Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Empowered 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 (2024 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2026-2027

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 develop the students' intellectual, scientific, social, physical, emotional, ethical, and moral capacities. 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 within the country and 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), NCRF, 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:**

1. Know core issues, problems, and concerns in both Indian and Western traditions.
2. Develop the skills for oral and written communication with special reference to the quality and organization of the content.
3. Explore various branches of Philosophy and their interrelations.

***PSO2.* Personal and Professional Competence:**

1. Process information logically to come up with their position on a certain topic.
2. Analyse a problem from an interdisciplinary perspective

***PSO3.* Research Competence:**

1. Critically evaluate approaches, theories, positions, norms, and values.
2. Analyse concepts and trace their historical development.
3. Logically assess the arguments about their comparative strengths and weaknesses

***PSO4.* Entrepreneurial and Social Competence:**

1. Identify ethically relevant issues in contemporary life and deliberate on them.
2. Develop an open-minded approach and an attitude of respect for diverse opinions.
3. Appreciate the significance of democratic values in intellectual discourses.
4. Apply ethical theories and principles in real-life situations.

***PSO5.* Disciplinary knowledge:**

Acquire comprehensive knowledge of both Indian and Western philosophical systems and apply this understanding in interdisciplinary and professional contexts.

***PSO6.* Communication skills:**

Demonstrate the ability to express ideas and information clearly and persuasively in various interactions; contribute meaningfully to group goals through effective discourse.

***PSO7.* Creative and critical thinking:**

Analyse and identify assumptions, implications, or conclusions in philosophical arguments; understand logically valid structures and fundamental concepts like existence, substance, causation, truth, beauty, and justice.

***PSO8.* Self-directed learning:**

Engage in independent study, utilize digital tools and resources effectively, and continuously upgrade philosophical knowledge.

***PSO9.* Moral and ethical competency:**

Cultivate habits of honesty, sincerity, and responsibility, contributing to society as a morally grounded global citizen.

***PSO10.* Effective Citizenship and Ethics:**

Demonstrate empathy and concern for social issues, upholding moral awareness and a commitment to professional ethics and social responsibility.

***PSO.11.* Environment and Sustainability:**

Understand the impact of philosophical thought in environmental and societal contexts; recognize the importance of sustainable development.

***PSO12.* Self-directed and Lifelong learning:**

Develop the ability for independent, life-long learning in the context of ongoing 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.	Mr. Rushikesh Yadav	Internal Member
3.	Dr. Shridhar Akashkar	Vice-Chancellor Nominee
4.	Dr. Navnath Raskar	Experts from other University
5.	Dr. Balasaheb Mulik	Experts from other University
6.	Dr. Anuradha Bhosale Dewan	Industry/ Corporate Sector Representative
7.	Mr. Vikas Barkade	Alumni
8.	Mr. Sagar Kadam	Student Representative

Course& Credit Structure for T.Y.B.A. philosophy & Logic (2024 Pattern)

Sem	Course Type	Course Code	Course Title	Theory/ Practical	Credits
V (5.5)	Major Mandatory	PHI-301-MRM	Indian Philosophy: Orthodox (Astika) Systems	Theory	04
		PHI-302-MRM	Jain Epistemology and Ethics	Theory	04
		PHI-303-MRM	Applied Ethics: Environmental and Media Perspectives	Theory	04
	Major Elective (MJE)	PHI-305-MJE(A)	Philosophy of Indian Saints	Theory (Any one)	04
		PHI-305-MJE(B)	Aesthetics Philosophy		
	On Job Training (OJT)	PHI-306-OJT	On Job Training	Practical	04
	Minor	PHI-307-MN	Symbolic and Propositional Logic	Theory	02
				Total Credits Semester-V	22
VI (5.5)	Major Mandatory	PHI-351-MRM	Modern Western Thought	Theory	04
		PHI-352-MRM	Socio-Political Philosophy	Theory	04
		PHI-353-MRM	Vedantic Traditions: Advaita, Vishishtadvaita, and Dvaita	Theory	04
	Major Elective (MJE)	PHI-355-MJE(A)	Modern Philosopher (Indian)	Theory (Any one)	04
		PHI-355-MJE(B)	Gandhian Philosophy		
	Vocational Skill Course (VSC)	PHI-356-VSC	Critical Thinking and Logical Analysis	Theory	04
	Field Project	PHI-357-FP	Field Project	Practical	02
				Total Credits Semester-VI	22
				Total Credits Semester-V+ VI	44

CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2026)

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-MRM
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 analyse 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. Analyse 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-MRM 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 Vedanta	12

C. Recommended Readings:

1. **भारतीय तत्वज्ञान - श्री. ह. दिक्षीत**
2. **सर्वदर्शनसंग्रह - द. वा. जोग**
3. **भारतीय तत्वज्ञानाची 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 - Dakshinaranjan Shastri, Book Company, Calcutta

Choice-Based Credit System Syllabus (2024 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-MRM
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 (Analysing 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

CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2026)

consciousness (PO5, PO8), problem-solving ability (PO6), and community engagement (PO10).

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-MRM
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 analyse 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: Analyse 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 -MRM 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, Manahparyaya, 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 (2024 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-MRM **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 (Analysing 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 2026)

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-MRM
No. of Lectures : 60
No. of Credits : 04

A. Course Objectives:

1. To introduce students to the nature, scope, and significance of Applied Ethics.
2. To develop the ability to analyse moral problems in environmental and media contexts.
3. To understand key ethical theories relevant to environmental protection and sustainability.
4. To examine ethical responsibilities related to freedom of speech and media practices.
5. To explore contemporary bioethical and professional ethical issues.
6. To encourage critical thinking about human rights, gender justice, and social responsibility.
7. To promote ethical awareness and responsible citizenship in a globalized and technological society.

B. Course Outcomes (COs):

CO1. Explain the meaning, scope, and importance of Applied Ethics.
CO2. Analyse environmental ethical issues using concepts such as Deep Ecology and Sustainable Development.
CO3. Evaluate human responsibility toward nature and future generations.
CO4. Assess ethical challenges in media including fake news, misinformation, and freedom of speech.
CO5. Discuss bioethical and professional ethical issues in contemporary society.
CO6. Examine issues related to gender justice, human rights, and social equality from an ethical perspective.
CO7. Apply ethical reasoning skills to real-life moral dilemmas in environmental and media fields.

Semester V - PHI-303-MRM 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	12
2	**Environmental Ethics** A. Concept and Development of Environmental Ethics B. Concept of Deep Ecology C. Sustainable Development	12
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	12
4	**Bioethics and Professional Ethics** A. Bioethical Issues: Abortion and Organ Donation B. Medical and Professional Ethics C. Corporate Social Responsibility (CSR)	12
5	**Contemporary Ethical Issues** A. Gender Ethics and Feminist Perspectives B. Human Rights C. Globalization, and Ethical Challenges	12

Recommended Readings

1. Singer, Peter – *Practical Ethics* (Cambridge University Press)
2. Des Jardins, 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. **डॉ. र. स. खरे – प्रयोजनवादी नीतिशास्त्र**
6. **डॉ. स. ग. मोरे – पर्यावरण नीतिशास्त्र**
7. **डॉ. अरविंद जाधव – माध्यमे आणि नैतिकता**
8. **प्रा. वसंतराव कदम – व्यावसायिक नीतिशास्त्र**
9. **डॉ. शंकर देशमुख – समकालीन नीतिविचार**

Choice-Based Credit System Syllabus (2024 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 -MRM

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	1	1	1	1	2	1	1
CO2	3	2	2	2	3	2	1	3	1	2
CO3	2	2	2	1	3	3	1	3	1	2
CO4	3	3	2	2	1	2	1	3	3	2
CO5	2	2	2	1	1	2	1	3	1	2
CO6	3	3	3	2	1	3	2	3	3	3
CO7	3	3	2	3	2	3	3	3	2	3

Justification for the Mapping

CO1 (Explaining the meaning, scope, and importance of Applied Ethics) → Strengthens critical and analytical thinking (PO1), enhances communication skills through conceptual clarity (PO2), builds research orientation by understanding ethical frameworks (PO4), and promotes value-based ethical awareness (PO8).

CO2 (Analysing environmental ethical issues using Deep Ecology and Sustainable Development)→ Develops critical and logical analysis (PO1), improves environmental awareness and sustainability consciousness (PO5), enhances problem-solving abilities in ecological contexts (PO6), fosters value inculcation and responsible citizenship (PO8), and supports community engagement for environmental protection (PO10).

CO3 (Evaluating human responsibility toward nature and future generations)→ Strengthens environmental awareness and sustainable thinking (PO5), deepens ethical and value-based understanding (PO8), enhances critical thinking (PO1), develops problem-solving approaches to ecological challenges (PO6), and encourages community participation for sustainable living (PO10).

CO4 (Assessing ethical challenges in media including fake news and freedom of speech)→ Promotes critical and creative thinking in analysing media content (PO1), enhances effective communication skills (PO2), strengthens digital and technological competence in evaluating information (PO9), develops research skills in assessing evidence and arguments (PO4), and fosters ethical responsibility in democratic contexts (PO8).

CO5 (Discussing bioethical and professional ethical issues in contemporary society)→ Encourages critical reflection on moral dilemmas (PO1), enhances communication and interpretative skills (PO2), develops research-oriented thinking in applied contexts (PO4), strengthens ethical and humanistic values (PO8), and promotes problem-solving abilities in professional settings (PO6).

CO6 (Examining gender justice, human rights, and social equality from an ethical perspective)→ Develops multicultural competence and respect for diversity (PO3), strengthens critical and analytical thinking (PO1), enhances communication skills (PO2), promotes value inculcation and constitutional morality (PO8), improves problem-solving abilities in social contexts (PO6), and encourages community engagement and social responsibility (PO10).

CO7 (Applying ethical reasoning to real-life moral dilemmas in environmental and media fields)→ Strengthens critical and creative thinking (PO1), enhances effective communication and articulation (PO2), develops interdisciplinary problem-solving abilities (PO6), promotes collaboration and teamwork in addressing ethical challenges (PO7), strengthens environmental responsibility (PO5), fosters value-based ethical conduct (PO8), builds digital competence (PO9), and encourages active community engagement (PO10).

CBCS Syllabus as per NEP 2020 for TYBA Philosophy
(w. e. from June 2026)

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-305-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 analyse Gadge Maharaj's philosophy and his approach to social reform.
6. To develop critical thinking about the contributions of Indian saints 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. Analyse 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-305-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 (2024 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 (Analyse 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 2026)

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-305-MJE (B)
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: Analyse 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-305-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 (2024 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 as per NEP 2020 for TYBA Philosophy
(w. e. from June 2026)

Name of the Programme : B.A.
Program Code : PHI
Class : T.Y.B.A.
Semester : V
Course Type : Minor
Course Name : Symbolic and Propositional Logic
Course Code : PHI-307-MN
No. of Lectures : 30
No. of Credits : 02

Course Objectives:

1. To introduce students to the fundamental concepts of Symbolic and Propositional Logic.
2. To familiarize students with logical symbols and the modern classification of propositions.
3. To compare modern classification of propositions with traditional classification.
4. To develop the ability to construct and analyse Truth Tables for compound propositions.
5. To train students in applying Shorter Truth Table Method, Truth Tree Method, and Dissociation Decision Method.
6. To introduce Predicate Logic and the Theory of Quantification.
7. To develop analytical, critical, and systematic reasoning skills.

Course Outcomes (COs)

CO1: Explain the basic concepts and symbols used in Propositional Logic.
CO2: Distinguish between simple, compound, and general propositions and compare modern classification with traditional classification.
CO3: Construct and analyse Truth Tables for testing validity of compound propositions.
CO4: Apply Shorter Truth Table Method, Truth Tree Method, and Dissociation Decision Method to determine logical validity.
CO5: Understand and explain the structure and principles of Predicate Logic.
CO6: Use Universal and Existential Quantifiers (U.I., E.I., U.G., E.G.) correctly in logical arguments.
CO7: Develop logical reasoning and problem-solving skills through symbolic methods.

Semester V - PHI-307-MN: Symbolic and Propositional Logic

Unit No.	Topics & Learning Points	No. of Hours
1	**Introduction to Propositional Logic** A. Introduction and Importance of Logical Symbols. B. Modern Classification of Propositional Logic: Simple, Compound & General. C. Modern Classification of Propositions compare Compare with traditional classification.	10
2	**Truth Tables of Compound Propositions** A. Shorter Truth Table Method B. Truth Tree Method C. Dissociation decision method	10
3	**Predicate Logic and Quantification Theory** A. Introduction to Predicate Logic B. Universal (U.I.) and Existential (E.I.) Quantifiers C. Universal Gen. (U.G.) & Existential Gen. (E.G.) Quantifiers	10

Recommended Books for Reading

1. Copi, I. M. – Introduction to Logic, Macmillan, New York.
2. Hurley, P. J. – A Concise Introduction to Logic, Wadsworth Publishing.
3. Quine, W. V. – Methods of Logic, Harvard University Press.
4. Jeffrey, R. C. – Formal Logic: Its Scope and Limits, McGraw-Hill.
5. Lemmon, E. J. – Beginning Logic, Chapman and Hall.
6. **कवळे एस. आर., गोळे लीला – सुगम आकारिक तर्कशास्त्र, पुणे विद्यार्थी प्रकाशन.**
7. **संतोष ठाकरे – तर्कशास्त्र, कुंभ प्रकाशन, अमरावती.**
8. **डॉ. सुनील भोईटे – तर्कशास्त्र पारंपरिक आणि सांकेतिक.**
9. **डॉ. बी. आर. जोशी, प्रा. कुलकर्णी, मठवाले – तर्कविद्या भाग १ व २.**
10. **डॉ. चौगुले, प्रा. फरतारे – आधुनिक तर्कशास्त्र, शिवाजी विद्यापीठ, कोल्हापूर.**
11. **श्रीनिवास दीक्षित – तर्कशास्त्र.**
12. **वाडेकर दे. द. – तर्कशास्त्राची मूलतत्त्वे.**

Choice-Based Credit System Syllabus (2024 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: TYBA (Sem V) **Subject:** Philosophy

Course: Symbolic and Propositional Logic **Course Code:** PHI-307-MN

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	2	1	2	1	1	2	1
CO2	3	2	2	2	1	2	1	1	1	1
CO3	3	2	1	3	1	3	1	1	2	1
CO4	3	2	1	3	1	3	1	1	2	1
CO5	3	2	1	3	1	2	1	1	2	1
CO6	3	2	1	3	1	3	1	1	2	1
CO7	3	2	1	2	1	3	2	1	2	1

Justification for the Mapping

CO1 (Explain basic concepts and symbols of Propositional Logic → Strongly develops critical and analytical thinking (PO1) through understanding logical structures.→ Enhances communication skills (PO2) by enabling clear symbolic expression of arguments.→ Supports research orientation (PO4) through systematic reasoning.→ Builds digital competence (PO9) as symbolic logic relates to computational thinking.

CO2 (Distinguish and compare classifications of propositions)→ Strengthens analytical comparison and evaluation skills (PO1). → Improves communication clarity in logical distinctions (PO2).→ Encourages multicultural academic perspective by understanding traditional and modern approaches (PO3). → Enhances research skills through conceptual differentiation (PO4).

CO3 (Construct and analyse Truth Tables)→ Directly develops critical reasoning and evaluation of arguments (PO1).→ Builds research-based analytical methods (PO4). → Enhances structured problem-solving abilities (PO6). → Supports digital-logical thinking applicable to ICT tools (PO9).

CO4 (Apply Shorter Truth Table, Truth Tree & Dissociation Method)→ Strongly strengthens logical analysis and creativity (PO1). → Enhances research competence in hypothesis testing (PO4). → Develops systematic problem-solving ability (PO6).
→ Supports digital reasoning skills (PO9).

CO5 (Understand Predicate Logic)→ Develops higher-order analytical reasoning (PO1).→ Enhances communication of complex logical relations (PO2). → Strengthens formal research and structured inquiry (PO4). → Supports digital and formal logical systems (PO9).

CO6 (Use Universal and Existential Quantifiers correctly)→ Strengthens critical reasoning and abstraction (PO1). → Enhances formal argument construction skills (PO2). → Builds research capability in structured reasoning (PO4). → Develops logical problem-solving competence (PO6). → Supports digital symbolic representation (PO9).

CO7 (Develop logical reasoning and problem-solving skills)→ Strongly contributes to critical and creative thinking (PO1). → Enhances communication of logical arguments (PO2). → Develops interdisciplinary problem-solving ability (PO6).→ Encourages teamwork in logical discussions and exercises (PO7). → Supports computational and digital reasoning skills (PO9).