



**Anekant Education Society's**

**Tuljaram Chaturchand College, Baramati**

**(Autonomous)**

**Three Year B.A. Degree Program in Philosophy & Logic**

**(Faculty of Humanities)**

**CBCS Syllabus**

**S.Y. B. A. (Philosophy) Semester -III**

**For Department of Philosophy & Logic**

**Tuljaram Chaturchand College, Baramati**

**Choice Based Credit System Syllabus (2019 Pattern)**

**To be implemented from Academic Year 2020-2021**

## **Programme Specific Outcomes (PSOs)**

### **Programme Specific Outcomes (PSOs) for B.A. Philosophy & Logic (General)**

#### **PSO1 Academic Competence:**

- (i) Know core issues, problems and concerns in both Indian and Western traditions.
- (ii) Develop the skills for oral and written communication with special reference to the quality and organisation of the content.
- (iii) Explore various branches of Philosophy and their interrelations.

#### **PSO2 Personal and Professional Competence:**

- (i) Process information in a logically consistent manner so as to come up with their own position about a certain topic.
- (ii) Analyse a problem from an interdisciplinary perspective.

#### **PSO3 Research Competence:**

- (i) Critically evaluate approaches, theories, positions, norms, values.
- (ii) Analyse concepts and to trace their historical development.
- (iii) Logically assess the arguments with reference to their comparative strengths and weaknesses.

#### **PSO4 Entrepreneurial and Social Competence:**

- (i) Identify ethically relevant issues in contemporary life and to deliberate over them.
- (ii) Develop an open minded approach and an attitude of respect for diverse opinions.
- (iii) Appreciate the significance of democratic values in intellectual discourses.
- (iv) Apply ethical theories and principles in real life situations.

**Anekant Education Society's**  
**Tuljaram Chaturchand College, Baramati**  
*(Autonomous)*

**Board of Studies (BOS) in Philosophy & Logic**

From 2020-21

<b>Sr. No.</b>	<b>Name</b>	<b>Designation</b>
1.	Prof Vinayak Lashkar	Chairman
2.	Dr. Vidya Avchat	Vice-Chancellor Nominee
3.	Dr. Jagan Karade	Expert from other University
4.	Dr. Balaji Kendre	Expert from other University
5.	Prof. Krushnat Nagare	Member (T.C.College)
6.	Prof. Nitin Chavan	Member (T.C.College)
7.	Mr. Rahul More	Alumni
8.	Mr. Sachin Itkar	Industry Expert

Class	Pattern	Sem.	Course Code	Course Title	Course Type	No. of Credits
<b>First Year</b>						
F.Y.B.A	2019	<i>I</i>	PHIL1101	G1	Theory	03
F.Y.B.A	2019	<i>II</i>	PHIL1201	G1	Theory	03
F.Y.B.A	2019	<i>I</i>	LOG1101	G1	Theory	03
F.Y.B.A	2019	<i>II</i>	LOG1201	G1	Theory	03
<b>Second Year</b>						
<b><i>Semester III</i></b>						
S.Y.B.A.	2019	III	PHIL2301	G2	Theory	03
S.Y.B.A.	2019	III	PHIL2302	S1	Theory	03
S.Y.B.A.	2019	III	PHIL2303	S2	Theory	03
S.Y.B.A.	2019	III	LOG2301	G2	Theory	03
<b><i>Semester IV</i></b>						
S.Y.B.A.	2019	IV	PHIL2401	G2	Theory	03
S.Y.B.A.	2019	IV	PHIL2402	S1	Theory	03
S.Y.B.A.	2019	IV	PHIL2403	S2	Theory	03
S.Y.B.A.	2019	IV	PR-1	Project-1	Theory	04

S.Y.B.A.	2019	IV	LOG2401	G2	Theory	03
<b>Third Year</b>						
<i>Semester V</i>						
T.Y.B.A.	2019	V	PHIL3501	G3	Theory	03
T.Y.B.A.	2019	V	PHIL3502	S3	Theory	03
T.Y.B.A.	2019	V	PHIL3503	S4	Theory	03
T.Y.B.A.	2019	V	LOG3501	G3	Theory	03
<i>Semester VI</i>						
T.Y.B.A.	2019	VI	PHIL3601	G3	Theory	03
T.Y.B.A.	2019	VI	PHIL3602	S3	Theory	03
T.Y.B.A.	2019	VI	PHIL3603	S4	Theory	03
T.Y.B.A.	2019	VI	PR-2	Project-2	Theory	04
T.Y.B.A.	2019	VI	LOG3601	G3	Theory	03

**Course and Credit Structure: B.A. 2019 Pattern**

**CBCS Syllabus SYBA Philosophy**  
**(w. e. from June, 2020)**

<b>Name of the Programme</b>	: B.A Philosophy & Logic
<b>Program Code</b>	: PHIL
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: General (Theory)
<b>Course Name</b>	: Philosophy of Indian Saints
<b>Course Code</b>	: PHIL2301
<b>No. of Lectures</b>	: 48
<b>No. of Credits</b>	: 03

**Course Objectives:**

1. To acquaint with Indian Saints
2. To acquaint the student with the metaphysical, Stereological and social approaches of selected saints.
3. To Study Saints Inscription in India.
4. To acquaint the student with the significance of Saint's Thoughts.
5. To The word 'Saint' is used in the sense of Indian concept Saint though the concepts differ.
6. To teach students the Importance of Moral Behaviour and Familiarise them with resolution of Value conflicts in day today life.
7. To encourage students to appreciate and outlooks in a globalised world.

**Course Outcomes:**

- CO1. Understand the Diversity of Indian Philosophical Traditions
- CO2. Analyse and Critique Philosophical Texts
- CO3. Change of Mind to Philosophy.
- CO4. Understand the historical and cultural context in which Indian saints lived and taught..
- CO5. Discuss the relevance of Indian philosophical teachings to contemporary societal challenges..
- CO6. Become effective writers, including writers of high-quality academic prose.
- CO7. Explore practical applications of spiritual practices in daily life

### Semester- III PHIL-2301 Philosophy of Indian Saints

Unit No.	Topics & Learning Points	No. of Hours
1	<b>Background</b> A. The Conception of a Saint B. Nature and role of Bhakti Movement in the Medieval India C. Saints as Social- Cultural reformers	12
2	<b>Basaveshwar</b> A. Views on- Bhakti and God B. views on Pravatti and Nivatti C. Views on – Equality of caste and gender.	12
3	<b>Kabir</b> A. View on nature of ultimate Reality (sahab, Brahma, Ram) B. Concept of Guru, Distinction between sadguru and dharmguru. C. Nirgun Bhakti and Sahaja Yoga	12
4	<b>Guru Nanak and Meerabai</b> A. Nanak- The Concepts of Supreme Being (Niramkara, Omkara, Akala) and Divine Ordinance (Hukum) B. Meerabai- Concept of Prem Bhakti- Social and Spiritual dimension	12

#### Readings: Reference Book:

- 1) गोसावी र. रा., पाच भक्ति संप्रदाय, मेहता पब्लिकेशन हाऊस, पुणे १९९८
- 2) डॉ. गोविंद त्रिगुणायत - कबीर कि विचारधारा साहित्य निकतान, कानपुर
- 3) डॉ. तुळपुळे श. गो. - पाच संत कवी, सुविचार प्रकाशन मंडळ पुणे - १९८२
- 4) सरदारगं. बा. - संतवाड.मयाची फलश्रुती, श्रीविद्या प्रकाशन मंडळ पुणे- १९८२
- 5) पडसे श. दा.- महाराष्ट्राचा भागवतधर्म, कॉन्टीनेण्टल प्रकाशन, पुणे
- 6) कुलकर्णी व. दि.- श्री. वनभुवर्णी, सोहम प्रकाशन पुणे
- 7) डॉ. शर्मा कृष्णदेव- मीराबाई पदावली, रिगल डेपो, दिल्ली
- 8) Darshan Singh- Religion of Guru Nanak, Lyal Book Trust
- 9) Thipperaswami, Basaweshor, Maker of Indian Literature service Sahitya

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem III)

Subject: Philosophy

Course: Philosophy of Indian Saints

Course Code: PHIL 2301 (G-2)

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

### Programme Outcomes (POs)

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	1	3	1	3	2	2
CO 2	3	2	1	3	2	3	2	3
CO 3	1	3	3	1	2	2	1	1
CO 4	1	2	1	3	1	2	1	1
CO 5	2	3	2	1	3	3	1	3
CO 6	2	2	2	2	2	3	1	1
CO 7	2	2	2	1	3	3	1	2

### Justification for the mapping

#### PO1 Research-Related Skills:

- CO1: Understanding the Diversity of Indian Philosophical Traditions requires research skills to explore and comprehend various philosophical traditions.
- CO2: Analysing and Critiquing Philosophical Texts involves research to delve into the depth of philosophical texts for a comprehensive understanding.
- CO4: Understanding the historical and cultural context in which Indian saints lived and taught necessitates research into historical and cultural aspects.

#### PO2 Effective Citizenship and Ethics:

- CO3: Change of Mind to Philosophy involves ethical considerations as students may need to evaluate and reflect on personal beliefs.
- CO5: Discussing the relevance of Indian philosophical teachings to contemporary societal challenges requires ethical awareness and consideration of societal implications.

#### PO3 Social Competence:



- CO6: Becoming effective writers in high-quality academic prose enhances linguistic competencies for effective communication in both real and virtual media.
- CO7: Exploring practical applications of spiritual practices in daily life involves expressing oneself clearly and precisely to build interpersonal relationships.

**PO4 Disciplinary Knowledge:**

- CO1: Understanding the Diversity of Indian Philosophical Traditions contributes to disciplinary knowledge in philosophy.
- CO2: Analysing and Critiquing Philosophical Texts demonstrates a blend of theoretical and practical understanding of philosophy.

**PO5 Personal and Professional Competence:**

- CO7: Exploring practical applications of spiritual practices in daily life enhances personal competence by applying philosophical teachings to real-life situations.
- CO6: Becoming effective writers, including writers of high-quality academic prose, develops professional skills for effective communication.

**PO6 Self-directed and Life-long Learning:**

- All Course Outcomes contribute to self-directed and lifelong learning by promoting the development of inquiry, critical thinking, and the ability to engage with philosophical texts independently.

**PO7 Environment and Sustainability:**

- None of the listed Course Outcomes explicitly align with environmental and sustainability concerns. However, discussions on the relevance of philosophical teachings to contemporary challenges may indirectly touch upon societal and environmental contexts.

**PO8 Critical Thinking and Problem Solving:**

- CO2: Analysing and Critiquing Philosophical Texts explicitly involves critical thinking skills.
- CO5: Discussing the relevance of Indian philosophical teachings to contemporary societal challenges requires critical thinking to propose feasible solutions.

**CBCS Syllabus SYBA Philosophy**  
**(w. e. from June, 2020)**

<b>Name of the Programme</b>	: B.A Philosophy & Logic
<b>Program Code</b>	: PHIL
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Special (S-I) (Theory)
<b>Course Name</b>	: Indian & Western Philosophy
<b>Course Code</b>	: PHIL2302
<b>No. of Lectures</b>	: 48
<b>No. of Credits</b>	: 03

**Course Objectives:**

1. To acquaint with Indian & Western Philosophy
2. To acquaint the student with the Indian & Western Philosophy perspective approach to ethics, the goal of life and the way of attaining it
3. To acquaint the student with the Major philosophical tenets of Upanisads and the nine systems of classical Indian philosophy.
4. To acquaint the student with the philosophical positions of major western philosophers of ancient, mediaeval.
5. To Compare and Contrast Philosophical Themes
6. To Examine instances of cross-cultural influence between Indian and Western philosophy.
7. To Recognize the impact of historical events on the evolution of philosophical ideas.

**Course Outcomes:**

- CO1. Identify and discuss key periods, movements, and thinkers in the historical development of Indian and Western philosophy
- CO2. Identify instances of cross-cultural influence between Indian and Western philosophy
- CO3. Change of Mind to Philosophy.
- CO4. Engage in critical analysis of primary philosophical texts from both traditions.
- CO5. Apply Philosophical Insights to Contemporary Issues..
- CO6. Express philosophical ideas and arguments clearly and coherently in both written and oral forms..
- CO7. Synthesise information to present well-informed perspectives.

### Semester- III PHIL-2302 S-1 Indian & Western Philosophy

Unit No.	Topics & Learning Points	No. of Hours
1	<b>Vedic Upanishadic philosophy</b> A. Vedic deities – Polytheism and Monotheism B. Upanishadic conceptions of atman, Brahman, para and Apra vidya (Mundaka and Isa) Ethical thought (Isa) C. Introduction to some dialogues: prajapati- virocana- Indra- svetakatu	12
2	<b>Pre- Socratic Philosophy</b> A. Cosmologists- Empedocles, Anaxagoras & Democritus B. Pythagoras- Number, Universe and Soul, Heraclitus- Logos, Becoming, Parmenides- Being C. Sophists- Relativism, Scepticism	12
3	<b>Carvaka Philosophy</b> A. Epistemology B. Metaphysics. C. Theories of error- Akhyati & Viparita Khyati	12
4	<b>Plato</b> A. Response to Tradition- Relativism and Scepticism: Being- Becoming B. Theory of knowledge C. Theory of Form	12

#### **Readings: Reference Book:**

1. C. D. Sharma : A Critical Survey of Indian Philosophy
2. M. Hiriyanna : Outlines of Indian Philosophy
3. Panchanan Shastri : Cārvaka Darśan
4. Panchanan Shastri : Bauddha Darśan
5. Daniel J. O'Connor (ed.), A Critical History of Western Philosophy, McMillan, 1985
6. D. I. O. Connoz : - A critical History of Western Philosophy.
7. श्री.ह. दिक्षित - भारतीय तत्त्वज्ञान
8. ग. ना. जोशी - भारतीय तत्त्वज्ञानाचा बृहद इतिहास
9. भा. ग. केतकर - भारतीय तत्त्वज्ञानाची रूपरेषा
10. पी. डी. चौधरी - भारतीय तत्त्वज्ञानाचा इतिहास
11. दे. द. वाडेकर - मराठी तत्त्वज्ञान महाकोष
12. ग. ना. जोशी - पाश्चात्य तत्त्वज्ञानाचा बृहद इतिहास खंड १,२,३

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

Class: SYBA (Sem III)

Subject: Philosophy

Course: Indian & Western Philosophy

Course Code: PHIL2302 (S-1)

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

### Programme Outcomes (POs)

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	1	3	1	2	2	3
CO 2	3	2	1	3	3	2	2	2
CO 3	1	3	3	1	1	1	2	1
CO 4	3	1	1	3	3	3	2	3
CO 5	1	3	2	3	2	1	3	2
CO 6	2	1	2	3	1	3	1	2
CO 7	2	2	1	2	2	2	2	2

### Justification for the mapping

#### PO1 Research-Related Skills:

- CO1: Identifying and discussing key periods, movements, and thinkers in the historical development of Indian and Western philosophy requires research skills and the ability to report the results of research projects.
- CO4: Engaging in critical analysis of primary philosophical texts demands research skills and the capability to execute and report research under supervision.

#### PO2 Effective Citizenship and Ethics:

- CO2: Identifying instances of cross-cultural influence between Indian and Western philosophy involves an awareness of moral and ethical issues, reflecting a commitment to professional ethics and responsibility.
- CO5: Applying Philosophical Insights to Contemporary Issues requires demonstrating empathetic social concern and equity-centred national development.

#### PO3 Social Competence:

- CO6: Expressing philosophical ideas and arguments clearly and coherently in both written and oral forms contributes to building good interpersonal relationships in personal and professional life.
- CO7: Synthesising information to present well-informed perspectives demonstrates effective use of linguistic competencies in both real and virtual media.

**PO4 Disciplinary Knowledge:**

- CO1: Identifying and discussing key periods, movements, and thinkers in the historical development of Indian and Western philosophy directly aligns with demonstrating a blend of conventional discipline knowledge.
- CO4: Engaging in critical analysis of primary philosophical texts demonstrates a strong theoretical and practical understanding of philosophy.

**PO5 Personal and Professional Competence:**

- CO6: Expressing philosophical ideas and arguments clearly and coherently in both written and oral forms equips students with professional skills for effective communication.
- CO7: Synthesizing information to present well-informed perspectives enhances personal and professional competence.

**PO6 Self-directed and Life-long Learning:**

- All Course Outcomes contribute to self-directed and lifelong learning by promoting the development of inquiry, critical thinking, and the ability to engage with philosophical texts independently.

**PO7 Environment and Sustainability:**

- None of the listed Course Outcomes explicitly align with environmental and sustainability concerns. However, discussions on applying philosophical insights to contemporary issues may indirectly touch upon societal and environmental contexts.

**PO8 Critical Thinking and Problem Solving:**

- CO4: Engaging in critical analysis of primary philosophical texts explicitly involves critical thinking skills.
- CO5: Applying Philosophical Insights to Contemporary Issues requires critical thinking to propose feasible solutions to contemporary challenges.

**CBCS Syllabus SYBA Philosophy**  
**(w. e. from June, 2020)**

<b>Name of the Programme</b>	: B.A Philosophy & Logic
<b>Program Code</b>	: PHIL
<b>Class</b>	: S.Y.B.A.
<b>Semester</b>	: III
<b>Course Type</b>	: Special (S-II) (Theory)
<b>Course Name</b>	: Jain Philosophy
<b>Course Code</b>	: PHIL2303
<b>No. of Lectures</b>	: 48
<b>No. of Credits</b>	: 03

**Course Objectives:**

1. To acquaint with Jain Darshan
2. To acquaint the student with the jain perspective approach to ethics, the goal of life and the way of attaining it
3. To Study jain inscription in india
4. To Study the role of jain community in modern
5. To Study the concept of reality (dravya) in Jainism
6. To Provide an overview of the historical development of Jainism
7. To Compare Jainism with other major philosophical and religious traditions

**Course Outcomes:**

- CO1. Understand the historical development of Jainism
- CO2. Demonstrate a foundational understanding of the basic tenets of Jainism.
- CO3. Explain the concept of reality (dravya) in Jainism.
- CO4. Engage in critical analysis of primary philosophical texts from both traditions.
- CO5. Compare Jainism with other major philosophical and religious traditions.
- CO6. Evaluate and propose solutions based on Jain ethical perspectives.
- CO7. Develop research skills for studying Jain texts and traditions.

## Semester- III PHIL-2303 S-2 Jain Philosophy

Unit No.	Topics & Learning Points	No. of Hours
1	<b>Introduction to Jain philosophy</b> A. A Historical Development of Jainism B. Nature of Philosophy C. Features of Jain Ethics	12
2	<b>The Code of Conduct for Sravakas and Sramanas</b> A. Sravakas: Anuvrata, Gunavrata, Siksavrata, Pratima B. Sramanas: Mahavrata, Samiti, Gupti, Gunasthanas	12
3	<b>Nature of Reality</b> A. Dravya Guna and Paryaya B. Six Dravyas ( Jiva, Pudgal, Dharma, Adharma, Akasa, Kala) C. Distinction between Jiva and Ajiva	12
4	<b>Metaphysics</b> A. Nature of Anekantavada B. Syadvada; The relevance of Syadvada to Ahimsa C. Nayavada	12

### Readings: Reference Book:

1. Jain, V., Jain, K., Sharma, S., Chaitanya, S., & Prajna, S. (2017). Yoga-Preksha Dhyana.
2. डॉ. श्रीनिवास दीक्षित: भारतीय भारतीय तत्वज्ञान: महाराष्ट्र ग्रंथभांडार, कोल्हापूर.
3. आचार्य कुंदकुंद: अष्टपाहड: अनंतकृती ग्रंथमाला समिती, मुंबई.
4. प्रा. बी.बी. भगरे: 2009: जैन तत्वज्ञान: शिवाजी विद्यापीठ, कोल्हापूर.
5. डॉ. हुकुमचंद भरीला: अनेकांत आणि स्यादवाद: तोडरमल स्मारक.
6. डॉ. विलास संगवे: 1991: भारतीय संस्कृती आणि परंपरा: अनेकांत शोधपीठ, बाहबली.
7. डॉ. भालचंद्र जैन: जैन दर्शन एवं संस्कृती का इतिहास: भारतीय ज्ञानपीठ, दिल्ली.
8. डॉ. नथुराम प्रेमी: जैन साहित्य और इतिहास, मुंबई.

## Choice Based Credit System Syllabus (2019 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** SYBA (Sem III)

**Subject:** Philosophy

**Course:** Jain Philosophy

**Course Code:** PHIL2303 (S-2)

**Weightage:** 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

#### Programme Outcomes (POs)

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	2	3	2	2	2	3
CO 2	3	2	2	3	2	2	2	3
CO 3	2	2	2	2	1	2	2	2
CO 4	3	3	2	3	3	3	2	3
CO 5	2	3	2	3	2	2	2	3
CO 6	2	3	2	3	2	2	2	3
CO 7	3	2	2	3	2	3	2	2

### Justification for the mapping

#### Program Outcome 1 (PO1) - Research-Related Skills:

The course outcomes align with this program outcome as students are expected to develop research skills for studying Jain texts and traditions (CO7). The course emphasises the importance of seeking opportunities for research and higher academic achievements in the field of Jainism. Students will also demonstrate a sense of inquiry and the capability to plan, execute, and report the results of a research project related to Jainism (CO1, CO2, CO3, CO4, CO5).

#### Program Outcome 2 (PO2) - Effective Citizenship and Ethics:

The course outcomes support effective citizenship and ethical awareness by requiring students to engage in critical analysis of primary philosophical texts from Jainism and other traditions (CO4, CO5). Through this, students will develop an informed awareness of moral and ethical issues related to Jainism. Additionally, evaluating and proposing solutions based on Jain ethical perspectives (CO6) demonstrates a commitment to professional ethics and responsibility.

#### Program Outcome 3 (PO3) - Social Competence:

Expressing oneself clearly and precisely to build good interpersonal relationships is a part of social competence (PO3). The course outcomes support this by requiring students to engage in critical



analysis and effective expression of ideas related to Jainism (CO4, CO5). Demonstrating multicultural sensitivity in group settings is implicit in understanding and comparing Jainism with other major philosophical and religious traditions (CO5).

**Program Outcome 4 (PO4) - Disciplinary Knowledge:**

The course outcomes directly contribute to disciplinary knowledge by ensuring that students understand the historical development of Jainism, demonstrate a foundational understanding of its basic tenets, and engage in critical analysis of primary philosophical texts from Jainism and other traditions (CO1, CO2, CO4, CO5).

**Program Outcome 5 (PO5) - Personal and Professional Competence:**

Equipping students with strong work attitudes and professional skills is supported by the course outcomes that require them to engage in critical analysis, research skills, and effective expression related to Jainism (CO4, CO5, CO7).

**Program Outcome 6 (PO6) - Self-directed and Life-long Learning:**

The course outcomes align with self-directed and life-long learning by emphasising the development of research skills (CO7) and the ability to engage in critical analysis and evaluation of Jain ethical perspectives (CO4, CO6).

**Program Outcome 7 (PO7) - Environment and Sustainability:**

While the course outcomes are more focused on the philosophical and ethical aspects of Jainism, understanding the impact of philosophical solutions in societal contexts (CO4, CO5, CO6) indirectly supports the broader idea of understanding the impact of scientific solutions in societal and environmental contexts.

**Program Outcome 8 (PO8) - Critical Thinking and Problem Solving:**

The course outcomes directly contribute to critical thinking and problem-solving skills by requiring students to engage in critical analysis of philosophical texts, compare Jainism with other traditions, and propose solutions based on Jain ethical perspectives (CO4, CO5, CO6, CO8).