many competitive exams.

CO9: It trains students to construct good arguments and also provides valid ground to reject the wrong ones.

Mapping :DSCC-4

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

C06	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
C07	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
C08	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
C09	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEMESTER-3 (Major)

SEC-3: Logical Reasoning & Application: Indian & Western

(Credit: 3theory, 1Tutorial)

CO1: This course aims at helping students to get accustomed to Logic which will bring out the standard form of formal and informal reasoning.

CO2: By introducing the basic forms of logical concepts, it provides them with a clear understanding of the structure of arguments and nature of reasoning.

CO3: The Course enables them to distinguish between sound and unsound arguments by providing a clear picture of logical reasoning.

CO4: Provides ground for application of logical skills and techniques for formal testing of syllogistic arguments.

CO5: Formal logic enables students to enhance their reasoning skills and develop sound grounds for distinguishing between sound and unsound arguments based on inferences.

CO6: Helps them distinguish between superstitious beliefs and the ones which have a logical ground.

CO7: This leads them being able to make strong arguments for the beliefs they abide by.

CO8: It also helps them be capable enough to easily solve questions related to logical arguments which are a part of many competitive exams.

CO9: It trains students to construct good arguments and also provides valid ground to reject the wrong ones.

CO-PO Mapping

Course Code: SEC-3

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
CO7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO8	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEM-4 (Major)

DSCC-6: Indian Philosophy II

(Credit:3theory, 1Tutorial)

CO1- It makes students familiar with Indian Philosophical systems and their philosophy.

CO2- Students develop a clear understanding of the major Epistemological and Metaphysical concepts within Indian Philosophical studies.

CO3- Give exposure to various Indian ancient texts.

CO4- Improves critical reading of the texts, their rational and logical understanding and writing abilities.

CO5- Helps 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 challenges in life, hence there will be a focus on the dialectical and analytical method to understand Indian Philosophy.

CO6- Becoming aware of the Metaphysics and Epistemology of various schools helps the students to understand the society at large.

CO7- Students are able to do a comparative analysis of all systems that further enhances their debating skills.

CO8- Students develop the ability to think critically and to read and analyze scientific literature.

CO9- Students develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

CO-PO Mapping
Course Code: DSCC-6

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	
CO6	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	
CO7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO8	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEM-4(Major)

DSCC-7: Western Logic-II

(Credit:3theory, 1Tutorial)

CO1: This course aims at helping students to get accustomed to Logic which will bring out the standard form of formal and informal reasoning.

CO2: By introducing the basic forms of logical concepts , it provides them with a clear understanding of the structure of arguments and nature of reasoning.

CO3: The Course enables them to distinguish between sound and unsound arguments by providing a clear picture of logical reasoning.

CO4: Provides ground for application of logical skills and techniques for formal testing of syllogistic arguments.

CO5: Formal logic enables students to enhance their reasoning skills and develop sound grounds for distinguishing between sound and unsound arguments based on inferences.

CO6: Helps them distinguish between superstitious beliefs and the ones which have a logical ground.

CO7: This leads them being able to make strong arguments for the beliefs they abide by.

CO8: It also helps them be capable enough to easily solve questions related to logical arguments which are a part of many competitive exams.

CO9: It trains students to construct good arguments and also provides valid ground to reject the wrong one.

CO-PO Mapping

Course Code: DSCC-7

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
CO7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO8	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9							✓	✓		✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEM-4(Major)

DSCC-8: Social and Political Philosophy

(Credit:3theory, 1Tutorial)

CO1: Students acquire the ability to philosophically analyse issues related to society and politics.

CO2: Students are aware of the broad spectrum of fundamental, social and political questions in the current context discussing philosophical issues central to political and social thoughts.

CO3: Makes students better citizens by understanding the notion of democracy.

CO4: Students become aware of the fundamental rights of Individuals and Communities.

CO5: Young minds are trained to live in a cohesive manner in a multicultural setup.

CO-PO Mapping

Course Code: DSCC-8

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3		✓	✓	✓	✓	✓						✓		
CO4	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO5	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Learning Outcome

SEM-5 (Major)

DSCC9: Nyayā Logic and Epistemology 1

(Credit:3theory, 1Tutorial)

CO1: *Tarkasamgraha* is considered to be the primer for studying the Nyaya-Vaisesika discipline.

CO2: Enriches students in Indian Logic and Epistemology.

CO3: Helps students to make hypothetical arguments.

CO4: Assists in the process of questioning and cross -questioning to reach to a particular conclusion.

CO-PO Mapping
Course Code: DSCC9

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓

Course Learning Outcome

SEM-5 (Major)

DSCC10: History of Western Philosophy-2

(Credit:3theory, 1Tutorial)

- CO1:** It familiarizes the students with the origin of Philosophy in the Western tradition specially by the Ancient Greek Philosophers.
- CO2:** It helps students to understand the foundation of the classics.
- CO3:** Provides students with a comprehensive understanding of the various theories of Western philosophy and also the distinction between rationalism and empiricism.
- CO4:** Helps students understand and analyse the various texts of Western Philosophical traditions.
- CO5:** Enables students to witness philosophers who were either predecessors as contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments.
- CO6:** Helps students to have a better understanding of how a man thinks and what goes on into the making of human thought.
- CO7:** Introduces students to a highly significant debate in Epistemology between Rationalism and Empiricism on the issue of source of valid cognition.
- CO8:** Helps to enlighten students about various Philosophical theories pertaining to the metaphysical realm like that of Cosmology, Self and God.

CO-PO Mapping

Course Code: DSCC10

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
CO7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO8	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Course Learning Outcome (Cos)

SEM-5(Major)

DSCC11: Psychology and Philosophy of Mind

Credit:3theory, 1Tutorial)

CO1: Students will develop elaborate knowledge regarding states and process of mind, different psychological concepts and doctrines of eminent psychological thinkers like Freud, Thorndike etc. and will be benefitted to apply their knowledge in critical thinking of everyday life.

CO2: They will gain an insight into theories of learning and theories regarding relation between mind and body.

CO3: Understand to explain the different methods associated with psychology and also their acceptability.

CO4: Imparting the knowledge towards the idea of learning as well as the explanation associated with learning.

CO-PO Mapping

DSCC-12

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

Course Learning Outcome (Cos)

SEM-5 (Major)

DSCC12: Philosophy of Religion

_(Credit:3theory, 1Tutorial)

CO1: Comprehend the philosophical implication of religion.

CO2: Evaluate the development of religion from tribal to Universal.**CO3:** Understand the mystical experience in religions.

CO3: Understand the psychological basis of religion.

CO4: Analyse the mystical experience in religions.

CO5: Elucidate the inter-religious dialogues.

CO6: Compare and analyse the key concepts of major religious.

CO7: Understand the salient features of Hinduism as a religion.

CO8: Explain the core ideas of Christianity.

CO9: Comprehend the main tenets of Islam.

CO-PO Mapping

Course Code: DSCC12

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
CO7	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
CO8	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO9	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Learning Outcome (Cos)
 .SEMESTER-6(MAJOR)
 PHILOSOPHY

DSCC-13: Nyayā Logic and Epistemology -II

(Credits: 6)

CO1: *Tarkasamgraha* is considered to be the primer for studying the Nyaya-Vaisesika discipline.

CO2: Enriches students in Indian Logic and Epistemology.

CO3: Helps students to make hypothetical arguments.

CO4: Assists in the process of questioning and cross -questioning to reach to a particular conclusion.

Mapping:

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓

Course Learning Outcome (Cos)

DSCC14: Epistemology and Metaphysics(Western)

(credits:6)

CO1: Students are introduced to philosophical analysis on analytic philosophy. Deep investigation into philosophical terms like Concepts, Truth , Knowledge etc. Is done for better comprehension and to remove ambiguity.

CO2:They attain clarity about Cause and Causal principles, Realism, Idealism, Phenomenalism, Substance and Universal.

CO3: Students will have knowledge about ‘Problem of Induction’, the A-priori and related concepts towards the idea of learning as well as the explanation of different theories associated with learning.

Mapping:

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
CO2	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
CO3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	

Course Learning Outcome (Cos)

DSCC-15: Ethics: Indian and Western

Credits: (6)

CO1: It demonstrates ethical awareness, the ability to ethical reflection, and the ability to apply ethical principles in decision making.

CO2: it develops intellectual skills, cognitive strategy, verbal information.

CO3: Studying ethics can help students appreciate ethical problems

CO4: Ethical values build credibility, leadership skills.

CO5: It improves the power of decision making and provides long-term gains.

Mapping:

PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14
CO1	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓		✓	✓		✓		✓	✓	✓		✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓