

**Department of Philosophy**  
**Sitalkuchi College**  
**Outcome of the Syllabus**

Philosophy is not the searching a black cat in a dark room. This is a reflective study. Philosophy tries to know how many objects are there in this world and how can we know these. It always tries to hammer scientific framework and tries to devise new ways of thought through which the ultimate reality will be explored one day. This is the expectation.

**CC-1 (Outlines of Indian Philosophy-I)**

**CO 1:** The Students need to be introduced about the clear notion of Indian Philosophy and what the difference between Bhāratīya Darśana and Western Philosophy is. They will get the clear idea about the general characteristics and different sects of Indian Philosophy.

**CO 2:** The students will have the clear idea about the materialism and radical heterodox system when they will read the Cārvāka Philosophy.

**CO 3:** Through Buddhism and Jainism the students can know the ontology, metaphysics and epistemology of Buddhists and Jainas and different sects of them.

**CO 4:** Students will get the proper notion of the *pramāṇas* i.e. sources of knowledge according to Nyāya School and their metaphysics.

**CC-2 (History of Western Philosophy-I)**

**CO 1:** Students will be able to understand the importance of knowledge, origin and method of knowledge from the perspectives of ancient philosophers like Socrates.

**CO 2:** Apart from Socratic Method students will gain the political and metaphysical theories of Plato and Aristotle.

**CO 3:** He/she can understand moderate rationalism and the theories of mind-body relationship with the philosophy of Descartes and Spinoza.

**CO 4:** He/she can get the notion of radical rationalism.

**GE-1 (Philosophy, Society and Ethics)**

**CO 1:** Students get a general idea about the society, community, class, custom and their formation and the law inculcated by them.

**CO 2:** He/she can have the proper idea about social code and moral code and their differences.

**CO 3:** He/she can develop his/her sense of morality and he/she can form the idea about moral judgment, its object, postulates of ethics and freedom of will.

**CO 4:** He/she can be acquainted with the concept of punishment and different theories of punishment.

## **2<sup>ND</sup> SEM**

### **CC-3 (Outlines of Indian Philosophy-II)**

**CO 1:** Students gets a clear concept of the categories admitted by Vaiśeṣika School.

**CO 2:** He/she can understand the theory of causation according to Sāṃkhya, Sāṃkhya metaphysics and ontology. Beside that he/she can get the clear concept of *yoga*, *citta*, *cittabṛtti*, *cittabhūmi* and eight-fold path of yoga.

**CO 3:** He/she can have the concept of 'Dharma' and two other sources of knowledge according to Mīmāṃsā school, which are not admitted by other Indian philosophical schools.

**CO 4:** He/she have two different views of two different schools on *Brahman*, *Māyā*, *Jīva*, *Ajīva* and the relation between *Brahman* and *Māyā*.

### **CC-4 (History of Western Philosophy-II)**

**CO 1:** Students here can have the notion of the philosophy of John Locke, one of the leading empiricist philosophers: his theory of knowledge his theory of substance.

**CO 2:** He/she can know the Idealism of Berkeley and his theory against Locke.

**CO 3:** He/she can know Hume's theory of knowledge and theory of causation as well.

**CO 4:** He/she can be introduced about the conception of critical philosophy of Immanuel Kant. In this connection he/she can know about the classification judgment, two sources of knowledge i.e. sensibility and understanding, intuition, concepts and categories.

### **GE-2 (Religion)**

**CO 1:** The students can understand what the religion is and what the spirituality is and the relation between them.

**CO 2:** He/she can know some traditional theories on proofs for existence of God and religious consciousness.

**CO 3:** He/she can get the concept of Universal Religion, how many Universal Religions are there like Hinduism, Buddhism, Islamism, Christianity, and about the religion without God.

**CO 4:** He/she can have the proper concept of humanism and its different forms.

### **3<sup>RD</sup> SEM**

#### **CC-5 (Indian Ethics)**

**CO 1:** The students are acquainted with the *Puruṣārthas*, the ultimate goal of our life, for what the ancient Indian Philosophers moved forward.

**CO 2:** He/she can know the ways to achieve the liberation according to Buddhism and Jainism and Yoga Philosophy.

**CO 3:** He/she can know what ought to do and what ought not to do from the perspective of *Gītā*.

**CO 4:** He/she can also know about the ultimate truth, non-violence (*Ahimsā*), Sarvodaya and what ought to do and what ought not to do from the perspective of M.K.Gandhi.

#### **CC-6 (Western Ethics)**

**CO 1:** Students reads a particular text of western ethics. They can know the source of ethics, can get the proper notion morality; its nature, factors and kinds of moral judgment.

**CO 2:** He/she can know two main kinds of ethical theories and their multiple variations.

**CO 3:** He/she can know another type of ethical theory *i.e.* Utilitarianism, its variations, Principles of Beneficence, Justice.

#### **CC-7 (*Tarkasaṁgraha*)**

**CO 1:** Students reads a particular text of Nyāya Philosophy. They only learn the epistemological logic from this text. To do so they have to know about the nature

cognition, veridical knowledge (*Pramā*) and sources of veridical knowledge (*Pramāṇa*) and their divisions.

**CO 2:** He/she has the clear idea about *Pratyakṣa Pramāṇa* one of the sources of veridical knowledge and its various divisions.

**CO 3:** He/she get at last the clear idea about the theory of inference (*anumāna*): Its nature, its classifications, the soul part of it *i.e.* *vyāpti* and fallacies according to Nyāya philosophy.

### **SEC-1 (Basics of Counseling)**

**CO 1:** Students can get the idea about the mental health, area and scope of counseling, qualities of a counselor, what the counselling is etc.

**CO 2:** He/she can know and develop their basic skills of counselling, such as listening and responding.

**CO 3:** He/she can develop their notion about how counseling proceeds through therapy.

**CO 4:** He/she can know the ethics of counseling, such as confidentiality and neutrality.

### **4<sup>TH</sup> SEM**

#### **CC-8 (Western Logic-I)**

**CO 1:** Here the students get the basic concepts of Western Logic like the concepts of sentence and proposition, validity and invalidity etc.

**CO 2:** He/she get a proper idea about the traditional logic *i.e.* Aristotelian logic. Here he/she can know about the Categorical Propositions, Distribution of terms, Conversion, Obversion, Contraposition, Square of opposition etc.

**CO 3:** He/she can know the modern logic *i.e.* symbolic logic in the Unit-III. He/she can be acquainted with various symbols used in symbolic logic and their functions. He/she can grasp the methods and skills through which they can prove the validity and invalidity of an argument.

**CO 4:** He/she can know about the inductive logic; simple enumeration and logical analogy.

### **CC-9 (Psychology)**

**CO 1:** Students can know the place of Psychology in the philosophy and Psychology as a science, different methods of Psychology.

**CO 2:** He/she can know the different state and stages of mind and it works.

**CO 3:** He/she can know different activities of mind in our daily life events. He/she can also know the inner levels of mind, such as conscious, sub-conscious, unconscious.

**CO 4:** He/she can know himself/herself with the study of personality and he/she can know how the intelligence can be measured.

### **CC-10 (Philosophy of Religion)**

**CO 1:** The students have the concept of religion and philosophy of religion and the differences between them. They can know the origin and development of religion.

**CO 2:** He/she can know some traditional theories on proofs for existence of God and religious consciousness.

**CO 3:** He/she can know about different religions like Hinduism, Buddhism, Islamism, Christianity, and about the religion without God.

**CO 4:** He/she can have the concept of religious knowledge, concept of *Bhakti* and *Dharma* according to *Pūrva-Mīmāṃsā* and the concept of God according to Śaṅkara and Rāmānuja.

### **SEC-2 (Critical Thinking)**

**CO 1:** Students can gain a training on critical thinking: how to think critically.

**CO 2:** He/she can know the relation between logic and critical thinking.

**CO 3:** He/she can have a proper training about thinking, reading and writing critically.

## **5<sup>TH</sup> SEM**

### **CC-11 (Socio-Political Philosophy)**

**CO 1:** The students get the knowledge about the society, community, association, institution, social group and its different forms.

**CO 2:** He/she can have the concept of social codes, social class and caste.

**CO 3:** He/she have some political ideals, concepts of welfare state, secularism.

**CO 4:** He/she can understand some socio-political theories like Socialism, Marxism and Humanism according to R. N. Tagore and Svami Vivekananda.

### **CC-12 (Western Logic-II)**

**CO 1:** Students are introduced with Predicate Logic: Symbolization of the propositions, proving validity and invalidity.

**CO 2:** He/she acquainted with the stroke function of Shaffer and knows the inter-definability of different Truth Functions.

**CO 3:** He/she can have the skill to transform a proposition into Conjunctive Normal Form and Disjunctive Normal Form.

**CO 4:** He/she can know five cause-determining methods of J. S. Mill, about the science and hypothesis, and how probability can be calculated.

### **DSE-1 (Philosophy of Mind)**

**CO 1:** The students read a particular text on this area. He/she get a conception on the mind from completely a philosophical perspective.

**CO 2:** He/she can know the relation between mind and soul from philosophical outlook.

**CO 3:** He/she can have the idea about the relation between consciousness and body and about the action and mental activities.

### **DSE-2 (Introduction to Feminist Philosophy)**

**CO 1:** Students can have the idea of the position of the women all around the world, division of sex and gender, discrimination, patriarchy and matriarchy.

**CO 2:** He/she can know about different feministic movements: liberal and radical.

**CO 3:** He/she can have the idea of how a woman can be empowered and eco-feminism.

**CO 4:** He/she get the idea of the position of a woman in the workplace and the rights of a transgender person.

## **6<sup>TH</sup> SEM**

### **CC-13 (Philosophy in 20<sup>th</sup> Century: Indian)**

**CO 1:** Students can have the idea of the philosophical thoughts of the modern thinkers of 20<sup>th</sup> Century. He/she can have the notions of Universal Religion and Practical Vedanta of Svami Vivekananda.

**CO 2:** He/she can get a different view point when he/she is introduced with the thought of R. N. Tagore on the relationship between man and God, relationship between men and women and the religion of man.

**CO 3:** His/her outlook on Vedanta becomes changed when he/she read Aurabindo; Mind and Super mind, Integral Yoga.

**CO 4:** They can be known about the non-violence, Ahimsā, Satyāgraha, philosophy of end and means of Mahatma Gandhi. They can know also Ambedkar's view social evils and concept of Neo-Buddhism.

### **CC-14 (Philosophy in 20<sup>th</sup> Century: Western)**

**CO 1:** It is a text-based study. The book *The Problems of Philosophy* is read here. The students can get a clear idea that whatever that we perceive cannot be actual all time when they read the chapter "Appearance and Reality".

**CO 2:** He/she can know the view of Russell on the nature of matter and the nature of the existence of matter.

**CO 3:** He/she can move their conception from the traditional conception of Idealism to the conception of Russell.

**CO 4:** He/she gets some new outlook and stand points on Induction.

### **DSE-3 (Practical Ethics)**

**CO 1:** Students can have the idea of practical ethics. They can engrave the concept that the killing is morally wrong action.

**CO 2:** He/she can have the clear idea that taking the life of an animal or trees is ethically evil work. So we should take care of the environment and save the trees.

**CO 3:** He/she can have the conviction that taking life of embryo or fetus is also an immoral action. This notion will help him/her in their future life.

#### **DSE-4 (*Introduction to Set Theory*)**

**CO 1:** This is a text-based study and demonstrative study. Students can know the set theoretical notation and they can be accustomed with the practice of different arguments and can determine the truth and falsity of statements and validity and invalidity of arguments.