



Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Autonomous)

Four-Year B.A. Degree Program in Philosophy & Logic

(Faculty of Humanities)

CBCS Syllabus

T.Y. B. A. (Philosophy) Semester - V

For the Department of Philosophy & Logic

Tuljaram Chaturchand College, Baramati

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2025-2026

Title of the Programme: T.Y.B.A. (Philosophy)

Preamble

AES's Tuljaram Chaturchand College has decided to change the syllabus across various faculties from June 2023 by incorporating the guidelines and provisions outlined in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and emphasizes integrating general (academic) education, vocational education, and experiential learning. The NEP introduced holistic and multidisciplinary education that would help to develop the intellectual, scientific, social, physical, emotional, ethical, and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and a learning-based outcome approach for the development of students. By establishing a nationally accepted and internationally comparable credit structure and courses framework, the NEP 2020 aims to promote educational excellence, facilitate seamless academic mobility, and enhance the global competitiveness of Indian students. It fosters a system where educational achievements can be recognized and valued not only within the country but also in the international arena, expanding opportunities and opening doors for students to pursue their aspirations on a global scale.

In response to the rapid advancements in science and technology and the evolving approaches in various domains of Philosophy and related subjects, the Board of Studies in Philosophy & Logic at Tuljaram Chaturchand College, Baramati - Pune, has developed the curriculum for the first semester of F.Y.B.A. Philosophy & Logic which goes beyond traditional academic boundaries. The syllabus is aligned with the NEP 2020 guidelines to ensure that students receive an education that prepares them for the challenges and opportunities of the 21st century. This syllabus has been designed under the framework of the Choice Based Credit System (CBCS), taking into consideration the guidelines set forth by the National Education Policy (NEP) 2020, LOCF (UGC), NCfE, NHEQF, Prof. R.D. Kulkarni's Report, Government of Maharashtra's General Resolution dated 20th April and 16th May 2023, and the Circular issued by SPPU, Pune on 31st May 2023.

A degree in Philosophy & Logic equips students with the knowledge and skills necessary for a diverse range of fulfilling career paths. What do we believe and why do we believe it? Who are we, and why are we here? What ought we to do and why should we do it? Philosophy encourages critical and systematic inquiry into fundamental questions of right and wrong, truth and falsehood, the meaning of life, and the nature of reality, knowledge, and society. More than any other discipline, philosophy explores the core issues of the intellectual tradition. It encourages a student to formulate questions and follow arguments. The discipline provides excellent preparation for law school and other professional programs, thereby creating a solid foundation for a career in Teaching, Writing, and editing in Publishing Houses, Public Services, Philosophical Counselling, Public relations, Journalism, and Research

Overall, revising the Philosophy & Logic syllabus under the NEP 2020 ensures that students receive an education that is relevant and comprehensive, and prepares them to navigate the dynamic and interconnected world of today. It equips them with the knowledge, skills, and competencies needed to contribute meaningfully to society and pursue their academic and professional goals in a rapidly changing global landscape.

Programme Specific Outcomes (PSOs)

Program Specific Outcomes (PSOs) for B.A. Philosophy & Logic

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 organization of the content.
- (iii) Explore various branches of Philosophy and their interrelations.

PSO2. Personal and Professional Competence:

- (i) Process information logically to come up with their position on a certain topic.
- (ii) Analyse a problem from an interdisciplinary perspective

PSO3. Research Competence:

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

PSO4. Entrepreneurial and Social Competence:

- (i) Identify ethically relevant issues in contemporary life and deliberate on 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.

PSO5. Disciplinary knowledge: Comprehensive knowledge and understanding of the subject areas, engagement with different philosophical systems, both Indian and Western, and application of knowledge in practice encompassing multidisciplinary or multi-professional areas

PSO6. Communications skills: The Quality of public speaking that conveys ideas and information in various interactions with people. The effectiveness of the discourse, the clarity of ideas, and empowering the students to provide a positive contribution in achieving a common goal

PSO7. Creative and critical thinking: Ability to analyze and identify relevant assumptions, hypotheses, implications, or conclusions; understand and formulate logically correct arguments and understand various aspects of the arguments put forward by philosophers regarding fundamental concepts such as existence, substance, causation, mind, truth, beauty, and justice

- PSO8. Self-directed learning:* Ability to work independently, to prepare for living and learning in a digital world, and to search relevant resources for self-learning to upgrade knowledge in philosophy.
- PSO9. Moral and ethical competency:* Inculcating a lasting habit to make a global citizen and engaging in any work of life with honesty, sincerity, and responsibility towards humanity as a whole.
- PSO10. Effective Citizenship and Ethics:* Demonstrate empathetic social concern and equity-centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
- PSO11. Environment and Sustainability:* Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of, and need for, sustainable development.
- PSO12. Self-directed and Life-long learning:* Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

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

Board of Studies (BOS) in Philosophy & Logic

From 2025-26 to 2027-28

Sr. No.	Name	Designation
1.	Mr. Krushnat Nagare	Chairman
2.	Dr. Shridhar Akashkar	Vice-Chancellor Nominee
3.	Dr. Navnath Raskar	Experts from other University
4.	Dr. Balasaheb Mulik	Experts from other University
5.	Dr. Anuradha Bhosale Dewan	Industry/ Corporate Sector Representative
6.	Mr. Rushikesh Yadav	Alumni
7.	Mr. Sagar Kadam	Student Representative

Course Structure for T.Y.B.A. PHILOSOPHY & LOGIC (2023 Pattern) as per NEP - 2020

Sem	Course Type	Course Code	Course Name	Theory / Practical	Credits
V	Major Mandatory	PHI-301-MJM	Indian Philosophy: Orthodox (Astika) Systems	Theory	04
	Major Mandatory	PHI-302-MJM	Jain Epistemology and Ethics	Theory	04
	Major Mandatory	PHI-303-MJM	Applied Ethics: Environmental and Media Perspectives	Theory	02
	Major Elective (MJE)	PHI-304-MJE (A)	Philosophy of Indian Saints	Theory	04
	Major Elective (MJE)	PHI-304-MJE (B)	Aesthetics Philosophy	Theory	04
	Minor	LOG-311-MN	Symbolic and Propositional Logic	Theory	04
	Vocational Skill Course (VSC)	PHI-321-VSC	Critical Thinking and Logical Analysis	Theory	02
	Community Engagement Project (CEP)	PHI-335-CEP	Community Engagement Project	Theory	02
	Total Credits Semester-V				22
VI	Major Mandatory	PHI-351-MJM	Modern Western Thought	Theory	04
	Major Mandatory	PHI-352-MJM	Socio-Political Philosophy	Theory	04
	Major Mandatory	PHI-353-MJM	Vedantic Traditions: Advaita, Vishishtadvaita, and Dvaita	Theory	02
	Major Elective (MJE)	PHI-354-MJE (A)	Modern Philosopher (Indian)	Theory	04
	Major Elective (MJE)	PHI-354-MJE (B)	Gandhian Philosophy	Theory	04
	Minor	LOG-361-MN	Philosophy of Science and Logical Methods	Theory	04
	On Job Training (OJT)	PHI-385-OJT	On-Job Training	Practical	02
	Total Credits Semester-VI				22
	Cumulative Credits: Semester V + Semester VI				44

**CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2025)**

Name of the Programme	: B.A. Philosophy
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory (Theory)
Course Name	: Indian Philosophy: Orthodox (Astika) Systems
Course Code	: PHI-301-MJM
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives:

1. To introduce the six Orthodox (Astika) schools of Indian philosophy.
2. To explain key concepts in metaphysics, epistemology, and ethics.
3. To understand Indian logical and reasoning methods.
4. To analyze different views on liberation (Moksha).
5. To compare similarities and differences among Astika schools.
6. To develop critical thinking and philosophical analysis skills.
7. To explore the relevance of Indian philosophy in modern times.

B. Course Outcomes (COs):

- CO1. Understand the core teachings of the six Orthodox (Astika) schools of Indian philosophy.
- CO2. Explain the theories of knowledge (Pramanas) in Indian philosophical traditions.
- CO3. Analyze Nyaya's logic, Samkhya's dualism, and Mimamsa's ritualism.
- CO4. Evaluate different perspectives on liberation (Moksha) across Astika schools.
- CO5. Compare and contrast the arguments of various Orthodox philosophical traditions.
- CO6. Develop logical reasoning and critical thinking skills using Indian philosophical methods.
- CO7. Apply Indian philosophical insights to ethical, social, and personal contexts.

Semester- V PHI-301-MJM Indian Philosophy: Orthodox (Astika) Systems

Unit No.	Topics & Learning Points	No. of Hours
1	Nyaya Philosophy A. Nature of Knowledge B. Four Pramanas C. Concept of God	12
2	Vaisheshika Philosophy A. Seven Categories (Padarthas) B. Atomic Theory C. Theory of Causation	12
3	Samkhya Philosophy A. Dualism (Purusha & Prakriti) B. Satkaryavada, C. Evolution Theory	12
4	Yoga Philosophy A. Patanjali's Ashtanga Yoga B. Concept of Chitta and Vrittis C. Liberation (Kaivalya)	12
5	Mimamsa and Vedanta Philosophy A. Concept of Dharma (Purva Mimamsa) B. Concept of Brahman (Advaita, Vishishtadvaita) C. Concept of Moksha in Vedantaa	12

C. Recommended Readings:

1. भारतीय तत्त्वज्ञान - श्री. ह. दिक्षीत
2. सर्वदर्शनसंग्रह - द. वा. जोग
3. भारतीय तत्त्वज्ञानाची रूपरेषा - श्री. भा. ग. केतकर
4. मराठी तत्त्वज्ञान महाकोश (तीन खंड) - प्रा. दे. द. वाडेकर
5. भारतीय तत्त्वज्ञान - डॉ. वेदप्रकाश डोणगावकर
6. Fundamentals of Philosophy - John Shand, Routledge, London and New York
7. Philosophy: An Introduction - Randall John H., Barnes & Noble, New York (1969)
8. Indian Philosophy - S. Radhakrishnan, Vol. II
9. A History of Indian Materialism - Dakshinaraman Shastri, Book Company, Calcutta

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: Indian Philosophy: Orthodox (Astika) Systems Course Code: PHI-301-MJM

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

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	2	2	1	2	1	2	1	1
CO2	3	2	2	3	1	2	1	2	2	1
CO3	3	2	2	3	1	3	1	2	2	1
CO4	3	2	2	3	1	3	1	3	2	1
CO5	3	3	2	3	1	3	2	3	2	2
CO6	3	3	2	3	1	3	2	3	2	2
CO7	3	3	3	2	2	3	2	3	2	3

Justification for Mapping:

CO1 (Understanding Astika schools) → Enhances critical thinking (PO1), communication skills (PO2), multicultural awareness (PO3), and forms a foundation for research skills (PO4).

CO2 (Explaining theories of knowledge - Pramanas) → Develops analytical thinking (PO1), clear expression (PO2), research aptitude (PO4), and digital skills (PO9).

CO3 (Analyzing Nyaya, Samkhya, and Mimamsa) → Strengthens logical reasoning (PO1, PO6), improves communication (PO2), research ability (PO4), and technological application

CO4 (Evaluating Moksha perspectives) → Fosters philosophical evaluation (PO1, PO4, PO6) and promotes value-based thinking (PO8).

CO5 (Comparative analysis of traditions) → Enhances argumentation and communication (PO1, PO2), problem-solving ability (PO6), teamwork (PO7), and ethical awareness (PO8).

CO6 (Applying Indian philosophical reasoning) → Develops logical and critical reasoning (PO1, PO4, PO6), teamwork skills (PO7), and commitment to human values (PO8).

CO7 (Applying philosophical insights to life) → Promotes ethical, social, and environmental consciousness (PO5, PO8), problem-solving ability (PO6), and community engagement (PO10).

**CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2025)**

Name of the Programme	: B.A. Philosophy
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory (Theory)
Course Name	: Jain Epistemology and Ethics
Course Code	: PHI-302-MJM
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives:

1. To introduce students to the fundamental concepts of Jain epistemology and ethics.
2. To analyze the Jain theory of reality and cosmology, including Dravya, Guna, and Paryaya.
3. To examine the doctrine of karma and its role in bondage and liberation.
4. To study different types of knowledge (Jnana) and the means of cognition in Jainism.
5. To explore the ethical principles of Jainism, especially Ahimsa, Anekantavada, and Syadvada.
6. To evaluate the impact of Jain environmental and social ethics on contemporary issues.
7. To develop a critical understanding of Jain ethical values and their relevance in the modern world.

B. Course Outcomes (COs):

- CO1: Understand the fundamental concepts of Jain epistemology and ethics.
- CO2: Analyze the Jain theory of reality and cosmology, including its six substances.
- CO3: Examine the doctrine of karma and its influence on human life and liberation.
- CO4: Evaluate different types of knowledge (Jnana) and means of cognition (Pramana, Naya).
- CO5: Apply ethical principles like Ahimsa and Anekantavada in real-life decision-making.
- CO6: Assess the ecological and sustainability aspects of Jain thought.
- CO7: Demonstrate the relevance of Jain ethics in contemporary global contexts.

Semester- V PHI-302 -MJM Jain Epistemology and Ethics

Unit No.	Topics & Learning Points	No. of Hours
1	Jain Theory of Reality and Cosmology A. Jain Concept of Reality (Dravya, Guna, Paryaya) B. The Universe in Jainism: Lok and Alok C. Jain Cosmology: Six Substances (Jiva, Ajiva, Pudgala, Dharma, Adharma, Akasha, Kala)	12
2	Jain Doctrine of Karma A. Concept and Types of Karma B. Bondage C. Role of Karma in the Cycle of Birth and Rebirth	12
3	Jain Epistemology A. Concept of Jnana (Knowledge) in Jainism B. Five Types of Knowledge (Mati, Shruta, Avadhi, Manahpariyaya, Kevala) C. Pramana: Means of Cognition	12
4	Ethical Principles in Jainism A. The Ideal of Ahimsa (Non-violence) B. The Role of Anekantavada & Syadvada in Ethical Decision-Making C. Jainism and Its Influence on Global Ethics	12
5	Jain Environmental and Social Ethics A. Ecology and Sustainability in Jain Thought B. Jain Views on Vegetarianism and Animal Welfare C. Relevance of Jain Ethics in the Contemporary World	12

C. Recommended Readings:

1. Jaini, P. S. – *The Jaina Path of Purification* (University of California Press)
2. Tatia, Nathmal – *Studies in Jaina Philosophy* (Jain Vishva Bharati)
3. Dundas, Paul – *The Jains* (Routledge)
4. Jain, Vijay K. – *Acharya Umasvami's Tattvartha Sutra* (Vikalp Printers)
5. Bhargava, Dayanand – *Jaina Ethics* (Motilal Banarsidass)
6. देसाई, शरदाचंद्र – *जैन तत्त्वज्ञान* (संपदा प्रकाशन)
7. मोडक, अनंत बाळकृष्ण – *जैन धर्म: तत्त्वज्ञान आणि आचारधर्म* (लोकवाङ्मय गृह)
8. कणसे, रामदास – *जैन तत्त्वज्ञानाचा परिचय* (प्रगती प्रकाशन)
9. भंडारी, दत्तात्रेय – *जैन धर्म आणि जीवनदृष्टी* (मौज प्रकाशन)

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: Jain Epistemology and Ethics

Course Code: PHI-302-MJM

Weightage: 1 = Weak or low relation, 2 = Moderate or partial relation, 3 = Strong or direct relation

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	2	2	1	2	1	2	1	1
CO2	3	2	2	3	1	2	1	2	1	1
CO3	3	2	2	3	1	3	1	2	1	1
CO4	3	2	2	3	1	3	1	2	2	1
CO5	3	3	3	2	2	3	2	3	2	2
CO6	3	2	2	2	3	3	2	3	2	2
CO7	3	3	3	2	3	3	2	3	2	3

Justification for the Mapping

CO1 (Understanding fundamental concepts of Jain epistemology and ethics) → Strengthens critical and analytical thinking (PO1), enhances communication skills (PO2), fosters multicultural competence (PO3), builds research orientation (PO4), and promotes value-based knowledge (PO8).

CO2 (Analyzing Jain theory of reality and cosmology) → Develops critical and logical analysis (PO1), effective communication (PO2), improves global perspective (PO3), and builds a strong base in research methodology (PO4).

CO3 (Examining the doctrine of karma and liberation) → Strengthens critical thinking (PO1), enhances communication and interpretation skills (PO2), inculcates multicultural understanding (PO3), deepens research inquiry (PO4), and promotes value-oriented thinking (PO8).

CO4 (Evaluating types of knowledge and means of cognition) → Fosters critical analysis (PO1), clear articulation (PO2), multicultural understanding (PO3), research abilities (PO4), and improves digital skills (PO9).

CO5 (Applying Ahimsa and Anekantavada in decision-making) → Enhances critical and creative problem-solving (PO1, PO6), effective communication (PO2), teamwork and collaboration (PO7), strengthens value inculcation (PO8), and community engagement (PO10).

CO6 (Assessing ecological and sustainability aspects) → Promotes environmental awareness (PO5), enhances critical thinking (PO1), problem-solving abilities (PO6), strengthens ethical consciousness (PO8), and builds digital competence (PO9).

CO7 (Demonstrating relevance of Jain ethics in global context) → Develops global ethical perspective (PO3, PO8), critical and analytical thinking (PO1), promotes communication (PO2), problem-solving skills (PO6), environmental responsibility (PO5), and active community engagement (PO10).

**CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2025)**

Name of the Programme :	B. A. Philosophy
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Mandatory (Theory)
Course Name	: Applied Ethics: Environmental and Media Perspectives
Course Code	: PHI-303-MJM
No. of Lectures	: 30
No. of Credits	: 02

A. Course Objectives:

1. To introduce the fundamental concepts of applied ethics in environmental and media contexts.
2. To explore the ethical dimensions of environmental issues, including sustainability and climate change.
3. To analyze ethical challenges in media, including misinformation and journalistic responsibility.
4. To evaluate ethical perspectives on freedom of speech and digital media ethics.
5. To understand the role of applied ethics in addressing contemporary societal challenges.
6. To assess the practical implications of environmental and media ethics in decision-making.
7. To apply ethical theories to real-world case studies in environmental and media ethics.

B. Course Outcomes (COs):

- CO1: Understand key concepts in applied ethics and their significance in contemporary society.
- CO2: Examine environmental ethics and its impact on ecological sustainability.
- CO3: Analyze ethical dilemmas in media ethics, including misinformation and journalistic responsibility.
- CO4: Assess ethical challenges related to freedom of speech and digital media.
- CO5: Evaluate the role of applied ethics in addressing global and local challenges.
- CO6: Critically reflect on ethical decision-making in environmental and media issues.
- CO7: Apply ethical theories to case studies in environmental and media ethics.

Semester V - PHI-303-MJM Applied Ethics: Environmental and Media Perspectives

Unit No.	Topics & Learning Points	No. of Hours
1	Introduction to Applied Ethics A. Definition of Applied Ethics B. Scope of Applied Ethics C. Ethical Decision-Making and Moral Responsibility	10
2	Environmental Ethics A. Concept of Deep Ecology B. Sustainable Development C. Human Responsibility Towards Nature and Future Generations	10
3	Media Ethics A. Freedom of Speech and Ethical Responsibility in Media B. Fake News, Misinformation, and Ethical Challenges in Digital Media C. Role of Media Ethics in Shaping Public Opinion and Democracy	10

Recommended Readings

1. Singer, Peter – *Practical Ethics* (Cambridge University Press)
2. DesJardins, Joseph R. – *Environmental Ethics: An Introduction to Environmental Philosophy* (Cengage Learning)
3. Ward, Stephen J. A. – *Ethics and the Media: An Introduction* (Cambridge University Press)
4. Florida, Luciano – *The Ethics of Information* (Oxford University Press)
5. रानडे, ग. ह. – *नैतिकता आणि तिचे तत्वज्ञान* (मौज प्रकाशन)
6. देशमुख, सुरेश – *माध्यमे आणि नैतिकता* (संपदा प्रकाशन)
7. पाटील, रवींद्र – *पर्यावरण नैतिकता* (लोकवाङ्मय गृह)

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: Applied Ethics: Environmental and Media Perspectives

Course Code: PHI-303 -MJM

Weightage: 1 = Weak or low relation, 2 = Moderate or partial relation, 3 = Strong or direct relation

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	2	2	2	2	1	3	2	1
CO2	3	2	2	2	3	3	1	3	2	2
CO3	3	3	2	2	2	3	1	3	2	2
CO4	3	3	2	2	2	3	1	3	3	2
CO5	3	3	3	3	3	3	2	3	2	3
CO6	3	2	2	3	3	3	2	3	2	2
CO7	3	3	2	3	3	3	2	3	3	2

Justification for the Mapping

CO1 (Understand key concepts in applied ethics and their significance)
Develops critical and creative thinking (PO1), improves communication (PO2), nurtures multicultural competence (PO3), builds basic research capabilities (PO4), enhances environmental and ethical awareness (PO5), and strengthens value inculcation (PO8).

CO2 (Examine environmental ethics and its impact on sustainability)
Directly relates to environmental awareness (PO5), problem-solving abilities (PO6), and promotes value inculcation (PO8), along with building critical and research thinking (PO1, PO4).

CO3 (Analyze ethical dilemmas in media ethics)
Sharpens critical analysis (PO1), communication skills (PO2), problem-solving skills (PO6), ethical consciousness (PO8), and enhances understanding of digital challenges (PO9).

CO4 (Assess ethical challenges related to freedom of speech and digital media)

Strongly tied with critical and creative thinking (PO1), communication skill (PO2), problem-solving (PO6), value inculcation (PO8), digital and technological awareness (PO9), and also touches upon community engagement (PO10).

CO5 (Evaluate applied ethics addressing global and local challenges)

Highly related to critical thinking (PO1), effective communication (PO2), multicultural competence (PO3), research skills (PO4), environmental awareness (PO5), problem-solving (PO6), value inculcation (PO8), and community engagement (PO10).

CO6 (Critically reflect on ethical decision-making)

Strengthens critical thinking (PO1), problem-solving abilities (PO6), builds research capacity (PO4), enhances environmental and ethical awareness (PO5), and sharpens ethical sensitivity (PO8).

CO7 (Apply ethical theories to case studies)

Direct application enhances critical thinking (PO1), communication skills (PO2), research skills (PO4), problem-solving (PO6), digital competency (PO9), and promotes ethical values (PO8).

**CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2025)**

Name of the Programme :	B. A. Philosophy
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective (MJE) (Theory)
Course Name	: Philosophy of Indian Saints
Course Code	: PHI-304-MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives:

1. To introduce students to the Bhakti Movement and its philosophical significance.
2. To understand Sant Dnyaneshwar's Dnyanyoga, Bhakti, and Karma philosophy.
3. To study Sant Tukaram's views on God, Bhakti, and Mukti.
4. To explore the contributions of Bahenabai and Ramadasa in the philosophical and social context.
5. To analyze Gadge Maharaj's philosophy and his approach to social reform.
6. To develop critical thinking about the Indian Saints' contributions to ethics and society.
7. To connect the teachings of Indian Saints with contemporary philosophical and ethical debates.

B. Course Outcomes (COs):

- CO1. Understand the historical and philosophical background of the Bhakti movement.
- CO2. Analyze Dnyaneshwar's integration of Bhakti and Knowledge in his works.
- CO3. Interpret Tukaram's philosophical ideas on devotion, salvation, and righteousness.
- CO4. Examine the spiritual and ethical teachings of Bahenabai and Ramadasa.
- CO5. Evaluate Gadge Maharaj's social philosophy and his contribution to reform movements.
- CO6. Develop a critical perspective on the relevance of Indian Saints' thoughts in modern society.
- CO7. Compare and contrast different philosophical standpoints of Bhakti Saints.

Semester V - PHI-304-MJE (A) Philosophy of Indian Saints

Unit No.	Topics & Learning Points	No. of Hours
1	Introduction to the Bhakti Movement and Indian Saints A. Origin and Development of the Bhakti Movement B. Philosophical and Social Significance of Bhakti Tradition C. Role of Saints in Spiritual and Social Reform	12
2	Philosophy of the Mahanubhav Sect A. Origin and Key Principles of the Mahanubhav Sect B. Philosophy of God Concept C. Teachings of Chakradhar Swami	12
3	Philosophy of Sant Dnyaneshwar A. Dnyanyoga B. Bhakti Yoga and Karma Yoga C. Significance of Pasaydan	12
4	Philosophy of Sant Tukaram A. Conception of God B. Concepts of Bhakti and Mukti C. Concept of True Dharma	12
5	Philosophy of Sant Gadge Maharaj A. Method of Dialogue B. Social Reforms: Cleanliness, Addiction, Indebtedness, Social Inequality, Illiteracy, and Dowry C. View on God's Worship and Eradication of Blind Faith	12

Reference Book:-

- 1) डॉ. रा. चिं. ढेरे — महाराष्ट्रातील महानुभाव पंथाचा उदय
- 2) डॉ. रा. चिं. ढेरे — श्रीचक्रधर आणि महानुभाव पंथ
- 3) डॉ. मो. स. वाडकर — ज्ञानेश्वरीतील तत्त्वज्ञान
- 4) डॉ. अनंतशास्त्री लळीत — संत तुकाराम : जीवन आणि तत्त्वज्ञान
- 5) डॉ. गंगाधर पठारे — संत गाडगे महाराज
- 6) डॉ. वि. शि. साठे — भक्तिसंप्रदायाचा सामाजिक व धार्मिक अभ्यास
- 7) डॉ. सुमती देशमुख — महानुभाव संप्रदाय : एक अभ्यास
- 8) डॉ. सदानंद मोरे — ज्ञानेश्वर ते तुकाराम : महाराष्ट्र धर्म
- 9) डॉ. जयसिंगराव पवार — गाडगे महाराज : विचार आणि कार्य

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: Philosophy of Indian Saints

Course Code: PHI-304-MJE (A)

Weightage: 1 = Weak or low relation, 2 = Moderate or partial relation, 3 = Strong or direct relation

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	3	2	2	2	1	3	1	2
CO2	3	2	2	2	2	2	1	3	1	2
CO3	3	2	3	2	2	2	1	3	1	2
CO4	3	2	3	2	2	2	2	3	1	2
CO5	3	2	3	2	3	3	2	3	2	3
CO6	3	3	3	3	2	3	2	3	2	3
CO7	3	3	3	3	2	3	2	3	2	3

Justification for the Mapping

CO1 (Understand historical and philosophical background of the Bhakti movement)

Develops critical and creative thinking (PO1), enhances communication skills (PO2), strengthens multicultural understanding (PO3), improves research thinking (PO4), builds environmental and ethical awareness (PO5), and relates to value inculcation (PO8).

CO2 (Analyze dnyaneshwar's integration of Bhakti and Knowledge)

Enhances critical thinking (PO1), improves communication skills (PO2), links to multicultural competence (PO3), strengthens research skills (PO4), and significantly fosters value inculcation (PO8).

CO3 (Interpret Tukaram's philosophical ideas on devotion and righteousness)

Strongly connected to critical thinking (PO1), communication (PO2), multicultural understanding (PO3), and majorly promotes value inculcation (PO8).

CO4 (Examine spiritual and ethical teachings of Bahenabai and Ramadasa)

Directly relates to critical and ethical thinking (PO1, PO8), communication skills (PO2), multicultural competence (PO3), and problem-solving in a moral context (PO6).

CO5 (Evaluate Gadge Maharaj's social philosophy)

Strong link to critical analysis (PO1), multicultural awareness (PO3), social/environmental awareness (PO5), problem-solving abilities (PO6), community engagement (PO10), and value inculcation (PO8).

CO6 (Develop a critical perspective on the relevance of the Saints' thoughts in modern society)

Strengthens critical and creative thinking (PO1), advanced communication (PO2), research capability (PO4), problem-solving (PO6), value inculcation (PO8), and community engagement (PO10).

CO7 (Compare and contrast philosophical standpoints of Bhakti Saints)

It builds higher-order critical thinking (PO1), effective communication (PO2), multicultural competence (PO3), and research skills (PO4) and promotes problem-solving (PO6), value inculcation (PO8), and community engagement (PO10).

**CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2025)**

Name of the Programme	: B.A. Philosophy
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Major Elective (MJE) (Theory)
Course Name	: Aesthetics Philosophy
Course Code	: PHI-304-MJE (A)
No. of Lectures	: 60
No. of Credits	: 04

A. Course Objectives

1. To introduce students to the fundamental concepts and scope of Aesthetics
2. To explore the relationship between Aesthetics, Art, and Beauty in various traditions.
3. To understand major Western and Indian theories of Art, including Representation, Expression, and Form.
4. To examine key concepts in Indian Aesthetics such as Rasa, Dhvani, and Shadanga.
5. To critically engage with classical and modern aesthetic theories (Plato, Aristotle, Kant, Hegel).
6. To familiarize students with contemporary issues like Feminist Aesthetics, Popular Culture, and Environmental Aesthetics.
7. To develop an appreciation for the aesthetic dimensions of art, nature, and everyday life through analytical and critical thinking.

B. Course Outcomes (COs)

- CO1: Understand the meaning, scope, and significance of Aesthetics in Philosophy.
- CO2: Analyze the relationship between Aesthetics, Art, Beauty, and Criticism
- CO3: Examine major theories of Art, such as Mimesis, Expressionism, and Formalism, concerning key philosophers.
- CO4: Explain and apply key concepts of Indian Aesthetics, including Rasa, Dhvani, and Shadanga.
- CO5: Critically engage with Western aesthetic traditions, including Classical, Kantian, and Hegelian perspectives.
- CO6: Evaluate contemporary issues in Aesthetics such as Popular Culture, Feminist Aesthetics, and Environmental Aesthetics.
- CO7: Develop an informed and critical appreciation of Art and Aesthetics in diverse cultural and philosophical contexts.

Semester V - PHI-304-MJE (B) Aesthetics Philosophy

Unit No.	Topics & Learning Points	No. of Hours
1	Introduction to Aesthetics A. Meaning and Scope of Aesthetics B. Relation of Aesthetics with Art and Beauty C. Concept of Taste and Criticism	12
2	Theories of Art A. Art as Representation (Mimesis: Plato and Aristotle) B. Art as Expression (Croce, Collingwood) C. Art as Form (Clive Bell, Formalism)	12
3	Indian Aesthetics A. Concept of Rasa (Bharatamuni's Natyashastra) B. Theory of Dhvani (Anandavardhana) C. Shadanga of Indian Art (Six Limbs of Indian Painting)	12
4	Western Aesthetic Traditions A. Classical Aesthetics (Plato, Aristotle) B. Kant's Aesthetic Judgment C. Hegel's Philosophy of Art	12
5	Contemporary Issues in Aesthetics A. Aesthetics of Popular Culture B. Feminist Aesthetics C. Environmental Aesthetics (Beauty of Nature)	12

Recommended Books for Reading

1. डॉ. ह. ना. आपटे — सौंदर्यशास्त्राचे मूलतत्त्व
2. डॉ. सुरेश चव्हाण — सौंदर्यशास्त्र आणि कलातत्त्वज्ञान
3. डॉ. गोपाळ नीलकंठ दांडेकर — कलासौंदर्य
4. डॉ. वि. वा. गाडगीळ — कलाविचार
5. डॉ. य. द. फडके — भारतीय तत्त्वज्ञानातील सौंदर्यदृष्ट्या
6. डॉ. मोहन आपटे — सौंदर्यशास्त्र: एक परिचय
7. डॉ. वसंत पानतकर — भारतीय सौंदर्यशास्त्राचा इतिहास
8. Monroe Beardsley – Aesthetics: Problems in the Philosophy of Criticism
9. Harold Osborne – Aesthetics and Art Theory
10. Susanne K. Langer – Feeling and Form
11. Bharatamuni – Natyashastra (Critical Edition)
12. Ananda K. Coomaraswamy – The Transformation of Nature in Art
13. R.G. Collingwood – The Principles of Art

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: **Aesthetics Philosophy**

Course Code: **PHI-304-MJE (B)**

Weightage: 1 = Weak or low relation, 2 = Moderate or partial relation, 3 = Strong or direct relation

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	2	2	2	2	1	2	1	1
CO2	3	2	3	3	2	2	1	2	1	1
CO3	3	2	2	3	2	3	1	2	1	1
CO4	3	3	2	3	3	3	2	2	2	2
CO5	3	3	2	2	3	3	2	2	2	3
CO6	3	3	2	3	2	3	2	3	2	2
CO7	3	3	2	2	2	2	2	3	2	2

Justification for the Mapping

CO1 Strong on critical and creative thinking (PO1), moderate on communication skills (PO2) and multicultural competence (PO3), helps develop research skills (PO4), and promotes value reflection (PO8).

CO2 Strong contribution to critical analysis (PO1), communication (PO2), multicultural competence (PO3), research (PO4), and value-based understanding (PO8).

CO3 High relevance to critical thinking (PO1), research skills (PO4), problem-solving (PO6), and moderate for communication skills (PO2) and value understanding (PO8).

CO4 Strong link to critical thinking (PO1), communication (PO2), research skills (PO4), environmental awareness and ethics (PO5), and problem-solving abilities (PO6).

CO5 Strong relation to critical thinking (PO1), communication (PO2), environmental awareness (PO5), problem-solving (PO6), community engagement (PO10), and moderate for teamwork (PO7).

CO6 Highest link to critical and creative thinking (PO1), communication (PO2), research skills (PO4), problem-solving (PO6), value inculcation (PO8), and digital engagement (PO9).

CO7 Strong development of critical thinking (PO1), communication skills (PO2), value inculcation (PO8), and moderate connection to research skills (PO4) and problem-solving (PO6).

CBCS Syllabus TYBA Philosophy
(w. e. from June, 2025)

Name of the Programme	: B.A Philosophy & Logic
Program Code	: PHI
Class	: T.Y.B.A.
Semester	: V
Course Type	: Vocational Skill Course (VSC)
Course Name	: Critical Thinking and Logical Analysis
Course Code	: PHI-321-VSC
No. of Lectures	: 30
No. of Credits	: 02

A. Course Objectives:

1. To introduce students to the fundamental principles of logical reasoning.
2. To develop skills in argumentation, critical analysis, and problem-solving.
3. To enable students to distinguish between valid and invalid reasoning.
4. To inculcate the ability to detect fallacies and biases in everyday reasoning.
5. To apply logical reasoning in decision-making and problem-solving.
6. To explore applications of logic in AI, data science, and technology.
7. To develop skills for effective argumentation and debate.

B. Course Outcomes:

- CO1. Understand the nature and scope of logic and reasoning.
- CO2. Differentiate between deductive and inductive reasoning.
- CO3. Identify and construct well-formed arguments.
- CO4. Detect and analyze formal and informal fallacies.
- CO5. Apply logical principles to real-world decision-making.
- CO6. Evaluate arguments critically and analytically.
- CO7. Develop argument mapping and debate skills.

Semester- V PHI-321-VSC Critical Thinking and Logical Analysis

Unit No.	Topics & Learning Points	No. of Hours
1	Foundations of Logical Reasoning A. Definition, Nature, and Scope of Reasoning B. Types of Reasoning: Deductive, Inductive C. Role of Reasoning in Decision-Making	10
2	Argument Structure and Validity A. Proposition: Nature and Structure B. Argument Forms: Valid and Invalid Arguments C. Argument Mapping and Critical Thinking Strategies	10
3	Fallacies A. Formal Fallacies B. Informal Fallacies C. Cognitive Biases and Their Impact on Reasoning	10

Learning resources:

1. Copi, I. M. *Introduction to Logic*. Macmillan Company, New York (14th Edition).
2. Kawale, S. R. & Gole Leela. *Sugama Akariha TarkShastra*. Pune Vidyarthi Prakashan Griha.
3. More, Hema. *Tarkashastra*. Nimitta Prakashan, Pune, 1995.
4. Daryapurkar, Bhupali. *Paramparik Tarkshastra*. Solapur, 1978.
5. Santosh Thakare. *Tarkashastra*. Kumbh Prakashan, Amravati, 2001.
6. Kahneman, Daniel. *Thinking, Fast and Slow*. Farrar, Straus, and Giroux, 2011.
7. Walton, Douglas. *Informal Logic: A Pragmatic Approach*. Cambridge University Press, 2008.
8. Toulmin, Stephen. *The Uses of Argument*. Cambridge University Press, 1958.
9. Nagarjuna, M. *Logic and Argumentation in Indian Philosophy*.
10. आकारिक तर्कशास्त्र - मे. पु. रेगे
11. तर्कविद्या भाग १, २ - डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, मठवाले
12. आधुनिक तर्कशास्त्र - नांगरे, डॉ. चौगुले, प्रा. फरतारे (शिवाजी वि. कोल्हापूर)
13. तर्कशास्त्र - श्रीनिवास दिक्षीत
14. तर्कशास्त्राची मूलतत्वे - वाडेकर दे. द.
15. पारंपरिक तर्कशास्त्र - नांगरे, फडतारे, चौगुले, हिरवे, वाघमोडे

Choice-Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V)

Subject: Philosophy

Course: **Critical Thinking and Logical Analysis**Course Code: **PHI-321-VSC**

Weightage: 1 = Weak or low relation, 2 = Moderate or partial relation, 3 = Strong or direct relation

Programme Outcomes Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO1	3	2	1	3	1	2	1	2	2	1
CO2	3	2	1	3	1	3	1	2	2	1
CO3	3	3	1	3	1	3	2	2	2	1
CO4	3	3	1	3	1	3	2	2	2	1
CO5	3	2	1	2	2	3	2	2	3	2
CO6	3	3	1	3	1	3	2	2	3	1
CO7	3	3	2	2	1	3	3	2	3	2

Justification for the Mapping

CO1 (Understand the nature and scope of logic and reasoning)

Strongly supports critical thinking (PO1) and research skills (PO4), moderate for communication (PO2) and digital skills (PO9).

CO2 (Differentiate between deductive and inductive reasoning)

Strong link to critical thinking (PO1), research skills (PO4), and problem-solving (PO6), with moderate relation to communication (PO2).

CO3 (Identify and construct well-formed arguments)

Strong for critical thinking (PO1), communication skills (PO2), research (PO4), and problem-solving (PO6), moderate for teamwork (PO7).

CO4 (Detect and analyze formal and informal fallacies)

Strongly related to critical thinking (PO1), communication (PO2), research (PO4), and problem-solving (PO6), moderate impact on teamwork (PO7).

CO5 (Apply logical principles to real-world decision-making)

Strong support for critical thinking (PO1), problem-solving (PO6), digital skills (PO9), and moderate contribution to environmental awareness (PO5) and community engagement (PO10).

CO6 (Evaluate arguments critically and analytically)

Strong relationship with critical thinking (PO1), communication (PO2), research skills (PO4), problem-solving (PO6), and digital skills (PO9).

CO7 (Develop argument mapping and debate skills)

Strong in critical thinking (PO1), communication (PO2), problem-solving (PO6), teamwork (PO7), digital skills (PO9), and also contributes to community engagement (PO10).

