

Name of Department- Philosophy

Course – B.A. (Prog.) 2018-19

Sem	Type of Course	Course Name	Course Outcomes
1	Core	LOGIC	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
2	Core	ETHICS	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas

3	Core	INDIAN PHILOSOPHY	<p>CO1: At a macro level, the Indian contribution to global philosophy is still not recognized in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart.</p> <p>CO2: It should also be the endeavours to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.</p>
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4	Core	WESTERN PHILOSOPHY	CO1: This course explores foundational philosophical concepts through the lenses of key thinkers. Students will analyze Plato's knowledge-opinion dichotomy, Descartes' "Cogito, ergo sum" and mind-body dualism, Spinoza's substance theory, Leibniz's monads, Berkeley's critique of Locke and idealism, Hume's causal skepticism, and Kant's proposition classifications and synthetic a priori possibility. The curriculum fosters critical thinking by encouraging the assessment of diverse philosophical perspectives, enhancing analytical skills, and deepening comprehension of metaphysical and epistemological debates
5	Core/DSE	FEMINISM	CO1: The study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

6	Core/DSE	SOCIAL AND POLITICAL PHILOSOPHY	CO1:to make students a better citizens by understanding the notion of democracy CO2: To know rights of Individuals and communities. CO3: To learn to live in cohesive manner in a multicultural setup
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5	GE	FUNDAMENTALS OF INDIAN PHILOSOPHY	<p>CO1: Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya ,Mimamha and Vedanta.</p> <p>CO2: They will become aware of the Metaphysics of various schools which will help them to understand the society at large.</p> <p>CO3:In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.</p> <p>CO4: In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.</p>
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6	GE	PHILOSOPHICAL THOUGHT OF AMBEDKAR	CO1: Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts. CO2: Critical engagement with social reality conditioned by the caste system. CO3: Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation. CO4: To make good citizen by understudying the indigenous democratic philosophical thought.
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Name of Department- Philosophy

Course – B.A. (Prog.) 2019-20

Sem	Type of Course	Course Name	Course Outcomes
1	Core	LOGIC	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
2	Core	ETHICS	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas

3	Core	INDIAN PHILOSOPHY	<p>CO1: At a macro level, the Indian contribution to global philosophy is still not recognized in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart.</p> <p>CO2: It should also be the endeavours to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.</p>
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4	Core	WESTERN PHILOSOPHY	CO1: This course explores foundational philosophical concepts through the lenses of key thinkers. Students will analyze Plato's knowledge-opinion dichotomy, Descartes' "Cogito, ergo sum" and mind-body dualism, Spinoza's substance theory, Leibniz's monads, Berkeley's critique of Locke and idealism, Hume's causal skepticism, and Kant's proposition classifications and synthetic a priori possibility. The curriculum fosters critical thinking by encouraging the assessment of diverse philosophical perspectives, enhancing analytical skills, and deepening comprehension of metaphysical and epistemological debates
5	Core/DSE	FEMINISM	CO1: The study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

6	Core/DSE	SOCIAL AND POLITICAL PHILOSOPHY	CO1: To make students a better citizens by understanding the notion of democracy CO2: To know rights of Individuals and communities. CO3: To learn to live in cohesive manner in a multicultural setup
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5	GE	FUNDAMENTALS OF INDIAN PHILOSOPHY	<p>CO1: Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya ,Mimamha and Vedanta.</p> <p>CO2: They will become aware of the Metaphysics of various schools which will help them to understand the society at large.</p> <p>CO3:In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.</p> <p>CO4: In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.</p>
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6	GE	PHILOSOPHICAL THOUGHT OF AMBEDKAR	CO1: Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts. CO2: Critical engagement with social reality conditioned by the caste system. CO3: Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation. CO4: To make good citizen by understudying the indigenous democratic philosophical thought.
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Name of Department- Philosophy

Course – B.A. (Prog.) 2020-21

Sem	Type of Course	Course Name	Course Outcomes
1	Core/DSC	Logic	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
2	Core/DSC	Ethics	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas

3	Core/DSC	Indian Philosophy	<p>CO1: At a macro level, the Indian contribution to global philosophy is still not recognized in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart.</p> <p>CO2: It should also be the endeavours to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.</p>
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4	Core/DSC	MODERN WESTERN PHILOSOPHY	CO1: This course will enable students to think outside the box of the prevalent philosophical orthodoxies. CO2: The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.
5	Core/DSE	Social and Political Philosophy: Indian & Western	CO1: To make students a better citizens by understanding the notion of democracy CO2: To know rights of Individuals and communities. CO3: To learn to live in cohesive manner in a multicultural setup
6	Core/DSE	Philosophy of Religion	CO1: Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.
5	SEC	Art and Film Appreciation	CO1: It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

6	SEC	Critical Thinking and Decision making	<p>CO1: Helps in generating productive/creative ideas for further use in difficult situation.</p> <p>CO2: Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution</p> <p>CO3: Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.</p> <p>CO4: Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.</p> <p>CO5: Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.</p> <p>CO6: Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.</p>
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5	GE	Ethics	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas
6	GE	Philosophical thoughts of Ambedkar	CO1: Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts. CO2: Critical engagement with social reality conditioned by the caste system. CO3: Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation. CO4: To make good citizen by understudying the indigenous democratic philosophical thought.

Name of Department- Philosophy

Course – B.A. (Prog.) 2021-22

Sem	Type of Course	Course Name	Course Outcomes
1	Core	Logic	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
2	Core	Ethics	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas

3	DSE	Indian Philosophy	<p>CO1: At a macro level, the Indian contribution to global philosophy is still not recognized in the same manner as Western Philosophy. To give one example, while we essentially teach Western Philosophy in our university curriculum, Indian Philosophy is still not popular in West or elsewhere and is not a 'compulsory' element of course curriculum. Part of the reason is that we have not brought out the contribution of Indian Philosophy properly. Therefore, the learning outcomes from this course must be dovetailed to highlight the positive contribution of this paper and in what way some of the thought processes are better than its Western counterpart.</p> <p>CO2: It should also be the endeavours to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.</p>
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4	DSE	MODERN WESTERN PHILOSOPHY	CO1: This course will enable students to think outside the box of the prevalent philosophical orthodoxies. CO2: The history of philosophy trains the mind to think differently and alternatively about the fundamental problems of philosophy.
5	Core/DSE	Social and Political Philosophy: Indian & Western	CO1: To make students a better citizens by understanding the notion of democracy CO2: To know rights of Individuals and communities. CO3: To learn to live in cohesive manner in a multicultural setup
6	Core/DSE	Feminism	CO1: The study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour
5	SEC	Art and Film Appreciation	CO1: It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

6	SEC	Critical Thinking and Decision making	<p>CO1: Helps in generating productive/creative ideas for further use in difficult situation.</p> <p>CO2: Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution</p> <p>CO3: Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.</p> <p>CO4: Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.</p> <p>CO5: Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.</p> <p>CO6: Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.</p>
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5	GE	Ethics	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas
6	GE	Philosophical thoughts of Ambedkar	CO1: Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts. CO2: Critical engagement with social reality conditioned by the caste system. CO3: Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation. CO4: To make good citizen by understudying the indigenous democratic philosophical thought.

Name of Department- Philosophy

Course – B.A. (Prog.) 2022-23

Sem	Type of Course	Course/Paper Name	Course/Paper Outcomes
1	MAJOR	Major DSC-2 Logic	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
1	MINOR	DSC-1 Philosophical Issue	CO1: By studying this course, a student should be able to demonstrate a clear understanding of the background the philosophical issues. CO2: They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy. CO3: They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject

1	VAC	Ethics and Culture	<p>CO1: Explore perspectives on ethics in thoughts, words and actions</p> <p>CO2: Evolve ethical decision making practises</p> <p>CO3: Understand the need for an ethical society and culture</p> <p>CO4: Introspect, become conscious of and assess one's stance in life</p> <p>CO5: Cultivate empathy, tolerance and compassion</p> <p>CO6: Apply the values learnt in the course to everyday life</p>
2	MAJOR	Introduction to Western Philosophy	<p>CO1: The students will be equipped with knowledge of basics of western philosophy</p> <p>CO2: The students will acquire the skills of reading the texts of western philosophy</p> <p>CO3: The students will be able to analyze the various traditions of western philosophy</p>
2	MINOR	Introduction to Indian Philosophy	<p>CO1: Students will learn about the different aspects of Indian Philosophy</p> <p>CO2: Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy</p> <p>CO3: The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world</p>

2	VAC	Ethics and Culture	CO1: Explore perspectives on ethics in thoughts, words and actions CO2. Evolve ethical decision making practises CO3. Understand the need for an ethical society and culture CO4. Introspect, become conscious of and assess one's stance in life CO5. Cultivate empathy, tolerance and compassion CO6. Apply the values learnt in the course to everyday life
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3	Core	MIL-Introduction to Indian Philosophy	<p>CO1. Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya , Mimamha and Vedanta.</p> <p>CO2. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.</p> <p>CO3. In the unit students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.</p> <p>CO4: In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.</p> <p>CO5. Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.</p>
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4	Core	MIL-Introduction to Western Philosophy	<p>CO1: This paper seeks to do three things: 1. it will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others. thus will advise them in distinguishing good arguments from bad argument</p> <p>CO2. it will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought.</p> <p>CO3. It will also make students aware that there is no place for superficial approach to the complex questions in life.</p>
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GENERIC ELECTIVE (GE) Courses Common Pool and Language

Sem	Type of Course	Course Name	Course Outcomes
1	GE	Ethics in Public Domain	<p>CO1: To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.</p> <p>CO2: Larger awareness of public issues and empathy with marginalised issues in society.</p> <p>CO3: Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change</p>

2	GE	Philosophy, Politics, Economics	CO1: To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other. CO2: This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking
5	SEC	Art and Film Appreciation	CO1: It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

6	SEC	Critical Thinking and Decision making	<p>CO1: Helps in generating productive/creative ideas for further use in difficult situation.</p> <p>CO2: Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution</p> <p>CO3: Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.</p> <p>CO4: Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.</p> <p>CO5: Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.</p> <p>CO6: Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.</p>
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5	GE	Ethics	CO1: This curriculum should enable students to develop ability for moral reasoning and act with ethical deliberations. After studying ethics one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas
6	GE	Philosophical Thought of Ambedkar	CO1: Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts. CO2: Critical engagement with social reality conditioned by the caste system. CO3: Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation. CO4: To make good citizen by understudying the indigenous democratic philosophical thought.

Name of Department- Philosophy

Course – B.A. (Prog.) 2023-24

Sem	Type of Course	Course/Paper Name	Course/Paper Outcomes
1	MAJOR	B.A (PROG) Logic	CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws. CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution. CO3: Helps in good scoring for a better rank in form of result
1	MINOR	Philosophical Issues	CO1: By studying this course, a student should be able to demonstrate a clear understanding of the background the philosophical issues. CO2: They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy. CO3: They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject
1	VAC	ETHICS AND CULTURE	CO1: Explore perspectives on ethics in thoughts, words and actions CO2: Evolve ethical decision making practises CO3: Understand the need for an ethical society and culture CO4: Introspect, become conscious of and assess one's stance in life CO5: Cultivate empathy, tolerance and compassion CO6: Apply the values learnt in the course to everyday life

2	MAJOR	Introduction to Western Philosophy	CO1: The students will be equipped with knowledge of basics of western philosophy CO2: The students will acquire the skills of reading the texts of western philosophy CO3: The students will be able to analyze the various traditions of western philosophy
2	MINOR	Introduction to Indian Philosophy	CO1: Students will learn about the different aspects of Indian Philosophy CO2: Students will understand and appreciate the contrasting approaches to the truth in Indian philosophy CO3: The student will come to appreciate that Indian philosophy is one of the major streams of thought in the world
2	VAC	ETHICS AND CULTURE	CO1: Explore perspectives on ethics in thoughts, words and actions CO2. Evolve ethical decision making practises CO3. Understand the need for an ethical society and culture CO4. Introspect, become conscious of and assess one's stance in life CO5. Cultivate empathy, tolerance and compassion CO6. Apply the values learnt in the course to everyday life
3	MAJOR	Ethics	CO1: The student will be able to understand and analyse ethical theories CO2: The student will appreciate the role of reasoning in ethics CO3: The student will be able to evaluate different theories of ethics CO4: The student will be able to apply ethical theories in practical situations

3	MINOR	Social and Political Philosophy	<p>CO1. The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.</p> <p>CO2. The student will be able to analyze political discourse by using concepts in both western and Indian traditions</p> <p>CO3. The student will appreciate the concepts and ideas of western and Indian political thought.</p>
3	VAC	Bharatiy Bhakti Parampra aur Manaviy Mulya	<p>CO1. Through the Indian Bhakti tradition, development of human values and qualities in the students and they will become good and characterful.</p> <p>CO2. Knowledge about the cultural and social aspects of the Indian Bhakti tradition.</p> <p>CO3. The Indian Bhakti tradition will be given to the students through the knowledge of the ancient and all-India nature of Bhakti.</p> <p>CO4. The feeling of nationalism and all-Indianness will be awakened and strengthened.</p> <p>CO5. Major devotional poems will be introduced, poets will be introduced and information about their thoughts will be available.</p>
3	VAC	Ethics and Culture	<p>CO1. The Learning Outcomes of this course are as follows:</p> <p>CO2. Explore perspectives on ethics in thoughts, words and actions</p> <p>CO3. Evolve ethical decision making practices</p> <p>CO4. Understand the need for an ethical society and culture</p> <p>CO5. Introspect, become conscious of and assess one's stance in life</p> <p>CO6. Cultivate empathy, tolerance and compassion</p> <p>CO7. Apply the values learnt in the course to everyday life</p>

4	MAJOR	Truth-Functional Logic	CO1. Students will be able to evaluate arguments symbolized in truth functional notation. CO2. Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments. CO3. Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic. CO4. Students will develop critical thinking and problem-solving skills.
4	MINOR	Truth-Functional Logic	CO1. Students will be able to evaluate arguments symbolized in truth functional notation. CO2. Students will learn to use proof system for both sentential logic and predicate logic to construct derivations for valid arguments. CO3. Students will be able to formulate counterexamples for invalid arguments symbolized in the notations of predicate logic. CO4. Students will develop critical thinking and problem-solving skills
4	VAC	Ethics and Culture	CO1. The Learning Outcomes of this course are as follows: CO2. Explore perspectives on ethics in thoughts, words and actions CO3. Evolve ethical decision making practices CO4. Understand the need for an ethical society and culture CO5. Introspect, become conscious of and assess one's stance in life CO6. Cultivate empathy, tolerance and compassion CO7. Apply the values learnt in the course to everyday life

GENERIC ELECTIVE (GE) Courses Common Pool and Language

1	GE	Ethics in Public Domain	CO1: To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis. CO2: Larger awareness of public issues and empathy with marginalised issues in society. CO3: Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change
2	GE	Philosophy, Politics, Economics	CO1: To equip students with good working knowledge of concepts in philosophy, politics, and economics and how they interact with each other. CO2: This will make students appreciate the interconnections between the subjects, and also develop interdisciplinary thinking
3	GE	Philosophical Debates: Western	CO1: It will develop skills of critical evaluation of key arguments of philosophers CO2: It will enable students to have a better understanding of how a philosopher develops and defends a theme CO3: It will create an understanding of philosophical themes and debates
4	GE	Bioethics	CO1. The learning outcomes of this are multidimensional. It forms a strong base in the field of research of ethics and medicine care. CO2. It would also increase the student's ability to identify their role in capacity building. CO3. It directly enforce student's role in social responsibility.

5	GE	Fundamentals of Indian Philosophy	<p>CO1. Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya ,Mimamha and Vedanta.</p> <p>CO2. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.</p> <p>CO3. In unit II, students will gain familiarity with the epistemology of Charvaka and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.</p> <p>CO4. In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.</p>
5	SEC	Art and Film Appreciation	<p>CO1: It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.</p>