

COURSE OUTCOMES

PHILOSOPHY

B.A.(Hons.)Philosophy

Sem	Type of Course	Course Name	Course Outcomes
I	CORE	CC1:Indian Philosophy	<p>CO1:Students of the B.A. (Honors) Indian Philosophy will understand the richness of Indian Intellectual Traditions through basic concepts such as Shruti (agama) and Smriti(Nigama), Karma, Jnana and Bhakti, Indian Idealism vs. Indian Materialism, Preyas, Shreyas and Nihsreyas etc</p> <p>CO2: Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainaism, Samkhya, Mimamsa and Vedanta. 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 III, students will gain familiarity with the epistemology of Jaina 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</p>

			<p>rational inquiry for understanding the systems. Students will be 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>
I	CORE	CC2: Logic	<p>CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.</p> <p>CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.</p> <p>CO3: Helps in good scoring for a better rank in form of result</p>
II	CORE	CC3: Greek philosophy	<p>This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically</p>

			contextualized in the present day times. Students of Delhi University read Indian Philosophy, this course in Greek Philosophy complements it fairly well for understanding of the classics.
II	CORE	CC4:Ethics	CO1:The students after having run through basic ethical theories gain a better orientation from the ethical perspective. CO2:This course helps to understand and interpret events with a more rational basis.
III	CORE	CC5:Western Philosophy:Descartes to Kant	CO1: it will enable students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments. 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. CO3: It will also make students aware that there is no place for superficial approach to the complex questions in life.
III	CORE	CC6: Social and Political Philosophy:Indian& Western	CO1:to make students a better citizens by understanding the notion of democracy

			<p>CO2: to know the rights of Individuals and communities.</p> <p>CO3: to learn to live in a cohesive manner in a multicultural setup.</p>
III	CORE	CC7: Applied Ethics	<p>This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum.</p>
IV	CORE	CC8: Text of Indian Philosophy	<p>CO1: The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.</p> <p>CO2: Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical</p>

			<p>teachings. Thus, by focussing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview.</p> <p>CO3: Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.</p>
IV	CORE	CC9: Text of Western Philosophy	<p>The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.</p> <p>2. Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical teachings. Thus, by focussing on individual philosophical thought from original texts, the students would be capable of differentiating between</p>

			<p>positive and normative worldview.</p> <p>3. Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.</p>
IV	CORE	CC10: :Truth Functional Logic	It enhances the logical reasoning and problem-solving skills.
V	CORE	CC11: Analytic Philosophy	<p>CO1:Introducing students to the primary thinkers of one of the most important and influential school of thought in Western Philosophy.</p> <p>CO2:Acquainting students with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.</p> <p>CO3:Inculcating young minds with the basic training associated with the tradition, such that it is prepared to engage in critical and reflective thinking.</p> <p>CO4:Enabling students to reduce complex issues into simpler components that will facilitate clearer understanding</p>

V	CORE	CC12: Continental Philosophy	<p>CO1: Make students gain familiarity with, and clear understanding of, the major thinkers of Continental tradition and their philosophy.</p> <p>CO2: Improved critical reading of the texts, their rational and logical understanding, and writing abilities.</p> <p>CO3: Students will learn to develop scientific, logical and rational inquiry for understanding the thinkers and their philosophy. Students will be able to do a comparative analysis of all thinkers which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.</p> <p>CO4: This will help the students to develop openness to new ideas.</p> <p>CO5: Create awareness among the students of the complexity of issues and willingness to examine issues from many different perspectives.</p> <p>CO6: Students will reflect on and critically evaluate new and unfamiliar concepts.</p> <p>CO7: Exposure to various texts of Continental Philosophy</p> <p>CO8: Students will develop strong oral and written communication skills through the effective presentation of Projects,</p>
---	------	------------------------------	---

			<p>Quiz as well as through Seminars.</p> <p>CO9:Finally it will give a holistic development of their personality</p>
VI	CORE	CC13:Philosophy of Religion:Indian and Western	<p>CO1:The students will acquire a general understanding of religious issues .</p> <p>CO2:They will learn to think critically about religious issues.</p>
VI	CORE	CC14: Philosophy of Language:Indian and Western	<p>CO1:Students are equipped with an enhanced ability to explain key distinctions in theories of Frege, Russell and Strawson. Grasping the philosophical position of Nyaya school of philosophy and understanding the theory of meaning of words and sentences in Nyaya Siddhanta Muktavali. Students are able to know, towards the end of the course, what they learnt and communicate to others their understanding of the fundamental issues in philosophy of language.</p>
III	SEC	SEC-1: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>
IV	SEC	SEC-2:Art&Film Appreciation	<p>CO1:It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.</p>
V	DSE	Philosophy of Mind	<p>CO1:An overview of the most important directions within the philosophy of mind in the 20th century.</p> <p>CO2:An insight into issues that connect philosophy of mind to modern cognitive science</p>

			<p>CO3:An understanding to appreciate that how human thinking involves context constituted by the body.</p> <p>CO4:An understanding that thinking extends beyond the brain and is embedded in the body's habitual encounters with the world.</p> <p>CO5:A cognizance how concepts involve the role of sensory, motor, affective experiences and are thus embodied.</p>
V	DSE	DSE-2:Philosophy of Science	<p>Students are equipped with an articulated basis for the philosophical analysis of scientific methodology. They no more remain under the impact of scientific dogmas. Their ability to express their arguments with clarity and precision is enhanced with the study of Popper, Kuhn, Lakatos, Feyerabend, sequence of theories regarding scientific methodology and rationality of science, students have understanding of latest changing trends in philosophy of science.</p>
V	DSE	DSE-3:Philosophy of Law	<p>The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal</p>

			structure, rules and modalities. Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.
V	DSE	DSE-4:Indian Materialism	CO1:The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of materialism as a philosophical theory and its significance in reading the Indian intellectual traditions today.
V	DSE	DSE-5:Bio Ethics	CO1:The learning outcomes of this course are multidimensional.It forms a strong base in the field of research of ethics and medicine care. It would also increase the students ability to identify their role in capacity building . It directly enforces students role in social responsibility
VI	DSE	DSE-6:Feminism	CO1: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
VI	DSE	DSE-7:Indian Theories of Consciousness	CO1:Students will have knowledge of the Indian Theories of Consciousness given in Mandukyopanishad, Bhagavadgita, Buddhism, Jainism, Samkhya , Charvaka, Nyaya and Advaita Vedanta. CO2:In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. CO3:Students will develop strong oratory and writing skills through the effective presentation of projects, debates, as well as through Seminars, conference, workshops.
VI	DSE	DSE-8:Aesthetics	CO1:The course prepares the students to pursue and qualify for a career in art, culture and media studies.
VI	DSE	DSE-9:Knowledge and Skepticism	CO1:To learn about general issues in epistemology CO2:To learn about the

			<p>problems regarding the definition of knowledge</p> <p>CO3:To learn about the justification of knowledge</p> <p>CO4:To consider the challenge from radical scepticism and the responses</p>
VI	DSE	DSE-10:Philosophy of Logic	<p>CO1:To learn about philosophy of logic, philosophical logic and philosophy and logic</p> <p>CO2:To understand basic theories and problems regarding the notion of a proposition</p> <p>CO:To have a better understanding of terms like "analytic", "a priori", de dicto, de re, possible worlds, essentialism</p> <p>CO4:To grasp the fundamental problems regarding existence, reference and presupposition.</p>

GENERIC ELECTIVE (GE) Courses for Honours Courses (For students other than B.A. (Hons.)PHILOSOPHY)

Sem	Type of Course	Course Name	Course Outcomes
I	GE	GE-1:Ethics in the 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</p>

			<p>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>
III	GE	GE-3: Feminism	<p>CO1: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.</p>
III	GE	GE-4:Critical Thinking	<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 courage, empathy, perseverance and 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</p>

			<p>mind all situational factors. CO4: Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis. CO5:Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments. CO6: Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking.</p>
IV	GE	GE-5:Bio Ethics	<p>CO1:The learning outcomes of this course are multidimensional.It forms a strong base in the field of research of ethics and medicine care. It would also increase the students ability to identify their role in capacity building . It directly enforces students role in social responsibility</p>
IV	GE	GE-6:Symbolic Logic	<p>CO1:This course helps in learning the various principles and methods of basic as well as higher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction. It helps in examining more complex arguments for</p>

			<p>deriving clear rational conclusions. This paper helps in good score that provides better rank in form of results. This is an appropriate paper for applying the logical/mathematical skill and to make use of artificial intelligence effectively.</p>
--	--	--	---

Courses offered to B.A. (Prog.)

Sem	Type of Course	Course Name	Course Outcomes
I	Core	Logic	<p>CO1: Helps in sharpening the reasoning and argumentation skill of a learner and simultaneously helps in identifying the flaws.</p> <p>CO2: Enhances the analytical skills, so that one can resolve the difficult issues and finally arrives at a reasonable solution.</p> <p>CO3: Helps in good scoring for a better rank in form of result</p>
II	Core	Ethics	<p>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.</p>
III	Core	Indian Philosophy	<p>CO1: At a macro level, the Indian contribution to</p>

			<p>global philosophy is still not recognised 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 endeavour 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>
IV	Core	Introduction to Indian Philosophy	CO1: Students will appreciate the Indian

			<p>Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamha and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.</p> <p>In the 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>CO2: In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be 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>CO3: Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.</p>
III	SEC	Critical Thinking and Decision Making	CO1: Helps in generating productive/creative ideas

			<p>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>
IV	SEC	Yoga Philosophy	<p>(i) At a macro level, the Indian contribution to global philosophy is still not recognised in the same manner as Western Philosophy. To give one example, while we essentially teach Western</p>

			<p>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. (ii) It should also be the endeavour 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>
V	DSE	Buddhism	CO1: At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.

			CO2: Student have acquired a good understanding of the key doctrines of Buddhism. CO3: Student have the sound understanding of Buddhist epistemology, metaphysics, ethics and shall be able to go for further studies in the subject.
VI	DSE	Religion of Mind	Philosophy of religion develops a critical approach in the students whereby they are able to form an informed opinion regarding various issues concerning religion.
VI	SEC	Ethical Decision Making	This course would enable developing an ability to use theories of standard Ethics and reflective morality to resolve the real life issues and concerns. In other words, this course would facilitate a skill in addressing issues that ensue moral dilemmas or the 'trolley problems".
V	SEC	Art and Film Appreciation	It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.
V	GE	Ethics	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.
VI	GE	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.
VI	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.