

## **CC-I: GENERAL PHILOSOPHY**

### **Course Objectives:**

- The course primarily aims at helping students to cultivate the rational acumen.
- Acquires the ability to ask questions, find issues where there are apparently none.
- Helps students to enrich their ability for reflective thinking which in turn will help them to have a visionary road map to translate it into reality.
- To understand the nature of reasoning and its limits.

### **PROGRAMME SPECIFIC OBJECTIVE**

- Helps students to listen, understand and re-examine articles of faith by the parameters of reason.
- Brings about clarity in thinking and understanding of issues and avoid confusion or ambiguity.
- Helps students to develop the skill of observation, analysis and assessment by the touchstone of reason.
- Have the right choice and move ahead in the real-life situations with the strength of self-direction and self-evaluation from time to time.

### **Student Learning Outcomes:**

- It will help students to develop the spirit of critical enquiry.
- Cultivates the objective and secular attitude towards problems in life.

## CC-II: LOGIC AND SCIENTIFIC METHOD

### Course Objectives:

1. This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. Following Aristotle, we regard Logic from different points of view. On the one hand, logician instrument for appraising the correctness of reasoning, on the otherhand, the principles and methods of logic used as organs are interesting and important to be themselves systematically investigated. This dual approach to logic is especially appropriate for modern symbolic logic. To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
  - To develop students' understanding, with current debates and ethical issues in everyday life.
  - To enable students to develop ability for moral reasoning and act with ethical deliberations.

### PROGRAMME SPECIFIC OBJECTIVE

Through the development of its special symbols, logic has become immeasurably more powerful an instrument for analysis and deduction. And the principles and methods of symbolic logic are fruitfully investigated through the study of logistic systems. In view of this the course is structured in two parts. In the first part the standard notations, methods, and principles of symbolic logic for use in determining validity or invalidity of arguments will be discussed. Subsequently more complex modes of argumentation will be examined: first those whose validity turns on truth-functional compounds of simple statements, next those involving the simplest kinds of quantification and then more complex kinds of multiple quantifications. The standard methods of truth-tables, rules of inference, conditional and indirect modes of proof, and quantification theory by way of natural deduction techniques will be discussed. The second part is devoted to elementary intuitive set theory.

### Student Learning Outcomes:

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory.

Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy

### **CC-III: SYSTEMS OF INDIAN PHILOSOPHY-I**

#### **Course Objectives:**

Indian Epistemology is rich in terms of its content and method. It teaches the students, how to have valid knowledge as distinguished from invalid one. It also enables them to know how is cognition itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

#### **PROGRAMME SPECIFIC OBJECTIVE**

The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

The course is to understand the distinct sources of knowledge.

It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

In-depth study of Indian knowledge systems.

Knowledge is situation or context specific

#### **Student Learning Outcomes:**

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology

## CC-IV: SYMBOLIC LOGIC

### Course Objectives:

2. This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning, on the other hand, the principles and methods of logic used as organs are interesting and important topics to be themselves systematically investigated. This dual approach to logic is especially appropriate for modern symbolic logic. To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
  - To develop students' understanding, with current debates and ethical issues in everyday life.
  - To enable students to develop ability for moral reasoning and act with ethical deliberations.

### PROGRAMME SPECIFIC OBJECTIVE

Through the development of its special symbols, logic has become immeasurably more powerful an instrument for analysis and deduction. And the principles and methods of symbolic logic are fruitfully investigated through the study of logistic systems. In view of this the course is structured in two parts. In the first part the standard notations, methods, and principles of symbolic logic for use in determining validity or invalidity of arguments will be discussed. Subsequently more complex modes of argumentation will be examined: first those whose validity turns on truth-functional compounds of simple statements, next those involving the simplest kinds of quantification and then more complex kinds of multiple quantifications. The standard methods of truth-tables, rules of inference, conditional and indirect modes of proof, and quantification theory by way of natural deduction techniques will be discussed. The second part is devoted to elementary intuitive set theory.

### Student Learning Outcomes:

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory.

Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy

## CC-V: ETHICS

### Course Objective

- To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
- To develop students' understanding, with current debates and ethical issues in everyday life.
- To enable students to develop ability for moral reasoning and act with ethical deliberations.
- To endorse the Indian way of life compressing Indian values, ethos and cultural context.

### PROGRAMME SPECIFIC OBJECTIVE

- To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
  - To develop students' understanding with current debates and ethical issues in everyday life.
  - To enable students to develop ability for moral reasoning and act with ethical deliberations.
- To endorse the Indian way of life compressing Indian values, ethos and cultural context

### Student Learning Outcomes:

This course should empower students to develop ability for moral reasoning and act with ethical deliberations. After studying Indian ethics, one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life.

## **CC-VI: HISTORY OF GREEK PHILOSOPHY**

### **Course objectives:**

In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology. Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.

### **PROGRAMME SPECIFIC OBJECTIVE**

. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge,

The origin, nature and problems of knowledge and limits of human knowledge can be understood properly.

As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

### **Student Learning Outcomes:**

- Trains the students– how to read and understand philosophical texts.
- Builds up philosophical ideas and arguments through conceptual analysis.
- Helps the students– how to argue and what to argue.
- Reflects upon the conceptual clarification and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.

## **CC-VII: SYSTEMS OF INDIAN PHILOSOPHY(II)**

### **Course Objectives:**

Indian Epistemology is rich in terms of its content and method. It teaches the students, how to have valid knowledge as distinguished from invalid one. It also enables them to know how is cognition itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

### **PROGRAMME SPECIFIC OBJECTIVE**

The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

The course is to understand the distinct sources of knowledge.

It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

In-depth study of Indian knowledge systems.

Knowledge is situation or context specific

### **Student Learning Outcomes:**

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology

## CC-VIII: CONTEMPORARY INDIAN PHILOSOPHY

### Course Objectives:

This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements. The course includes the study of the specific works of Radhakrishnan, Aurobindo, K.C.Bhattacharya, J.Krishnamurthi, D.D.Upadhyaya, B.R.Ambedkar, M.N.Roy, and Jotirao Phule. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations. The students will be required to engage with these philosophers. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers-Swaraj, renaissance, caste, Religion, rights, equality and Nationalism. This course will bring out the distinctive notion of an Indian modernity which emerged as the “old world Indian mind” engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities

### PROGRAMME SPECIFIC OBJECTIVE

- **To familiarize the students with the concepts such as colonialism, nationalism, rights and justice from Indian perspective.**
- To familiarize the students with the great contemporary philosophers of India.**
- **To understand the concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.**

### Student Learning Outcomes:

- To introduce the social and political theories of Indian thinkers. The central concern of this paper is to make students aware about the nature of man, society and the state, and the relation between them.
- To make understand the dynamics of Indian social reality and its conceptualization.



## **CC-IX: HISTORY OF MODERN EUROPEAN PHILOSOPHY**

### **Course objectives:**

In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology. Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.

### **PROGRAMME SPECIFIC OBJECTIVE**

. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge,

The origin, nature and problems of knowledge and limits of human knowledge can be understood properly.

As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

### **Student Learning Outcomes:**

- Trains the students– how to read and understand philosophical texts.
- Builds up philosophical ideas and arguments through conceptual analysis.
- Helps the students– how to argue and what to argue.
- Reflects upon the conceptual clarification and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.

## CC-X: PHILOSOPHY OF LANGUAGE

### Course Objectives:

The course on Philosophy of Language will focus on the key concepts concerning meaning. Philosophers of language, from the very beginning, have been debating about what could be a general theory of meaning. What is a theory of meaning? On what does the knowledge of meaning consist? Are there at all facts about meaning? And if so, what kinds of facts are there about meaning? What is the connection between a theory of meaning and a theory of truth? Can we say that a theory of meaning is also a theory of understanding? Is meaning natural or conventional? What is the relationship between meaning and translation? In dealing with these questions students will be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists. The aim is to show that issues concerning meaning are not merely semantic, but integrally related to that of ontology and epistemology. Meaning and Reference are the most common ways of understanding. The meaning of a word is in terms of its reference to something outside of language. But the notion of reference and the relation of language to something outside of it, leads to questions concerning language-world relationship. So, we will look at the problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference. Traditional accounts of meaning have been challenged by philosophers in their attempts to understand meanings as acts that speakers perform in their use of language..

### PROGRAMME SPECIFIC OBJECTIVE

-Students will be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists.

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The aim is to show that issues concerning meaning are not merely semantic, but integrally related to that of ontology and epistemology. Meaning and Reference are the most common ways of understanding,

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The problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference

### Student Learning Outcomes:

- Introduce the basic notion of language-analysis as a tool against speculative metaphysics.
- Sensitize students to the very notion of analysis-its importance and drawbacks.
- Enable students to develop an insight into the relation between language and reality.
- Makes students aware of the analytical method.

## CC-XI: WESTERN CLASSICS: MEDITATIONS OF RENE DESCARTES

### Course objectives:

In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology. Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.

### PROGRAMME SPECIFIC OBJECTIVE

. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge,

The origin, nature and problems of knowledge and limits of human knowledge can be understood properly.

As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

### Student Learning Outcomes:

- Trains the students– how to read and understand philosophical texts.
- Builds up philosophical ideas and arguments through conceptual analysis.
- Helps the students– how to argue and what to argue.
- Reflects upon the conceptual clarification and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.

## **CC-XII: INDIAN TEXT: ISA UPANISHAD**

### **COURSE OBJECTIVE:**

- To Increase student understanding of Vedic systems and their philosophy for spiritualistic development.
  - To make a holistic development of their personality.
  - To expose various Indian scriptures and texts like Vedas, Upanishads to realize the itself.
  - To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.
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- PROGRAMME SPECIFIC OBJECTIVE**
- Knowledge of Vedic systems and their philosophy for spiritualistic development.
  - Holistic development of Individual personality.
  - To expose various Indian scriptures and texts like Vedas, Upanishads to realize the self.

To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves

### **Students Learning Outcomes:**

It should also be the endeavor 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. The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help developing an understanding about the importance of the Nature (Cosmos) and also help students to pursue a holistic existence.

## CC-XIII: SOCIAL & POLITICAL PHILOSOPHY

### Course Objectives:

- To ignite the students for basic social and political concepts both in Western and Indian context.
- To introduce students the philosophical underpinnings of the social and political structures.
- To study different thinkers who have given their theories in understanding the society and principles of the governance.
- And to make the students aware about the social and political ideals.

### PROGRAMME SPECIFIC OBJECTIVE

- To understand the profound ideas that sprung from the minds of the great philosophers of the modern western world.
- To make the students aware about the social and political ideals.
- Students also learn to live in cohesive manner in a multicultural set up.
- Social environment is the main concern.
- To enhance human qualities in students.
- To provide the knowledge of natural and To develop critical thinking and reasoning power among students.
- To create awareness towards his duty and responsibility for human society.
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### Students Learning Outcomes:

The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. It will also make students aware that there is no place for superficial approach to the complex questions in life. It will make students a better citizen by understanding the notion of democracy. This course also offers to know rights of Individuals and communities. Students also learn to live in cohesive manner in a multicultural set up.

## **CC-XIV: APPLIED ETHICS**

### **Course Objectives**

The objective is to spell out the distinction between normative ethics and meta-normative ethics. It aims at the study of ethics as related to the practical situations of life. It will discuss the nature of applied ethics and are as of applied ethics such as business ethics, bio-medical ethics, environment ethics, media ethics, legal ethics. It deals with the nature of moral judgment and these seminal issues in different areas of applied ethics.

### **PROGRAMME SPECIFIC OBJECTIVE**

- Understand the distinction between cardinal values which are universal and customary values which are context specific.
- Will sensitize students to perceived if moral issues which are to be attended with priority in different contexts.

### **Student Learning Outcomes:**

- The course will help students to understand the nature of value and moral judgment.
- Why be moral?
- How can there be transition between the knowledge of good to the practice of goodness ,i.e. from paradigm to praxis.

## **DSE-I: PHILOSOPHY OF BHAGAVAD GITA**

### **COURSE OBJECTIVE:**

- To Increase student understanding of Bhagavad Gita and their philosophy for spiritualistic development.
- To make a holistic development of their personality.
- To expose various Indian scriptures and texts like Vedas, Upanishads to realize the itself.
- To critically evaluates the importance of Bhagavad Gita, ethos and Indian value system inlife. It brings personal and social growth. They should be able to contribute value additionforthebettermentofsocietyandthemselves.



#### **PROGRAMME SPECIFIC OBJECTIVE**

- Knowledge of Bhagavad Gita and their philosophy for spiritualistic development.
- Holistic development of Individual personality.
- To expose various Indian scriptures and texts like Vedas, Upanishads to realize the self.

To critically evaluates the importance of Bhagavad Gita, ethos and Indian value system inlife. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves

### **StudentsLearningOutcomes:**

It should also be the endeavor to promote the Indian way of life encapsulating Indian values, ethosand cultural context. As future citizens, students should go out of the university fully aware ofIndian philosophical tradition and should beindeed 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. The student must fully understand the reverence of the Bhagavad Gita in the contemporaryworld. This course will help developing an understanding about the importance of the Nature (Cosmos )and also help students to pursue a holistic existence.

## **DSE-II: PHILOSOPHY OF RELIGION**

### **Course Objectives:**

This course will focus on the origin and development of different religions of the world. It will focus on the similarities shared between them. Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the true spirit of all religions. It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society.

### **PROGRAMME SPECIFIC OBJECTIVE**

- The study of a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication.
- It will develop awareness about the realization of peace, harmony and co-existence in the society.

It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society

Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the true spirit of all religions.

### **Student Learning Outcomes:**

- By studying a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication. It will further benefit towards the realization of peace, harmony and co-existence in the society.



### **DSE-III: GANDHIAN STUDIES**

#### **Course Objectives:**

This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements. The course includes the study of the specific works of Mahatma Gandhi. Mahatma Gandhi in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations. The students will be required to engage with Mahatma Gandhi. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers-Swaraj, renaissance, caste, Religion, rights, equality and Nationalism. This course will bring out the distinctive notion of an Indian modernity which emerged as the “old world Indian mind” engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities

#### **PROGRAMME SPECIFIC OBJECTIVE**

- To familiarize the students with the concepts such as colonialism, nationalism, rights and justice from Indian perspective.**
- To familiarize the students with the great Mahatma Gandhi.**
- To understand the concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.**

#### **Student Learning Outcomes:**

- To introduce the social and political theories of Mahatma Gandhi. The central concern of this paper is to make students aware about the nature of man, society and the state, and the relation between them.
- To make understand the dynamics of Indian social reality and its conceptualization.

## **DSE-IV: RECENT WESTERN PHILOSOPHY**

### **Course Objectives:**

This course aims at the introduction of some fundamental issues of philosophy in general and to offer a critical analysis of philosophical explanations, methods, doctrines and leading thoughts of Post-Kantian Contemporary Western Philosophy. This course will help to nurture the philosophical ideas and critical reasoning abilities among students. Besides these, this course will develop a critical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics.

### **PROGRAMME specific OBJECTIVE**

- Offers the critical understanding of modern western philosophy from diverse vantage points such as modern to postmodernism.
- These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.
- Comprehends and explains some important concepts from philosophical point of view.
- develop a critical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics

### **Student Learning Outcomes:**

- Becomes familiar with major philosophical problems and the methods
- Identifies and discuss the role and importance of epistemology and the domain of philosophy

## **Project (Optional)- DSE-IV**

### **Course Objectives:**

- To understand the basic concepts of research and its methodologies.
- To identify and discuss the role and importance of research in the subject of philosophy.
- To identify and discuss the issues and the concepts related to the research process.
- To identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- To identify appropriate research topics.
- To select and define appropriate research problem and parameters.

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### **PROGRAMME SPECIFIC OBJECTIVE**

- Prepares a project proposal.
- Organizes and conduct research in a more appropriate manner.
- Writes research report and dissertation.

### **Student Learning Outcomes:**

- Prepares a project proposal.
- Organizes and conduct research in a more appropriate manner.
- Writes research report and dissertation.
- Writes a research proposal for projects, grants, book setc.
- Explains key research concepts and issues.
- Reads, comprehends and explains research articles in his academic discipline.
- Understands the importance of research ethics and integrates research ethics into the research process.
- Becomes able to assess and critique a published journal article that uses one of the primary research methods in the field.

## GE-I: SYMBOLIC LOGIC

### Course Objectives:

3. This course aims at to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning, on the other hand, the principles and methods of logic used as organs are interesting and important topics to be themselves systematically investigated. This dual approach to logic is especially appropriate for modern symbolic logic. To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
  - To develop students' understanding, with current debates and ethical issues in everyday life.
  - To enable students to develop ability for moral reasoning and act with ethical deliberations.

### PROGRAMME SPECIFIC OBJECTIVE

Through the development of its special symbols, logic has become immeasurably more powerful an instrument for analysis and deduction. And the principles and methods of symbolic logic are fruitfully investigated through the study of logistic systems. In view of this the course is structured in two parts. In the first part the standard notations, methods, and principles of symbolic logic for use in determining validity or invalidity of arguments will be discussed. Subsequently more complex modes of argumentation will be examined: first those whose validity turns on truth-functional compounds of simple statements, next those involving the simplest kinds of quantification and then more complex kinds of multiple quantifications. The standard methods of truth-tables, rules of inference, conditional and indirect modes of proof, and quantification theory by way of natural deduction techniques will be discussed. The second part is devoted to elementary intuitive set theory.

### Student Learning Outcomes:

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory.

Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy

## **GE-II: INDIAN PHILOSOPHY**

### **Course Objectives:**

Indian Epistemology is rich in terms of its content and method. It teaches the students, how to have valid knowledge as distinguished from invalid one. It also enables them to know how is cognition itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

### **PROGRAMME SPECIFIC OBJECTIVE**

The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

The course is to understand the distinct sources of knowledge.

It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

In-depth study of Indian knowledge systems.

Knowledge is situation or context specific

### **Student Learning Outcomes:**

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

