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 s 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 achieveing 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:

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)

Sl .NO	POs	CC 1	CC 2	CC 3	CC 4	CC 5	CC 6	CC 7	CC 8	CC 9	CC 10	CC 11	CC 12	CC 13	CC 14
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.	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Discipline Specific Electives (DSE) and

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

Sl .NO	POs	DSE A(1)	DSE B(1)	DSE A(2)	DSE B(2)	SEC A	SEC B
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 (CC)

CC1 &CC3: Indian Philosophy

Credits: (6+6)

Course Learning Outcomes (Cos)

It helps the rationality, spirituality, philosophies of life, original ignorance, infinity of perfection, freedom in body life and yoga as a common factor.

CC2&CC4: Western Philosophy

Credits: (6+6)

Course Learning Outcomes (Cos)

Western philosophy has often reflected theories that emphasize formalism and universal concepts. It is also characterized by the influence of monotheistic religion, especially Christianity.

CC5: Philosophy of Mind

Credits: (6)

Course Learning Outcomes (Cos)

Scientific reasoning to interpret psychological phenomena and demonstrate psychology information literacy. Engage in innovative and integrative thinking and problem solving, interpret, design and conductive basic psychological research.

CC6: Social and Political Philosophy

Credits: (6)

Course Learning Outcomes (Cos)

Social and Political Philosophy is important because it deals with many of the most fundamental issues that individuals and societies can grapple with, like individual liberty, rights, justice, security and property. Political Philosophers seek to establish basic principles that will, for instance, justify a particular form of State, show that individuals have certain inalienable rights, or tell us how a society's material resources should be shared among its members.

Social Philosophers emphasize understanding the social contexts for political, legal, moral and cultural questions, and the development of novel theoretical frameworks from social ontology to care ethics to cosmopolitan theories of democracy, natural law, human rights, gender equality and global justice.

CC7: Philosophy of Religion

Credits: (6)

Course Learning Outcomes (Cos)

i) Understand the meaning of words 'God' and 'Religion'.

ii) Understand what main questions are in Philosophy of religion.

Iii) Have a better sense of the differences between philosophical questions or arguments and other kinds of questions or arguments.

SEC-A : Logical Application and Reasoning

Credits: (2)

Course Learning Outcomes (Cos)

i) Analysis logical structure of proposition which is asked for proving.

ii) Uses appropriate types of techniques in the proving process.

iii) Uses appropriate types of reasoning in problem solving process.

iv) Solves the problem using appropriate types of reasoning.

CC8 and CC9: Western Logic

Credits: (6+6)

Course Learning Outcomes (Cos)

i) Explain propositions

ii) Defines propositions

iii) Explain propositions examples from daily life and mathematics.

iv) Explain and defines reasoning (Deductive, Inductive, and analogical reasoning).

v) logical structures of the propositions.

vi) It also trains students to think clearly in all subjects by helping the organize, make connections, draw conclusions about all types of information.

CC10: Epistemology and Metaphysics

Credits: (6)

Course Learning Outcomes (Cos)

Basic goal of Analytic Philosophy has been conceptual Clarity. Improved critical reading of the texts, their rational and logical understanding, and abilities.

SEC –B: Philosophy of Human Rights

Credits: (2)

Course Learning Outcomes (Cos)

It trains people to use critical thinking and analyze information regarding Human Rights to teach people how to think. Students learn how to identify reliable sources, challenge biases and build arguments.

CC11: Nyayā Logic and Epistemology -i

Credits: (6)

Course Learning Outcomes (Cos)

The *Tarkasaṃgraha* of Annaṃ Bhatta is considered to be the primer for studing the Nyayā- Vaiśeṣika discipline. It is a critique hand book of Indian logic and epistemology. The method through which the entire universe has been analyzed through natural epistemic quarry. *Tarka* may be translated as "hypothetical argument". *Tarka* is the process of questioning and cross questioning that leads to a particular conclusion.

CC12: Ethics (Indian)

Credits: (6)

Course Learning Outcomes (Cos)

Ethics is a worthwhile subject of study for at least three reasons :

i) Studing ethics can help you appreciate ethical problems.

ii) behaving ethically may help the long-term success of a business .

iii) behaving ethically is often correlated with behaving legally.

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.

DSE-A1: Philosophy of Language(Indian)

Credits: (6)

Course Learning Outcomes (Cos)

i) Explain central arguments and ideas of a range of philosophical approaches to language across philosophical traditions.

ii) compare and contrast a range of philosophical approaches to language.

iii) Philosophy of Language investigates the nature of human language, its origin and uses, the relationship between meaning and truth, and how language relates to human thought and understanding, as well as to reality itself.

DSE-B1: An Enquiry Concerning Human Understanding: D. Hume

Credits: (6)

Course Learning Outcomes (Cos)

David Hume was a Scottish Philosopher. He is best known for his philosophical work which focused heavily on empiricism, scepticism and naturalism. His work was broad and impactful, covering topics such as morality, science, causality anf religion, epistemology. His empiricism has not only impacted education only, but also psychology and belief 'how we think'. Hume's empiricist and sceptical approach to philosophy has influenced the fields of epistemology, metaphysics, ethics and more. His scepticism has influenced scientific inquiry and the development of the scientific method. For students, Hume's philosophy encourages critical thinking, scepticism, and an empirical approach to knowledge. He emphasis on the limitations of human understanding and importance of evidence-based reasoning has shaped the way students engage with a wide range of academic disciplines.

CC13: Nyayā Logic and Epistemology -ii

Credits: (6)

Course Learning Outcomes (Cos)

The *Tarkasaṃgraha* of Annaṃ Bhatta is considered to be the primer for studing the Nyayā- Vaiseṣika discipline. It is a critique hand book of Indian logic and epistemology. The method through which the entire universe has been analyzed through natural epistemic quarry. *Tarka* may be translated as "hypothetical argument". *Tarka* is the process of questioning and cross questioning that leads to a particular conclusion.

CC14: Ethics (Western)

Credits: (6)

Course Learning Outcomes (Cos)

Demonstrate ethical awareness, the ability to ethical reflection, and the ability to apply ethical principles in decision making. It develops student's ethical awareness, reflection and decision making ability . it develops intellectual skills, cognitive strategy, verbal information. Studing ethics can help the students appiriciate ethical problems. Behaving ethically may help the long-term success of a business. Behaving ethically is often correlated with behaving legally.ethics and values build credibility , leadership skills. Improves decision making and provides long-term gains.

DSE-A2: Applied Ethics:

Credits: (6)

Course Learning Outcomes (Cos)

Ethics is a worthwhile subject of study for at least three reasons :

i) Studing ethics can help you appreciate ethical problems.

ii) behaving ethically may help the long-term success of a business .

iii) behaving ethically is often correlated with behaving legally.

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.

DSE-B2: M.K Gandhi

Credits: (6)

Course Learning Outcomes (Cos)

Gandhianism starts with the famous line- " Simple living and high thinking". This itself is also suggestive of the fact that thoughts of an individual have a great role in shaping his life. That's why gandhianism appears to be simple to everyone but in real sense practicing it in day to day life is difficult. Truth, the core values of Gandhian philosophy, has been given a special importance by Gandhiji sa he himself has tried to remain truthful throughout his life. Gandhian view of truth was irreversible in different contexts irrespective of the urgency of the situation similar to the path followed by Immanuel Kant. This princiole o ftruthfulness to self and to the world is essential for students in the present context to excel in future life.