

Program Outcome (PO) and Course Outcome (CO) under NCCF

Program Offered: B.A in Philosophy

| Program Outcomes (PO) | |
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| PO1: | Acquiring Knowledge of Indian Tradition and Culture along with a training in Western thoughts along with Knowledge of authentic text like the Upanishads and the Sutakara period. |
| PO2: | Acquiring knowledge of Contemporary Indian Philosophy and Philosophers |
| PO3: | Acquiring Knowledge on improving interpersonal relationship and being aware of the intrinsic value of an action to Enquire and framing of questions on social, political, moral, ethical and environmental issues |
| PO4: | Acquiring the skill to frame one's own world view with Basic Competency/Skill |
| PO5: | Acquiring the skill to detox oneself in times of stress using life enhancing skills offered by different Indian Philosophical systems |
| PO6: | Acquiring the sense of the meaningful existence in a crowd as well as a sense of belongingness and coping skills/adaptation skills with morally oriented with additional reasoning capacity on emerging situations, Logical Thinking, Research Skills, Problem solving Skills & Decision-making skills etc. |

Programme Specific Outcome

| Programme Name | B.A. Programme in Philosophy |
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| PSO | The curriculum covers a comprehensive study of philosophical thought keeping balance on both Indian and Western philosophy. It not only comprises the mainstream philosophical discourses of Indian and Western thought from classical to contemporary period, it also includes psychology, socio-political-ethico enquires, value education along with post-modern concepts like gender equality, human rights and other debatable practical issues. The curriculum not only enriches students with the philosophical understanding about reality, at the same time it clarifies their reflections concerning the society at large. It would be really instrumental for them in the periphery of practical life and gradual upbringing. |

SEMESTER: I (Hons & Undergraduate)(As per the prescribed curriculum of KNU)

| COURSE OUTCOMES (CO) | | | |
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| Sl No. | Course Name | Course Code | Course Outcomes(CO) |
| 1. | Fundamentals of Indian Philosophy | BAPHIMJ101 | CO1: Students will be benefited from studying Indian Philosophy because this subject shares many concepts such as dharma, karma, suffering, renunciation, meditation with almost all of them focusing on the ultimate goal of liberation of the individual through diverse range of spiritual practices. |
| 2 | Reasoning: Deductive and Inductive | BAPHISE101 | CO1: After the completion of course, the students will have ability to: CO2: Students will know about the fundamental methods and techniques of correct reasoning which will sharpen their argumentation skills. CO3: Students will be capable of comparing between traditional logic and symbolic logic and will be well acquainted with the basic terminologies, premises and conclusions. CO4: They will gain predictive power by learning the rules and fallacies from deductive and inductive logic. |
| 3 | Fundamentals of Indian Philosophy | BAPHIMN101 | CO1: Students will be benefited from studying Indian Philosophy because this subject shares many concepts such as dharma, karma, suffering, renunciation, meditation with almost all of them focusing on the ultimate goal of liberation of the individual through diverse range of spiritual practices. |
| 4 | Yoga for Daily Life | MDC115 | CO1: Students will be benefited from studying this course in various aspects. They will acquire the knowledge of Indian traditional method of meditation through the practical approach of this course. This course will help any students from any discipline through a lifelong learning. |
| 5. | Fundamentals of Indian | MAJC1 | CO1: Students will be benefited from |

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| | Philosophy(UN) | | studying Indian Philosophy because this subject shares many concepts such as dharma, karma, suffering, renunciation, meditation with almost all of them focusing on the ultimate goal of liberation of the individual through diverse range of spiritual practices. |
| 6. | Reasoning: deductive and inductive(UN) | SEC1 | CO1: After the completion of course, the students will have ability to: CO2: Students will know about the fundamental methods and techniques of correct reasoning which will sharpen their argumentation skills. CO3: Students will be capable of comparing between traditional logic and symbolic logic and will be well acquainted with the basic terminologies, premises and conclusions. CO4: They will gain predictive power by learning the rules and fallacies from deductive and inductive logic. |
| 7. | Yoga For Daily Life (Philosophy)(UN) | MD | CO1: Students will be benefited from studying this course in various aspects. They will acquire the knowledge of Indian traditional method of meditation through the practical approach of this course. This course will help any students from any discipline through a lifelong learning |

SEMESTER: II (Hons & Undergraduate) (Asper the prescribed curriculum of Kazi Nazrul University)

| COURSE OUTCOMES (CO) | | | |
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| Sl No. | Course Name | Course Code | Course Outcomes (CO) |
| 1. | Fundamentals of Western Philosophy | BAPHIMJ201 | CO1: It will introduce students with the basic tenets of early Greek Philosophers with the chief exponents of Rationalism inspiring them for further studies. |
| 2 | Applied Ethics | BAPHISE201 | CO1: It will help to explore some issues related to morality, values, and also |

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| | | | some burning issues like Euthanasia and Abortion and also Environmental Ethics which will guide us a lot in our daily life. |
| 3 | Fundamentals of Western Philosophy | BAPHIMN201 | CO1: It will introduce students with the basic tenets of early Greek Philosophers, with the chief exponents of Rationalism inspiring them for further studies. |
| 4. | Fundamentals of Western Philosophy(UN) | MAJC2 | CO1: It will introduce students with the basic tenets of early Greek Philosophers with the chief exponents of Rationalism inspiring them for further studies. |
| 5. | Applied Ethics(UN) | SEC2 | CO1: It will help to explore some issues related to morality, values, and also some burning issues like Euthanasia and Abortion and also Environmental Ethics which will guide us a lot in our daily life. |

SEMESTER: III (Hons & Undergraduate) (Asper the prescribed curriculum of Kazi Nazrul University)

| SI No. | Course Name | Course Code | Course Outcomes (CO) |
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| 1. | Outlines of Indian Philosophy | BAPHIMJ301 | CO1: It will introduce students to the major schools of Indian philosophy and their fundamental tenets, enriching their understanding of Indian intellectual traditions. |
| 2. | History of Western Philosophical Thoughts | BAPHIMJ302 | CO1: It will introduce students to early Greek philosophers, including Plato, Aristotle, and the key exponents of Rationalism, inspiring further studies. |
| 3. | Minor Course (Chosen from Pool) | MNC-3 | CO1: It will provide interdisciplinary exposure by offering philosophical insights applicable to various disciplines. |
| 4. | Multidisciplinary Course (Chosen from Pool) | MDC-3 | CO1: It will allow students to explore philosophical perspectives beyond their core curriculum, enhancing critical thinking. |
| 5. | English Communication | AEC-2 | CO1: It will improve students' proficiency in English communication skills, aiding their academic and professional growth. |

SEMESTER: IV(Hons & Undergraduate) (As per the prescribed curriculum of KNU)

| Sl No. | Course Name | Course Code | Course Outcomes (CO) |
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| 1. | Indian Logic | BAPHIMJ401 | CO1: It will provide students with knowledge of Indian logical traditions, focusing on Nyāya and Buddhist logic, enhancing their reasoning abilities. |
| 2. | Western Logic | BAPHIMJ402 | CO1: It will develop students' understanding of formal reasoning, inference, and logical structures, sharpening their analytical skills. |
| 3. | Minor Course (Chosen from Pool) | MNC-4 | CO1: It will extend students' knowledge of philosophical traditions and their applications in various domains. |
| 4. | Logical Paradox | BAPHISE401 | CO1: It will help students understand and analyze logical paradoxes, improving their ability to tackle complex reasoning challenges. |
| 5. | Value Added Course (Chosen from Pool) | VAC-2 | CO1: It will enrich students' ethical and moral reasoning, fostering responsible citizenship and professional ethics. |

Course Outcome (CO) under LOCF

Program Offered: B.A HONS& Program in Philosophy

SEMESTER: V (Hons & Program)(As per the prescribed curriculum of KNU)

| COURSE OUTCOMES (CO) | | | |
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| SL. No. | Course Name | Course Code | Course Outcomes (CO) |
| 1. | Socio-Political Philosophy | BAHPHIC501 | CO1: This course aims at studying different range of social and political thinkers, theoriesand concepts.It would provide a broad survey of fundamental, social and politicalquestions in current context discussing philosophical issues central to political andsocialthoughts. CO2: To make students a better citizen by |

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| | | | understanding the notion of democracy, to know the rights of Individuals and communities and to learn to live in cohesive manner in amulticulturalsetup |
| 2. | Western Logic-II | BAHPHIC502 | <p>CO1:This course is designed for students who are comfortable with elementary mathematical and algebraic techniques. It will look at both truth functional logic and methods of deductive proof, quantification and predicate logic as well as the logic ofrelations.</p> <p>CO2: This course helps in learning the various principles and methods of basic as well ashigher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction.</p> <p>CO3: This is an appropriate paper for applying the logical/mathematical skill and to make use of artificial intelligence effectively.</p> |
| 3. | Bertrand Russell: <i>The Problems of</i> | BAHPHIDSE5 01 | CO1: The method and methodology of Analytic Philosophy allows it to register a presence in diverse domain soft Thought including epistemology, phenomenology |

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| | <i>Philosophy</i> | | <p>and meta physics to understand the primary concerns of Philosophical discourse.</p> <p>CO2: This text-based paper tries to inculcate among the students the process of discussing the metaphysical concepts from the very common-sense experience of our day-to-day life so that, those ideas are easily graspable.</p> <p>CO3: Students can use simple language and lucid explanations to make clear understanding of any difficult concepts easily.</p> |
| 4. | <i>Kaṭhopanīṣad</i> | BAHPHIDSE502 | <p>CO1: This is a text-based paper which projects the upanishadic thoughts regarding the notion of self, its nature, and comparison of the body and sense organs according to their functions and attainment of pleasure which is eternal.</p> <p>CO2: It also helps the students realize the true nature and virtues of being a disciple as was represented in the text with the story of Nachiketa.</p> <p>CO3: The Vedas contain four sections: the</p> |

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| | | | <p>mantra portion called the Samhitas; the ritualistic portion called the Brahmanas (external sacrifice to the chanting of the 7 Samhitas); the internal ways of sacrifice, the Aranyaka's— which can also be called internal Brahmanas—which are sacrifices without involving materials; and the end portion of the Vedas, the Upanishads, also known as Vedanta. A student realizes the stages through the conversation of the Lord of Death (Yama) and Nachiketa the importance of the four sections.</p> |
| 5. | <p>Debiprasad Chattopadhyay: <i>LokāyataDarśana</i></p> | <p>BAPPHIDSE5 01</p> | <p>CO1:The author has tried to compile a brief history of material is ancient Indian philosophy. Folklore information is extremely rare and these are exclusively fragmented and scattered. He has tried to present this book by collecting information on folklore in various ways.</p> <p>CO2: From tribes there developed nations and states. Law and politics arose, and with them the fantastic reflection of human things in the human mind: religion. In the face of all the creations, which appreciated in the first place to be products of the mind, and which seemed to dominate human society, more</p> |

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| | | | <p>modest productions of the working hand retreated into the background.</p> <p>CO3: This enriches a student with the rich cultural heritage that merely is known to us. As students should have knowledge of honoring and respecting every form of cultural decisions.</p> |
| 6 | Methods of Philosophical Enquiry (Indian) | BAPPHISE501 | <p>CO1: 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>CO2: Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.</p> <p>CO3: Helps them able to distinguish between proper argument and false arguments or arguments taken into account through vice.</p> |
| 7 | Outlines of Indian Philosophy | BAPPHIGE501 | <p>CO1: The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian</p> |

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| | | | <p>philosophy. Focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection. The course will help 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.</p> <p>CO2: Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.</p> |
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SEMESTER: VI (Hons & Program)(Asper the prescribed curriculum of KNU)

| COURSE OUTCOMES (CO) | | | |
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| SL No. | Course Name | Course Code | Course Outcomes (CO) |
| 1 | Philosophy in the Twentieth Century: Indian | BAHPHIC601 | <p>CO1:The medieval period of Indian history is totally filled with social reformatations with amodified reaffirmation of the old and ancient Vedic texts. Ancient Indian philosophies over flooded with the polytheistic theology and finally gave out their way to monismand the form less monotheism. With a little modification of the stratifications of society the medieval reformatations gave way to the cults of Devotion. Various philosophical thoughts came up during the reformation period along with the Indianpoliticalturmoil of nationalist movement.</p> <p>CO2:The students are made aware of such great minds who devoted their lives for well-being and social stability among the nation through their powerful and insightful ideas of reformation and self-development.</p> |
| 2 | Philosophy in the Twentieth Century: | BAHPHIC602 | <p>CO1: The objective of the course in Analytic Philosophy for Honours students is to makethem conversant with an important school</p> |

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| | Western | | <p>of Western Philosophy in the 20th century that led to a revolutionary re-conceptualization of the subject matter and methodology of philosophy in terms of linguistic analysis, logic and mathematics. The Analytic tradition originated in the work of Gottlob Frege in Germany, Bertrand Russell and G.E. Moore in Britain and then again with the work of German Philosopher Ludwig Wittgenstein.</p> <p>CO2: Acquainting students with the complex set of inter connected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.</p> <p>CO3: Enabling students to reduce complex issues into simpler components that will facilitate clearer understanding.</p> |
| 3 | David Hume: <i>An Enquiry Concerning Human Understanding</i> | BAHPHIDSE601 | <p>CO1: Hume attempted to understand something that science had not yet explained: the workings of the human mind. While contemporary science had made great progress in understanding the world, the mind still remained largely unexplored. Hume set out to change that, using scientific principles to explore the ways we think about the act</p> |

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| | | | <p>of thinking.</p> <p>CO2: Students are made aware that beliefs about the world stem neither from experience nor reason but from the way the minds work. In short, we have the beliefs we do because of human nature.</p> <p>CO3: This text resonates with the subsequent thinking of philosophy, psychology and science. Students get the sense of binding all these together for better understanding of the human nature.</p> |
| 4 | <i>Dhammapadam</i> | BAHPHIDSE602 | <p>CO1: This text is composed in the ancient Pali language; this slim anthology of verses constitutes a perfect compendium of the Buddha's teaching. As profound expressions of practical spirituality, each verse is a guideline to right living. The Buddha unambiguously pointed out that whoever earnestly practices the teachings found in the Dhammapada will taste the bliss of emancipation.</p> <p>CO2: Students understanding the teachings inevitably emerge from the human condition as their matrix and starting point, and thus must be expressed in such a way as to reach highest levels of spiritual development, with their highly diverse problems, ends, and concerns and with</p> |

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| | | | <p>their very different capacities.</p> <p>CO3:The lucid story like verses help any one and everyone to lead a life of compassion.</p> |
| 5 | <p>Shibaditya Misra:</p> <p><i>Saptapadārthī</i></p> | BAPPHIDSE601 | <p>CO1:The Vaisheshika system of Indian philosophy is a system of Dualistic realism. In course of time, this system was blended with the Nyaya system in a single whole as one Nyaya-Vaisheshika system. The Saptapadārthī is the earliest work for the authority of the joint school of Nyaya and Vaisheshika and is essentially a book for beginners. This book contains an elucidation of the original sutras in Bengali based on the Sanskrit commentary 'Mitabhashini' of Madhav Saraswati.</p> <p>CO2: The metaphysical exposition through the seven categories is outlined in order to make the students aware of Nature of Reality.</p> |
| 6 | <p>Methods of Philosophical Enquiry (Western)</p> | BAPPHISE601 | <p>CO1: This course mainly aims to provide various models of philosophical discourse. They include reasoning method, conceptual method, linguistic analysis, logical deduction and critical thinking in order to understand the concepts and theories better.</p> |

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| | | | <p>CO2: It enhances the student with a better possibility of understanding different philosophical viewpoints.</p> |
| 7 | History of Western Philosophy | BAPPHIGE601 | <p>CO1: The paper begins with the modern rationalist viewpoints starting from Descartes. This course facilitates a comprehension of early Greek tradition, with them medieval church thoughts and finally the modern outlook towards philosophical analysis. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Western and Indian, have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present-day times.</p> <p>CO2: This also marks the two trends in philosophical system the rationalism and the empiricism.</p> |

| Durgapur Government College | | | | | | | |
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| Mapping/Co-relation Program Outcome(PO) & Course Outcome(CO) | | | | | | | |
| Department : Philosophy Academic Session : 2024-25 | | | | | | | |
| CO details | PO details | | | | | | |
| Sl. No. | Course Code | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| 1. | BAPHIMJ101 | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 2. | BAPHISE101 | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 3. | BAPHIMN101 | ✓ | ✓ | | ✓ | ✓ | ✓ |
| 4. | MDC115 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | MAJC1 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 6. | SEC1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | MD | | ✓ | ✓ | | ✓ | ✓ |
| 8. | BAPHIMJ201 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | BAPHISE201 | ✓ | | ✓ | ✓ | ✓ | ✓ |
| 10. | BAPHIMN201 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 11. | MAJC2 | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | SEC2 | | ✓ | ✓ | ✓ | ✓ | |
| 13. | BAPHIMJ301 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | BAPHIMJ302 | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 15. | MNC-3 | ✓ | | ✓ | ✓ | | |
| 16. | MDC-3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | AEC-2 | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 18. | BAHPHIC501 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| 19. | BAHPHIC502 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | BAHPHIDSE501 | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 21. | BAHPHIDSE502 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 22. | BAPPHIDSE501 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | BAPPHISE501 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24. | BAPPHIGE501 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 25. | BAHPHIC601 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26. | BAHPHIC602 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27. | BAHPHIDSE601 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 28. | BAHPHIDSE602 | ✓ | ✓ | ✓ | ✓ | | ✓ |
| 29. | BAPPHIDSE601 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 30. | BAPPHISE601 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 31. | BAPPHIGE601 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |