

## PHILOSOPHY COURSE OUTCOME SESSION 2017--2018

**Course outcome :** THE syllabus of Philosophy honours comprises of 8 papers Paper 1 and paper 2 is there in the syllabus of Part I and Paper 3 and 4 in Part II . Rest of the papers Paper 5 to 8 are taught in part III level.

Paper I consists of 9 different schools of Indian thought. both Āstika and Nāstika. Among āstika schools there are Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mimāṃsā and Vedānta. On the other hand there are Cārvāka, Jainism and Buddhism as Nāstika schools.

The study of Philosophy helps the students to get acquainted with different schools of Indian philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools. On the other hand Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school.

In NET and SLET and other competitive exams lots of the questions are based on Indian Philosophy, so proper understanding and knowledge of this paper helps them to perform better in these exams. After Studying Indian Philosophy, students will be able to critically evaluate various situation real life.

In paper II The first half is Psychology which discusses about the methods of Psychology, nature of sensation and perception, and there relation. Different theories of learning. Interactionism, Double –aspect theory, Philosophical behaviourism, Identity theory, The Person theory. The discussion of different levels of mind Freud’s theory of dream, is there. It also discusses about the measurement of Intelligence, different tests of intelligence regarding I.Q. measurement,

The second half of this paper consists of nature and scope of both social and political philosophy and there relation. Basic concepts of society, nature and role of family, Marxists conception of class, and different theories regarding the relation between individual and society, are also discussed here. In the part of Political philosophy Secularism, different views regarding social change, Political ideals like Democracy, Socialism etc are discussed.

In paper II they learn both Psychology and Social and Political philosophy. In the part of Psychology students become aware of different theories like Interactionism, Philosophical behaviourism, Person theory along with different methods of Psychology, nature and relation of sensation and perception. They become acquainted with theories of learning, different levels of mind, Freuds theory of dream. They also learn different tests of Intelligence regarding I.Q. measurement. In the part of Social and Political philosophy students of philosophy learn about the nature of social and political philosophy and their relation . They also study the basic concepts of society, nature and role of family in society, different theories regarding the relation between .individual and society. They also learn about secularism, nature and progress of Social changes, different theories of social changes, discussion about different political ideals.

Paper III is the History of Western philosophy where the epistemological and metaphysical perspectives of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz, Locke Berkeley, Hume and Kant are discussed.

By studying paper 3 students get acquainted the epistemological and metaphysical theories of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz, Locke Berkeley Hume and Kant.

Paper IV discusses the nature and different topics of Logic. Logic being the Science of thought deals with different types of arguments and inferences. It also discusses about existential import, symbolic Logic, Quantification theory. It also discusses about Causal connections, Mill's theories of experimental enquiry, science and hypothesis, probability etc. The study of paper 4 helps the students to get acquainted with the use of logical rules for identifying a valid argument. Along with these they also learn existential import, symbolic interpretation, constructing formal proof of validity, proving invalidity, Quantification theory. Study of this paper helps them to be aware of Mill's different experimental methods, Science and Hypothesis and also different theories of probability. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, computer science etc.

Paper-V Epistemology is the philosophical study of the nature, origin, and limits of human knowledge. Nyāya is the science of logic, and provides the only sound methodology of philosophical inquiry into the nature of knowledge and the objects of knowledge. It is the means to obtain Right Knowledge (pramā) about the Self and to discover the purpose of life. The only way to impart our experience to others and to elucidate their implications for the rest of our life and defend their validity against hostile criticism is by means of logic. Indian Logic as the normative science of correct and perfect thinking, sharpens their intelligence, shapes their reasoning skill and enhances their power of argumentation.

In NET and SLET and other competitive exams most of the questions are based on logic and reasoning, so proper understanding and knowledge of this paper helps them to perform better in these exams. After Studying Indian Logic and epistemology, students will be able to critically evaluate various real life situations by resorting to Analysis of key issues and factors.

Paper-VI An Introduction to Philosophical Analysis by Jhon Hospers-in general, philosophy done in the analytic tradition aims at truth and knowledge, as opposed to moral and spiritual improvement. In general, the goal in analytic philosophy is to discover what is true, not to provide a useful guidelines for living one's life. To analyze means to break something down into its constituent parts. Analytic philosophy attempts to clarify by the meaning of statement and concepts by recourse to analysis. Analytic Philosophy helps the students to cope well in the competitive exams as many of the questions are analytical.

Paper-VII-Ethics and Religion -Ethics help the students in many ways, both in their personal and professional life. A code of ethics reflects an organisation's principles and values and provide guidelines for employees to follow. It is set of a formalised rules and standards describing what an organisation expects of its employees. An ethical organisational culture is one where employees speak up about any wrongdoing, leaders model integrity, there is an open and honest communication, and business is conducted with high ethical standards. A work ethics assessment is also an effective tool as it helps you understand a candidate's likelihood of engaging in counterproductive work behaviour. Ethical assessments provide the necessary framework for conducting training and mentoring session that can help the attitude of students to improve. Work ethics is basically the belief that work is a good moral. It also refers to a set of values that are defined and characterized by diligence and hard work.

Ethics, both Indian and Western gives our students an overall view of how life should be led and by what principles and gives them the choice to be ethical or unethical while choosing their career.

Ethics and religion provides a concrete moral framework for how they should act, speak, or make decisions in their daily life. They may not even attend a religious institution and simply follow the rules of their religion for themselves but studying religion helps them to:

- Discuss historical view of religion from a sociological perspective
- Understand how the major sociological paradigms view religion

Archaeological digs have revealed ancient ritual objects, ceremonial burial sites, and other religious artifacts. Much social conflict and even wars have resulted from religious disputes. To understand a culture, sociologists must study its religion.

Paper-VIII Practical Ethics remain the backbone of counselling in the unfolding complicated and interconnected global space where technology has made change a constant in life style. Counselling practice is guided by code of ethics and standards which provide a common base for the application and interpretation of assessment and evaluation tools in counselling work.

Here are some common job possibilities to explore as you think of ways to apply your sociology major to the work world.

- Guidance Counselor
- Human Resources (HR) Representative
- Management Consultant
- Market Research Analyst
- Media Planner
- Policy Analyst
- Public Relations (PR) Specialis

## **PHILOSOPHY COURSE OUTCOME SESSION 2018-2019,2019-2020 & 2020-2021**

**Course outcome:** The syllabus of Philosophy honours comprises of 14 core courses, 2 SEC and 4 DSE papers.

SEM-1 and 2, consists of Indian and Western Philosophy. Indian Philosophy consists of nine different schools of Indian thoughts, both Āstika and Nāstika systems. Among āstika schools there are Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mimāṃsā and Vedānta. On the other hand there are Cārvāka, Jainism and Buddhism as Nāstika schools.

The study of Philosophy helps the students to get acquainted with different schools of Indian philosophy like Cārvāka, Jainism and Buddhism as Nāstika schools. On the other hand Sāṃkhya, Yoga, Nyāya, Vaiśeṣika, Mimāṃsā and Vedānta as Āstika school.

In NET and SLET and other competitive exams lots of the questions are based on Indian Philosophy, so proper understanding and knowledge of this paper helps them to perform better in these exams. After Studying Indian Philosophy, students will be able to critically evaluate various situation real life.

The History of Western philosophy consists of the epistemological and metaphysical perspectives of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume and Kant. By studying paper 3 students get acquainted the epistemological and metaphysical theories of the philosophers like Socrates, Plato, Descartes, Spinoza, Leibnitz , Locke Berkeley Hume and Kant.

SEM-3 consists of 3 core courses, that is, Philosophy of Mind, Social and Political Philosophy and Philosophy of Religion and 1 SEC, that is, Logical Reasoning and Application: Indian and Western.

Philosophy of Mind discusses the methods of Psychology, nature of sensation and perception, and their relation, Different theories of learning, Interactionism, Double–aspect theory, Philosophical behaviourism, Identity theory, The Person theory, different levels of mind, Freud’s theory of dream. It also discusses about the

measurement of Intelligence, different tests of intelligence regarding I.Q. measurement.

Social and Political Philosophy consists of nature and scope of both social and political philosophy and their relation. Basic concepts of society, nature and role of family, Marxists conception of class, and different theories regarding the relation between individual and society, are also discussed here. In Political philosophy, Secularism, different views regarding social change, Political ideals like Democracy, Socialism etc are discussed.

Philosophy of Religion, discusses different religious views regarding karma, rebirth and liberation, teachings of Quran and Christianity, arguments for the existence of God, Religious pluralism and the peculiarity of religious language.

**SEC-A**, that is, Logical Reasoning and Application: Indian and Western, discusses the objective of logical reasoning, reasoning in practise, Logic and the Law and deductive and inductive reasoning in law.

SEM-4 consists of 3 core courses, that is, Western Logic-I And II and Epistemology and Metaphysics and SEC-B.

In NET and SLET and other competitive exams most of the questions are based on logic and reasoning, so proper understanding and knowledge of this paper helps them to perform better in these exams. After Studying Indian Logic and epistemology, students will be able to critically evaluate various real life situations by resorting to Analysis of key issues and factors.

Epistemology and Metaphysics, is analytic philosophy by John Hospers. In general, philosophy done in the analytic tradition aims at truth and knowledge, as opposed to moral and spiritual improvement. In general, the goal in analytic philosophy is to discover what is true, not to provide a useful guidelines for living one's life. To analyze means to break something down into its constituent parts. Analytic philosophy attempts to clarify by the meaning of statement and concepts by recourse to analysis. Analytic Philosophy helps the students to cope well in the competitive exams as many of the questions are analytical.

**SEC-B**, Philosophy of Human Rights consists of Definition and Nature of Human Rights, The Idea of Human Rights: Its Origins and Historical Developments during Ancient period, Modern period and Contemporary period, The Idea of Natural Law and Natural Rights: Thomas Hobbes and John Locke, The Natural Rights

Tradition: Some Reactions from Jeremy Bentham, Edmund Burke and Thomas Paine, Natural Right, Fundamental Right and Human Right, Preamble, Fundamental Rights and Duties (Indian Constitution), Contemporary Perspectives: Joel Feinberg—Basic Rights.

Human Rights Education is crucial because it is one of the keys to making governments and political leaders accountable. It also imparts and spreads out the human rights vocabulary and provides a critical approach towards human rights. The Human Rights Day reminds students about those rights that are still being violated and cannot be taken for granted. As students, it is our responsibility to stand up for those rights, play our role as active citizens and define the society we want to evolve in.

Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Teaching these topics creates a safe place for students to explore, discuss, challenge and form their own opinions and values.

The knowledge and respect of rights that students gain from this, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships and make the most of their lives. In our ever more diverse and challenging society, it becomes more important to instil young people with these positive and open-minded attitudes.

Educating students about equality and human rights empowers your students with learning they can use far beyond the classroom – in fact they will take it out into the school corridors and playground, into their homes and beyond into the wider community. The respect and tolerance it teaches will help you and your students to create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Sem-5- PHI-A-CC-11-Nyāya Logic and Epistemology Consists of Definition of buddhi or jñāna (cognition), its two kinds; Definition of smṛti; Two kinds of smṛti (memory); Definition of anubhava, its division into veridical (yathārtha) and non-veridical (ayathārtha); Three kinds of non-veridical anubhava; Definitions clarified in Tarkasamgraha Dīpikā, Four-fold division of pramā and pramāṇa. Definition of “Kāraṇa” (special causal condition) and “kāraṇa” (general causal condition), The concept of anyathāsiddhi (irrelevance) and its varieties. The definition of kārya (effect). Kinds of cause: samavāyi, a-samavāyi and nimitta kāraṇa (definitions and analysis), Definition of pratyakṣa and its two-fold division : nirvikalpaka and savikalpaka jñāna. Evidence for the actuality of nirvikalpaka, Sannikarṣa and its six varieties. Problem of transmission of sound; The claim of “anupalabdhi” as a distinctive pramāṇa examined.

Nyaya's most important contribution to Hindu thought is its elucidation of the pramanas (tools of epistemology). It developed a system of logic that, subsequently, was adopted by the majority of the other Indian schools, orthodox or not. Its insistence on the logical processes learning enable not only the teachers but the learners as well to sharpen their skill in the art of presentation.

This school's most significant contributions to Indian philosophy were systematic development of the theory of logic, methodology, and its treatises on epistemology.

#### PHI-A-CC-12-Ethics (Indian)

Consists of Introduction: Concerns and Presuppositions, Concept of Sthitaprañjna, Karmayoga: (Gīta) Puruṣārthas and their inter-relations, Meaning of Dharma, Concept of Ṛṇa and Ṛta, Classification of Dharma: sādharma and Asādharma, Varnāśrama dharma, Vidhi and Niṣedha, Buddhist Ethics: Pañcaśīla, Brahmavihārabhāvanā (Baudha) Anuvrata, Mahāvratā, Ahimsā, Jaina Ethics: anubratā, mahabratā, Mimamsa Ethics: nitya naimittika karma and kāmya karma, the imperative in kāmya karmas and in kāmya karmas involving himsā.

Ethical discussions not only expose students to contrasting ethical opinions, they also provide an opportunity to understand the reasons behind the differences. As a result, students are able to expand their understanding of ethics, sometimes even altering their own values and ethical decision-making process. Ethical education helps students to develop for example in depth knowledge and awareness of their own and other cultures.

Ethics are the principles that guide us to make a positive impact through our decisions and actions. Ethics play an important role not only in our personal lives but also in business. We are all encouraged to make ethical choices and apply ethics in all areas of our lives.

Unethical decisions often result from faulty rationalization and external pressures. For example, an order from a manager can cause individuals, who are normally ethically outstanding, to engage in unethical behaviors and characterize it as “just business.” Ethical discussions allow students to understand the dangers of faulty rationalization and better prepare them to handle external pressures in their own careers.

#### DSE-A philosophy of language(Indian)-

1) Definition and classification of pada 2) Introduction of concepts of āsatti, yogyatā, tātparya, ākāṃṣā 3) Different types of lakṣaṇā 4) śābdabodha 5) anvitābhīdhānvāda and avihitānvayavāda.

In analytic philosophy, philosophy of language investigates the nature of language, the relations between language, language users, and the world. Investigations may include inquiry into the nature of meaning,

intentionality, reference, the constitution of sentences, concepts, learning, and thought. It teaches critical thinking, close reading, clear writing, and logical analysis; it uses these to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask.

#### DSE-B-David Hume

Today, philosophers recognize Hume as a thoroughgoing exponent of philosophical naturalism, as a precursor of contemporary cognitive science, and as the inspiration for several of the most significant types of ethical theory developed in contemporary moral philosophy.

David Hume is known for his radical system of philosophical empiricism, skepticism, and naturalism. His stance on the existence of the innate ideas led him to the basic assumption that all human knowledge is ultimately founded in experience and mainly through causation.

Hume's ethical thought grapples with questions about the relationship between morality and reason, the role of human emotion in thought and action, the nature of moral evaluation, human sociability, and what it means to live a virtuous life.

#### Sem-5- PHI-A-CC-13-Nyāya Logic and Epistemology

Definiton of anumāna, anumiti and parāmarśa. Analysis of pakṣatā. Definition of vyāpti;Vyāptigraha. b) Definition of pakṣadharmatā—svārthānumiti and parārthānumiti; Analysis of pañcāvayavi Nyāya. Necessity of parāmarśa. Three kinds of linga or hetu: kevalānvayi, kevalayatirekī and anvayavyatirekī. Definiton of pakṣa, Sa-pakṣa and vipakṣa with illustrations. Marks of sat hetu. c) Hetvābhāsa-two types of definition. Five kinds of hetvābhāsa: (1) “Savyabhicāra and its three kinds-defined and illustrated; (2) “Viruddha” defined and illustrated; (3) “Satpratipakṣa” defined and illustrated; (4) Three kinds of “Asiddha” enumerated; (a) āśrayāsiddhi (b) svarūpāsiddhi and (c) vyāpyatvāsiddhi. Vyāpyatvāsiddhi defined as“sopādhika hetu”. Upādhi and its four kinds (definition and illustration)(5) “Bādhita” (definition and illustration). d) “Upamāna pramāṇa” :Definition and analysis.“Śabda pramāṇa” : Definition and analysis. “Śakti” (the direct signifying power), the padapadārtha- sambandha considered as Īśvara-saṁketa, Controversy between the Mīmāṃsakas and the Naiyāyikas regarding the nature of Śakti as universal or particular. e) “Śaktigraha” (ascertainment of the meaning-relation), lakṣaṇa, varieties of lakṣaṇa, Analysis of “Gaunī-vṛtti” (the secondary signifying power of a term), “Vyāñjanā-vṛtti” (the suggestive power of a term) analysed as a kind of śakti or lakṣaṇā. f) The question of lakṣaṇā-bīja tātparya, The concept of “yoga-rūḍhi”. The three conditions of “śābda-bodha”—ākāṅkṣā, yogyatā and sannidhi. Two kinds of statements distinguished— Vaidika and Laukika. g) “Arthāpatti” as a



distinctive pramāṇa: Controversy between the Mīmāṃsakas and the Naiyāyikas. h) The theory of prāmānya: the issue between svataḥ-prāmānyavāda and parataḥ-prāmānyavāda regarding utpatti and jñapti; The Prābhākara theory of akhyāti

Nyaya's most important contribution to Hindu thought is its elucidation of the pramanas (tools of epistemology). It developed a system of logic that, subsequently, was adopted by the majority of the other Indian schools, orthodox or not. Its insistence on the logical processes learning enable not only the teachers but the learners as well to sharpen their skill in the art of presentation.

This school's most significant contributions to Indian philosophy were systematic development of the theory of logic, methodology, and its treatises on epistemology.

CC-14-Ethics (western)

Consists of Nature and Scope of Ethics, Classification of Ethics: a) Prescriptive, b) Meta Ethics, c) Applied Ethics. B. Moral and Non-moral actions, Object of Moral Judgement—Motive and Intention C. Moral Theories: Plato and Aristotle D. Standards of Morality: Hedonism—Ethical, Psychological. Utilitarianism: Act-utilitarianism, Rule-utilitarianism. Deontological Theories: Act Deontological Theories, Rule-Deontological Theories—Kant's Theory E. Theories of Punishment

Western ethics are dominated by ethical theories such as deontology and utilitarianism. Both the dominant theories are based on the individual as the determining factor in judging whether an action is good or bad; they're individualistic in the sense that both reason and utilities belong to particular individuals.

Western ethics are dominated by ethical theories such as deontology and utilitarianism. ... Both the dominant theories are based on the individual as the determining factor in judging whether an action is good or bad; they're individualistic in the sense that both reason and utilities belong to particular individuals. Western philosophy deals with Individualism while Eastern Philosophy is related to Collectivism. Both philosophies centre on virtues. Eastern philosophy takes more of a spiritual approach while Western philosophy is more hands-on.

The major differences between the Western and Eastern ethics is obvious. The Western ethics deals with finding the truth, while the Eastern ethics care more about protocol, and human respect. It is also important to note that ethics and morality are not born with (inbuilt), they are taught (learn). As kid, we learn moral aspect of right or wrong from our parents, teachers media, etc. from there, we develop a set of idea of right and wrong, and get to make our choice on actions that are generally acceptable to our society. Even though the Westerners and the Easterners

use the same media to educate their people on acts that are acceptable, and the ones that are not, but the idea they both communicate are different.

DSE-A philosophy of language(Western):

In analytic philosophy, philosophy of language investigates the nature of language, the relations between language, language users, and the world. Investigations may include inquiry into the nature of meaning, intentionality, reference, the constitution of sentences, concepts, learning, and thought. It teaches critical thinking, close reading, clear writing, and logical analysis; it uses these to understand the language we use to describe the world, and our place within it. Different areas of philosophy are distinguished by the questions they ask.

One of the largest problem in Philosophy is being able to distinguish between a "language game" and a cogent, factual argument.

Language is not a logically developed tool. It has evolved over time taking tortuous turns according to the will and needs of the native population. This leads to influences in language from a lot of native history. Words become associated with emotions and gather context out of popular ideas.

When we do philosophy, a typical requirement is to remain both Precise and Useful. This is strongly hindered if the medium of communication itself not precise. Mathematics for example is a language that was explicitly developed to suit these needs. Even there when errors were discovered such as those in naive set theory (Russel's paradox) the world of mathematics was in turmoil. This should tell us how many, if not most constructions, in colloquial language are not really suited to deal with philosophy. Exploring this aspect of language, whether particular features of languages are influenced by context or not is the first challenge of languages.

DSE-B- Tagore's philosophy

Tagore's concept of school has relevance in post modern era because school is a place where learning should take place according to the needs of the children. For the creation of new knowledge, schools provide their students free atmosphere which is most essential for the postmodern students.

Tagore defined education as that which is one with life, and he believed that only education can give us real freedom (freedom of mind, freedom of heart and freedom of will).

Tagore as Humanist- Tagore was a lover of humanity. Having faith in the fundamental unity of mankind, he preached human brotherhood. He believed that the ultimate goal of life can be attained through an understanding of humanity. Absolute manifests itself in men.

Tagore (1861-1941) was a highly prolific Indian poet, philosopher, writer, and educator who wrote novels, essays, plays, and poetic works in

colloquial Bengali. ... Tagore also helped to shape the development of Indian philosophy in the early 20th century. His philosophical works have religious and ethical themes.

Tagore, a great intellectual of the 19 century is perhaps one of the best social thinkers and reformers that the world has ever seen. His views on every aspect of the individual and social life have profound impact even after century. In his thoughts, one can find the culmination of both eastern and western ideologies. In today's conflict ridden, complex society Tagore's ideas act as a panacea for numerous issues that encounter us.