**Anekant Education Society's**

# Tuljaram Chaturchand College of Arts, Science & Commerce, Baramati

***(Autonomous)***

## Three/Four Year Honours/Honours with Research B.A. Degree

## Program in Philosophy

## (Faculty of Arts)

**CBCS Syllabus**

**FYBA (Philosophy)**

**For Department of Philosophy**

**NEP-2.0**

**Choice Based Credit System Syllabus**

**(2024 Pattern)**

**(As Per NEP-2020)**

**To be implemented from Academic Year 2024-2025**

# Title of the Programme: FYBA (Philosophy)

## Preamble

AES's Tuljaram Chaturchand College has decided to change the syllabus of various faculties from June, 2023 by taking into consideration the guidelines and provisions given in the National Education Policy (NEP), 2020. The NEP envisions making education more holistic and effective and to lay emphasis on the integration of general (academic) education, vocational education and experiential learning. The NEP introduces holistic and multidisciplinary education that would help to develop intellectual, scientific, social, physical, emotional, ethical and moral capacities of the students. The NEP 2020 envisages flexible curricular structures and learning based outcomes for the development of the students. The credit structure and the courses framework provided in the NEP are nationally accepted and internationally comparable.

The rapid changes in science and technology and new approaches in different areas of Geography and related subjects, Board of Studies in Geography of Tuljaram Chaturchand College, Baramati - Pune has prepared the syllabus of FYBA Geography Semester - I under the Choice Based Credit System (CBCS) by following the guidelines of NEP 2020, NCrF, NHEQF, Prof. R.D. Kulkarni's Report, GR of Gov. of Maharashtra dated 20th April, 16th May 2023 and 13th March, 2024 and Circular of SPPU, Pune dated 31st May 2023

A degree in Philosophy & Logic subject 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, Editing in Publishing Houses, Public Services, Philosophical Counselling, Public relations, Journalism and Research

Overall, revising the Philosophy & Logic syllabus in accordance with the NEP 2020 ensures that students receive an education that is relevant, 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)

***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 weakness

***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.

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

***PSO7.*** **Creative and critical thinking:** Ability to analyse and identify relevant assumptions, hypothesis, 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 for upgrading 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 responsiblity towards humanity as a whole.

***PSO10.*** **Effective Citizenship and Ethics:** Demonstrate empathetic social concern and equity centred national development; ability to aUct with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.

***PSO.11.*** **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

*(Autonomous)*

## Board of Studies (BOS) in Philosophy

**From 2022-23 to 2024-25**

| Sr. No. | Name | Designation |
|---|---|---|
| 1. | Mr. Krushnat Nagare | Chairman |
| 2. | Dr. Shridhar Akashkar | Vice-Chancellor Nominee |
| 3. | Dr. Navnath Raskar | Expert from other University |
| 4. | Dr. Sunildatt Gavare | Expert from other University |
| 5. | Dr. Balasaheb Mulik | Expert from other University |
| 6. | Dr. Sunil Bhoite | Expert from other University |
| 7. | Dr. Jayshing Sawant | Expert from other University |
| 8. | Mr. Vikas Barkade | Student Representative |
| 9. | Ms. Tanushka Ghodake | Student Representative |
| 10 | Mr. Prajval Kamble | Student Representative |

## Credit Distribution Structure for Three/Four Year Honours/Honours with Research Degree Programme
## With Multiple Entry and Exit options as per National Education Policy (2024 Pattern as per NEP-2020)

| Level/ Difficulty | Sem | Subject DSC-1 | Subject DSC-2 | Subject DSC-3 | GE/OE | SEC | IKS | AEC | VEC | CC | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.5/100 | I | 2(T)+2(P) | 2(T)+2(P) | 4(T) | 2(T) | 2 (T) | 2(T) (Generic) | 2(T) | 2(T) | -- | 22 |
| | II | 2(T)+2(P) | 2(T)+2(P) | 4(T) | 2(T) | 2 (T/) | -- | 2(T) | 2(T) | 2(T | 22 |
| **Exit option**: Award of UG Certificate in Major with 44 credits and an additional 4 credits core NSQF course/Internship OR Continue with Major and Minor<br>**Continue option**: Student will select one subject among the (subject 1, subject 2 and subject 3) as major and other as minor and third subject will be dropped. | | | | | | | | | | | |

| Level/ Difficulty | Sem | Credits Related to Major | | | | Minor | -- | GE/OE | SEC | IKS | AEC | VEC | CC | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Major Core | Major Elective | VSC | FP/OJT/CEP/RP | | | | | | | | | |
| 5.0/200 | III | 4(T)+2(T) | -- | 2 (T) | 2(FP) | 4(T) | -- | 2(T) | -- | 2(T) | 2(T) | -- | 2(T) | 22 |
| | IV | 4(T)+2(T) | -- | 2 (T) | 2(CEP) | 4(T) | -- | 2(T) | 2 (T) | -- | 2(T) | -- | 2(T) | 22 |
| **Exit option: Award of UG Diploma** in Major and Minor with 88 credits and an additional 4credits core NSQF course/Internship OR Continue with Major and Minor | | | | | | | | | | | | | | |
| 5.5/300 | V | 8(T)+4(T) | 2(T)+2(T) | 2 (T) | 2(FP/CEP) | 2(T) | -- | -- | -- | -- | -- | -- | -- | 22 |
| | VI | 8(T)+4(T) | 2(T)+2(T) | 2 (T) | 4 (OJT) | -- | -- | -- | -- | -- | -- | -- | -- | 22 |
| **Total 3Years** | | **44** | **8** | **8** | **10** | **18** | **8** | **8** | **6** | **4** | **8** | **4** | **6** | **132** |
| **Exit option**: Award of **UG Degree in Major** with 132 credits OR Continue with Major and Minor | | | | | | | | | | | | | | |
| 6.0/400 | VII | 6(T)+4(T) | 2(T)+2 (T/P) | -- | 4(RP) | 4(RM)(T) | -- | -- | -- | -- | -- | -- | -- | 22 |
| | VIII | 6(T)+4(T) | 2(T)+2 (T/P) | -- | 6(RP) | -- | -- | -- | -- | -- | -- | -- | -- | 22 |
| **Total 4Years** | | **64** | **16** | **8** | **22** | **22** | **8** | 8 | **6** | **4** | **8** | **4** | **6** | **176** |
| Four Year **UG Honours with Research Degree** in Major and Minor with 176 credits | | | | | | | | | | | | | | |
| 6.0/400 | VII | 10(T)+4(T) | 2(T)+2 (T/P) | -- | -- | 4(RM) (T) | -- | -- | -- | -- | -- | -- | -- | 22 |
| | VIII | 10(T)+4(T) | 2(T)+2 (T/P) | -- | 4 (OJT) | -- | -- | -- | -- | -- | -- | -- | -- | 22 |
| **Total 4Years** | | **72** | **16** | **8** | **14** | **22** | **8** | 8 | **6** | **4** | **8** | **4** | **6** | **176** |
| Four Year **UG Honours Degree** in Major and Minor with 176 credits | | | | | | | | | | | | | | |

**T** = Theory **P** = Practical **DSC** = Discipline Specific Course **OE** = Open Elective **SEC** = Skill Enhancement Course

**IKS** = Indian Knowledge System **AEC** = Ability Enhancement Course **VEC** = Value Education Course **CC** = Co-curricular Course

**VSC**= Vocational Skill Course **OJT**= On Job Training **CEP**= Community Engagement Project **FP**= Field Project **RP**= Research Project

## Course and Credit Distribution Structure for BA (Philosophy)-2024-2025

| Level | Semester | Sub. DSC-I Languages | Sub. DSC-II Social Science-I | Sub. DSC-III Social Science-II | OE | SEC | IKS | AEC | VEC | CC | Degree/Cum.Cr. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.5 | I | 2 T + 2 T / P | 2 T + 2 T / P | 4 T | 2 T (from other faculty) | 2 T | 2 T (Generic) | 2 T (C. Eng.) | 2 T | -- | **22** |
| | II | 2 T + 2 T / P | 2 T + 2 T / P | 4 T | 2 T /P (from other faculty) | 2 T | -- | 2 T (C. Eng.) | 2 T | 2 T YOG/PES/ CUL/NSS/ NCC | **22** |
| | | | | | | | | | | **Total Credits** | **44** |

*** T = Theory * P = Practical * DSC = Discipline Specific Course**

*** OE = Open Elective * SEC = Skill Enhancement Course * IKS = Indian Knowledge System**

*** AEC = Ability Enhancement Course * VEC = Value Education Course * CC = Cocurricular Courses**

# FYBA Philosophy

## NEP-2.0

## Course Structure for FYBA Philosophy (2024 Pattern)

| Sem | Course Type | Course Code | Course Title | Theory / Practical | Credits |
|---|---|---|---|---|---|
| I | DSC-I (General) | -101-GEN | | | 04 |
| | DSC-II (General) | -101-GEN | | | 04 |
| | DSC-III (General) | PHI-101-GEN | Introduction to Philosophy | T | 04 |
| | Open Elective (OE) | PHI-102-OE | Traditional Logic: Syllogistic Reasoning | T | 02 |
| | Skill Enhancement Course (SEC) | PHI-103-SEC | Logical Reasoning | T | 02 |
| | Ability Enhancement Course (AEC) | ENG-104-AEC | | | 02 |
| | Value Education Course (VEC) | SOC-104-VEC/ GEO-105-VEC | | | 02 |
| | Generic Indian Knowledge System (GIKS) | GEN-106-IKS | | | 02 |
| | **Total Credits Semester-I** | | | | **22** |
| II | DSC-I (General) | -151-GEN | | | 04 |
| | DSC-II (General) | -151-GEN | | | 04 |
| | DSC-III (General) | PHI -151-GEN | Moral Philosophy | T | 04 |
| | Open Elective (OE) | PHI-152-OE | Logic and its Application | T | 02 |
| | Skill Enhancement Course (SEC) | PHI-153-SEC | Philosophical Counselling | T | 02 |
| | Ability Enhancement Course (AEC) | ENG-154-AEC | | | 02 |
| | Value Education Course (VEC) | SOC-154-VEC/ GEO-155-VEC | | | 02 |
| | Co-curricular Course (CC) | YOG/PES/CUL/NSS/ NCC-156-CC | To be selected from the CC Basket | | 02 |
| | **Total Credits Semester-II** | | | | **22** |
| | **Cumulative Credits Semester I + Semester II** | | | | **44** |

# CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : I
**Course Type** : **DSC-I (General) (Theory)**
**Course Code** : PHI-101-GEN
**Course Name** : Introduction to Philosophy
**No. of Credits** : 04
**No. of Lectures** : 60

## Course Objectives:

1. To introduce Philosophy as an academic discipline to students.
2. To discuss the major problems of Philosophy.
3. To Impact value education.
4. Encourage students to appreciate and outlooks in a globalised world.
5. To teach students to acquire pleasures in thinking, contemplating, philosophising.
6. To inculcate critical and systematic thinking in a student's mind as well as common stakeholders have in general.
7. To prepare students for the evaluation system and competitive examinations.

## Course Outcomes:

**By the end of the course, students will be able to:**

CO1. Demonstrate knowledge of key philosophical concepts, theories, and arguments..
CO2. Utilize philosophical methods to address and solve complex problems.
CO3. Engage constructively in philosophical debates and discussions, respecting differing viewpoints..
CO4. Relate philosophical concepts to other disciplines such as science, literature, politics, and art.
CO5. Explore philosophical perspectives on social justice, equality, and human rights.
CO6. Lifelong Learning and Personal Development
CO7. Learn to use Philosophical theories to analyse situations and inform judgments about actions.

## Semester- I PHI-101-GEN Introduction to Philosophy

| Unit No. | Topics & Learning Points | No. of Hours |
|---|---|---|
| 1 | **Nature and scope of philosophy**<br>A. Definitions, Nature and Scope of Philosopy<br>B. Branches of Philosophy | 10 |
| 2 | **Introduction and Origin of Philosophy**<br>A. Origin of Philosophy<br>B. Philosophy and science | 10 |
| 3 | **Introduction to Indian Philosophy**<br>A. Vaidik Darshana<br>B. Non-vaidik Darshana | 10 |
| 4 | **Introduction to pre- socratic Philosophy**<br>A. Thales<br>B. Anaximenes, Anaximander | 10 |
| 5 | **Methods of Indian Philosophy**<br>A. Vaad, Jalp & Vitanda<br>B. 'Anvikshiki' | 10 |
| 6 | **Methods of western philosophy**<br>A. Scepticism (Rene Dcart)<br>B. Dialogue (Socrates, Plato) | 10 |

**Readings: Reference Book:**

1. भारतीय तत्वज्ञान - श्री. ह. दिक्षीत
2. सर्वदर्शनसंग्रह - द. वा. जोग
3. भारतीय तत्वज्ञानाची रूपरेषा - श्री. भा. ग. केतकर
4. पाश्चात्य तत्वज्ञानाचा इतिहास - माधवी कवी
5. पाश्चात्य तत्वज्ञानाचा बृहद इतिहास - दे. द. वाडेकर
6. मराठी तत्त्वज्ञान महाकोश (तीन खंड), मराठी तत्त्वज्ञान महाकोश मंडळ, पुणे ३०, प्रकाशन काळ १९७४ प्रमुख संपिाक प्रा. दे. द. वाडेकर , पुणे.
7. प्राचीन ग्रीक तत्वज्ञान - मे. पु. रेगे
8. भारतीय तत्त्वज्ञान - डॉ. वेदप्रकाश डोणगावकर
9.पाश्चात्य दर्शन का ऐतिहासिक सर्वेक्षण - शोभा निगम
10. Principles of Social and Political philosophy - Barker E.
11. Fundamentals of Philosophy, Routledge, London and New York, 2003- John Shand
12. Philosophy: An Introduction, Barnes & Noble obc., New York, 1969 - Randall John H.
13. Indian Philosophy: Radhakrishna: vol.II
14. 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**: FYBA (Sem I) **Subject**: Philosophy

**Course**: Introduction to Philosophy **Course Code**: PHI-101-GEN

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO 2 | 3 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 3 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 1 |
| CO 4 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| CO 5 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 2 |
| CO 6 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO 7 | 3 | 1 | 1 | 2 | 2 | 3 | 1 | 3 | 1 | 2 |

## Justification for the Mapping

**CO1: Demonstrate knowledge of key philosophical concepts, theories, and arguments.**

- **PO1 (3):** Strong relation as CO1 involves applying analytic thought to philosophical concepts.
- **PO2 (2):** Moderate relation due to the need to present complex philosophical information clearly.
- **PO3 (1):** Low relation, some multicultural perspectives are covered in philosophical concepts.
- **PO4 (3):** Strong relation as understanding key concepts involves research and analysis.
- **PO5 (1):** Low relation, environmental awareness may be touched upon in certain philosophies.
- **PO6 (2):** Moderate relation, applying concepts involves problem-solving.
- **PO7 (1):** Low relation, some teamwork in understanding concepts but not a primary focus.
- **PO8 (2):** Moderate relation, many philosophical theories encompass ethical values.
- **PO9 (1):** Low relation, some use of ICT for research.
- **PO10 (1):** Low relation, some philosophical theories can be applied to community service.

**CO2: Utilize philosophical methods to address and solve complex problems.**

- **PO1 (3):** Strong relation, involves critical and creative thinking.
- **PO2 (1):** Low relation, some communication required to present solutions.
- **PO3 (1):** Low relation, occasional multicultural aspects in problem-solving.
- **PO4 (2):** Moderate relation, requires research to support problem-solving.
- **PO5 (1):** Low relation, occasionally touches on environmental issues.
- **PO6 (3):** Strong relation, directly involves problem-solving abilities.
- **PO7 (1):** Low relation, teamwork may occasionally be needed.
- **PO8 (1):** Low relation, some ethical values are involved.
- **PO9 (1):** Low relation, uses ICT for research and problem-solving.
- **PO10 (1):** Low relation, solutions may sometimes involve community engagement.

**CO3: Engage constructively in philosophical debates and discussions, respecting differing viewpoints.**

- **PO1 (2):** Moderate relation, involves critical thinking in debates.
- **PO2 (3):** Strong relation, directly involves communication skills.
- **PO3 (2):** Moderate relation, requires respect for multicultural viewpoints.
- **PO4 (2):** Moderate relation, some research needed for informed debates.
- **PO5 (1):** Low relation, debates may touch on environmental topics.
- **PO6 (2):** Moderate relation, problem-solving within debates.
- **PO7 (3):** Strong relation, directly involves collaboration and teamwork.
- **PO8 (2):** Moderate relation, debates often involve ethical values.
- **PO9 (1):** Low relation, may use ICT to prepare for debates.
- **PO10 (1):** Low relation, discussions can involve community-related topics.

**CO4: Relate philosophical concepts to other disciplines such as science, literature, politics, and art.**

- **PO1 (2):** Moderate relation, requires critical thinking to draw connections.
- **PO2 (1):** Low relation, some communication required to present these relations.
- **PO3 (3):** Strong relation, involves understanding diverse cultural perspectives.
- **PO4 (2):** Moderate relation, some research needed to relate concepts.
- **PO5 (1):** Low relation, occasionally touches on environmental topics.
- **PO6 (2):** Moderate relation, problem-solving in interdisciplinary contexts.
- **PO7 (1):** Low relation, some teamwork required.
- **PO8 (2):** Moderate relation, often involves ethical considerations.
- **PO9 (1):** Low relation, uses ICT for interdisciplinary research.
- **PO10 (1):** Low relation, sometimes involves community perspectives.

**CO5: Explore philosophical perspectives on social justice, equality, and human rights.**

- **PO1 (2):** Moderate relation, requires critical thinking on these issues.
- **PO2 (1):** Low relation, some communication required to discuss these perspectives.
- **PO3 (3):** Strong relation, directly involves understanding diverse cultural values.
- **PO4 (2):** Moderate relation, research needed for exploring these perspectives.
- **PO5 (2):** Moderate relation, touches on environmental justice.
- **PO6 (2):** Moderate relation, involves problem-solving on social issues.
- **PO7 (1):** Low relation, some teamwork required.
- **PO8 (3):** Strong relation, directly involves ethical and moral values.

- **PO9 (1):** Low relation, uses ICT for research.
- **PO10 (2):** Moderate relation, can involve community engagement for social justice.

**CO6: Lifelong Learning and Personal Development**

- **PO1 (2):** Moderate relation, ongoing critical thinking.
- **PO2 (2):** Moderate relation, involves communication for continuous learning.
- **PO3 (2):** Moderate relation, understanding diverse perspectives.
- **PO4 (2):** Moderate relation, continuous research and inquiry.
- **PO5 (1):** Low relation, occasionally involves environmental learning.
- **PO6 (2):** Moderate relation, ongoing problem-solving development.
- **PO7 (2):** Moderate relation, involves collaboration in learning.
- **PO8 (2):** Moderate relation, encompasses ethical values.
- **PO9 (2):** Moderate relation, involves using ICT for learning.
- **PO10 (1):** Low relation, sometimes involves community engagement.

**CO7: Learn to use Philosophical theories to analyse situations and inform judgments about actions.**

- **PO1 (3):** Strong relation, directly involves critical and creative thinking.
- **PO2 (1):** Low relation, some communication required to present analyses.
- **PO3 (1):** Low relation, occasional multicultural perspectives.
- **PO4 (2):** Moderate relation, involves research for informed judgments.
- **PO5 (2):** Moderate relation, can involve environmental ethical considerations.
- **PO6 (3):** Strong relation, directly involves problem-solving.
- **PO7 (1):** Low relation, some teamwork required.
- **PO8 (3):** Strong relation, directly involves ethical and moral values.
- **PO9 (1):** Low relation, uses ICT for analysis.
- **PO10 (2):** Moderate relation, can involve community service and societal well-being.

## CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : I
**Course Type** : **Open Elective (Theory)**
**Course Code** : PHI-102-OE
**Course Name** : Traditional Logic: Syllogistic Reasoning
**No. of Credits** : 02
**No. of Lectures** : 30

### Course Objectives:

1. To explain the basic principles of correct Syllogistic reasoning.
2. To provide students ample scope to exercise their reasoning based on the above principles. (Traditional logic)
3. To Impact value education.
4. Encourage students to appreciate and outlooks in a globalised world.
5. Introduction to logic as a branch of philosophy.
6. Reduce certain practical problems to questions about the consistency of logical formulas
7. To explain the Concept of logic, Utility of logic and Brief history of logic

### Course Outcomes:

**By the end of the course, students will be able to:**

**CO1**. Understand the fundamental principles of traditional logic and syllogistic reasoning.
**CO2**. Identify and construct valid syllogistic arguments.
**CO3**. Analyze and evaluate the logical structure of arguments.
**CO4.** Apply rules of syllogistic reasoning to various types of propositions and categorical statements.
**CO5**. Recognize common logical fallacies in syllogistic arguments.
**CO6**. Develop critical thinking skills through practice with syllogistic reasoning exercises.
**CO7**. Relate syllogistic reasoning to other forms of logical analysis and contemporary logic systems.

## **Semester- I** PHI-102-OE **TRADITIONAL LOGIC ; SYLLOGISTIC REASONING**

| Unit No. | Topics & Learning Points | No. of Hours |
|---|---|---|
| 1 | **Nature and scope of Logic**<br>A. Introduction to Logic<br>B. Logic : Definition, Utility | 10 |
| 2 | **Types of Inference**<br>A. Introduction<br>B. Deduction | 10 |
| 3 | **Proposition**<br>A. Proposition & Sentences<br>B. Types of Propositions | 10 |

**Learning resources:**


1. I.M. Copi, Introduction to logic (truth edition), Macmillan company, New York.
2. Athale and Bodas, Tarkasangraha, (Relevant chapters)
3. Copi I.M. Symbolic Logic (6th edition), Macmillan company, New York.
4. Vidyabhushan S.C., History of Indian Logic, Motilal Banarsidass, 1978.
5. Stephen Barker, Elements of Logic.
6. तर्कशास्त्र पारंपरिक आणि सांकेतिक - प्रा. डॉ. सुनील ब. भोईटे
7. आकारिक तर्कशास्त्र - मे. पु. रेगे.
8. तर्कविद्या भाग १, २- डॉ. बी. आर जोशी, प्रा. कुलकर्णी, मठवाले
9. आधुनिक तर्कशास्त्र - नांगरे, डॉ. चौगुले, प्रा. फरतारे (शिवाजी वि. कोल्हापूर)
10. तर्कशास्त्र – श्रीनिवास दिक्षीत
11. तर्कशास्त्राची मूलतत्वे.- वाडेकर दे. द.
12. पारंपारिक तर्कशास्त्र - नांगरे, फडतारे, चौगुले, हिरवे, वाघमोडे

# Choice Based Credit System Syllabus (2024 Pattern)

## (As Per NEP 2020)

**Mapping of Program Outcomes with Course Outcomes**

**Class**: FYBA (Sem I) **Subject**: Philosophy

**Course**: Traditional Logic: Syllogistic reasoning **Course Code**: PHI-102-OE

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 2 | 3 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| CO 4 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 5 | 3 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 2 |
| CO 6 | 3 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO 7 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 1 |

### Justification for the Mapping

**CO1: Understand the fundamental principles of traditional logic and syllogistic reasoning.**

- **PO1 (3):** Strong relation, fundamental principles are essential for analytic thought.
- **PO2 (1):** Low relation, some communication involved in understanding principles.
- **PO3 (1):** Low relation, basic principles provide some multicultural context.
- **PO4 (1):** Low relation, basic research skills involved in understanding principles.
- **PO5 (1):** Low relation, environmental topics occasionally discussed.
- **PO6 (2):** Moderate relation, fundamental principles are necessary for problem-solving.
- **PO7 (1):** Low relation, teamwork occasionally involved in understanding principles.
- **PO8 (1):** Low relation, ethical considerations in understanding principles.
- **PO9 (1):** Low relation, basic ICT skills used in understanding principles.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO2: Identify and construct valid syllogistic arguments.**

- **PO1 (3):** Strong relation, critical thinking required to construct valid arguments.
- **PO2 (2):** Moderate relation, communication skills needed to present arguments.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, constructing arguments is a problem-solving activity.
- **PO7 (2):** Moderate relation, teamwork involved in constructing arguments.
- **PO8 (1):** Low relation, ethical considerations in constructing arguments.
- **PO9 (1):** Low relation, ICT skills used for constructing arguments.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO3: Analyze and evaluate the logical structure of arguments.**

- **PO1 (3):** Strong relation, critical thinking required for analysis and evaluation.
- **PO2 (3):** Strong relation, communication skills needed to present evaluations.
- **PO3 (2):** Moderate relation, multicultural aspects considered in evaluations.
- **PO4 (3):** Strong relation, research skills needed for thorough analysis.
- **PO5 (2):** Moderate relation, environmental topics considered in evaluations.
- **PO6 (3):** Strong relation, analysis involves problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in evaluations.
- **PO8 (3):** Strong relation, ethical considerations in evaluations.
- **PO9 (2):** Moderate relation, ICT skills used for evaluations.
- **PO10 (2):** Moderate relation, community engagement involved in evaluations.

**CO4: Apply rules of syllogistic reasoning to various types of propositions and categorical statements.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research skills needed.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, applying rules involves problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (1):** Low relation, ethical considerations in applications.
- **PO9 (1):** Low relation, ICT skills used for applications.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO5: Recognize common logical fallacies in syllogistic arguments.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research skills needed.
- **PO5 (1):** Low relation, environmental topics occasionally considered.

- **PO6 (3):** Strong relation, recognizing fallacies involves problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (2):** Moderate relation, ethical considerations in recognizing fallacies.
- **PO9 (1):** Low relation, ICT skills used for recognizing fallacies.
- **PO10 (2):** Moderate relation, community engagement involved in recognizing fallacies.

**CO6: Develop critical thinking skills through practice with syllogistic reasoning exercises.**

- **PO1 (3):** Strong relation, critical thinking skills developed.
- **PO2 (2):** Moderate relation, communication skills involved in exercises.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research skills needed.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, exercises involve problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in exercises.
- **PO8 (1):** Low relation, ethical considerations in exercises.
- **PO9 (2):** Moderate relation, ICT skills used in exercises.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO7: Relate syllogistic reasoning to other forms of logical analysis and contemporary logic systems.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (2):** Moderate relation, multicultural aspects considered.
- **PO4 (3):** Strong relation, research skills needed.
- **PO5 (2):** Moderate relation, environmental topics considered.
- **PO6 (2):** Moderate relation, involves problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (1):** Low relation, ethical considerations in relating to other systems.
- **PO9 (1):** Low relation, ICT skills used for relating to other systems.
- **PO10 (1):** Low relation, community engagement occasionally involved.

## CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : I
**Course Type** : **Skill Enhancement Course (Theory)**
**Course Code** : PHI-103-SEC
**Course Name** : Logical Reasoning
**No. of Credits** : 02
**No. of Lectures** : 30

### Course Objectives:

1. To introduce Logic as an academic discipline to students..
2. To teach students to acquire skills in logical thinking, contemplating and philosophising.
3. To inculcate critical and systematic thinking in a student's mind as well as common stakeholders have in general.
4. To grasp the features of traditional logic
5. To apply the principles of logic to ordinary language reasoning
6. To realise that the proper use of logic is a reasonable way to solve problems
7. To learn effective methods of resolution for a variety of disagreements

### Course Outcomes:

**By the end of the course, students will be able to:**

CO1. Understand the basic principles of logical reasoning and argumentation.
CO2. Develop skills in identifying, constructing, and evaluating arguments.
CO3. Apply logical reasoning to solve problems and make decisions.
CO4. Recognize and avoid logical fallacies and cognitive biases.
CO5. Enhance critical thinking skills through logical analysis and synthesis.
CO6. Communicate complex ideas clearly and logically.
CO7. Integrate logical reasoning skills with other academic disciplines.

1.

# Semester- I PHI-126-SEC LOGICAL REASONING

| Unit No. | Topics & Learning Points | No. of Hours |
|---|---|---|
| 1 | **Introduction to Reasoning**<br>A. Definition, Nature and Scope of Reasoning<br>B. Types of reasoning (inductive & deductive logic) | 10 |
| 2 | **Basic concepts of Reasoning**<br>A. Proposition : Nature of Structure<br>B. Argument : Nature & structure<br>(inductive & deductive method) | 10 |
| 3 | **Fallacies**<br>A. Formal fallacies: Nature & types<br>B. Non - formal fallacies: Nature & types | 10 |

## Learning resources:

1.Copi I. M. Introduction to Logic Macmillan Company New York (FourteenthEdition).
2.Kawale. S. R. and Gole Leela; Sugama Akariha TarkShastra Pune Vidyarthi Prakashan Griha Pune 1972
3.More, Hema; Tarkashastra Nimitta Prakashan Pune 1995
4.Daryapurkar, Paramparik Tarkshastra, Bhupali Daryapurkar, Solapur, 1978
5.Santosh Thakare, Tarkshastra, Kumbh Prakshan, Amravati, 2001
6. तर्कशास्त्र पारंपरिक आणि सांकेतिक - प्रा. डॉ. सुनील ब. भोईटे
7. आकारिक तर्कशास्त्र - मे. पु. रेगे.
8. तर्कविद्या भाग १, २- डॉ. बी. आर जोशी, प्रा. कुलकर्णी, मठवाले
9. आधुनिक तर्कशास्त्र - नांगरे, डॉ. चौगुले, प्रा. फरतारे (शिवाजी वि. कोल्हापूर)
10.तर्कशास्त्र – श्रीनिवास दिक्षीत
11. तर्कशास्त्राची मूलतत्वे.- वाडेकर दे. द.
12.पारंपारिक तर्कशास्त्र - नांगरे, फडतारे, चौगुले, हिरवे, बाघमोडे

# Choice Based Credit System Syllabus (2024 Pattern)

## (As Per NEP 2020)

### Mapping of Program Outcomes with Course Outcomes

**Class**: FYBA (Sem I) **Subject**: Philosophy
**Course**: Logical Reasoning **Course Code**: PHI-103-SEC

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 2 | 3 | 3 | 1 | 2 | 1 | 3 | 2 | 1 | 1 | 1 |
| CO 3 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO 4 | 3 | 1 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO 5 | 3 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 6 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 1 |
| CO 7 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 1 |

## Justification for the Mapping

**CO1: Understand the basic principles of logical reasoning and argumentation.**

- **PO1 (3):** Strong relation, fundamental principles are essential for analytic thought.
- **PO2 (1):** Low relation, some communication involved in understanding principles.
- **PO3 (1):** Low relation, basic principles provide some multicultural context.
- **PO4 (1):** Low relation, basic research skills involved in understanding principles.
- **PO5 (1):** Low relation, environmental topics occasionally discussed.
- **PO6 (2):** Moderate relation, fundamental principles are necessary for problem-solving.
- **PO7 (1):** Low relation, teamwork occasionally involved in understanding principles.
- **PO8 (1):** Low relation, ethical considerations in understanding principles.
- **PO9 (1):** Low relation, basic ICT skills used in understanding principles.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO2: Develop skills in identifying, constructing, and evaluating arguments.**

- **PO1 (3):** Strong relation, critical thinking required to construct and evaluate arguments.
- **PO2 (3):** Strong relation, communication skills needed to present arguments.

- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in evaluating arguments.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, constructing and evaluating arguments involves problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in evaluating arguments.
- **PO8 (1):** Low relation, ethical considerations in constructing and evaluating arguments.
- **PO9 (1):** Low relation, ICT skills used for evaluating arguments.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO3: Apply logical reasoning to solve problems and make decisions.**

- **PO1 (3):** Strong relation, critical thinking required for problem-solving.
- **PO2 (2):** Moderate relation, communication skills needed to present decisions.
- **PO3 (2):** Moderate relation, multicultural aspects considered in decision-making.
- **PO4 (2):** Moderate relation, research involved in problem-solving.
- **PO5 (2):** Moderate relation, environmental problems can be addressed using logical reasoning.
- **PO6 (3):** Strong relation, problem-solving is central.
- **PO7 (2):** Moderate relation, teamwork involved in problem-solving.
- **PO8 (2):** Moderate relation, ethical considerations in decision-making.
- **PO9 (2):** Moderate relation, ICT skills used for problem-solving.
- **PO10 (2):** Moderate relation, community engagement involved in problem-solving.

**CO4: Recognize and avoid logical fallacies and cognitive biases.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in recognizing fallacies.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, recognizing fallacies involves problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (2):** Moderate relation, ethical considerations in recognizing fallacies.
- **PO9 (1):** Low relation, ICT skills used for recognizing fallacies.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO5: Enhance critical thinking skills through logical analysis and synthesis.**

- **PO1 (3):** Strong relation, critical thinking skills enhanced.
- **PO2 (2):** Moderate relation, communication skills involved in analysis and synthesis.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in analysis and synthesis.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, analysis and synthesis involve problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (1):** Low relation, ethical considerations in analysis and synthesis.
- **PO9 (1):** Low relation, ICT skills used for analysis and synthesis.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO6: Communicate complex ideas clearly and logically.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (3):** Strong relation, communication skills central.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, some research involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, clear communication involves problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in communication.
- **PO8 (1):** Low relation, ethical considerations in communication.
- **PO9 (2):** Moderate relation, ICT skills used for communication.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO7: Integrate logical reasoning skills with other academic disciplines.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed.
- **PO3 (2):** Moderate relation, multicultural aspects considered.
- **PO4 (2):** Moderate relation, research involved.
- **PO5 (2):** Moderate relation, environmental topics considered.
- **PO6 (2):** Moderate relation, problem-solving involved.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (2):** Moderate relation, ethical considerations in integration.
- **PO9 (1):** Low relation, ICT skills used for integration.
- **PO10 (1):** Low relation, community engagement occasionally involved.

# CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : II
**Course Type** : **DSC-I (General) (Theory)**
**Course Code** : PHI -151-GEN
**Course Name** : Moral Philosophy
**No. of Credits** : 04
**No. of Lectures** : 60

## Course Objectives:

1. To introduce Philosophy as an academic discipline to students.
2. To discuss the major problems of Philosophy.
3. To introduce Ethics as an academic discipline to students.
4. To teach students the Importance of Moral Behaviour and Familiarise them with resolution of Value conflicts in day today life.
5. To inculcate critical and systematic thinking in student's mind as well as common stakeholders have in general
6. To encourage students to appreciate and outlooks in a globalised world.
7. To prepare students for the evaluation system and competitive examinations.

## Course Outcomes:

**By the end of the course, students will be able to:**

CO1. Understand key theories and concepts in moral philosophy.
CO2. Analyze and critically evaluate moral arguments.
CO3. Apply moral theories to contemporary ethical issues.
CO4. Explore the relationship between morality and law.
CO5. Reflect on personal moral beliefs and their foundations.
CO6. Engage in constructive discussions about moral dilemmas.
CO7. Relate moral philosophy to other disciplines such as politics, religion, and science.

## Semester- II PHI -151-GEN Introduction to Ethics

| Unit No. | Topics & Learning Points | No. of Hours |
|---|---|---|
| 1 | **Introduction**<br><br>A. Ethics: Meaning and Nature<br>B. Origins of Morality | 10 |
| 2 | **Branches of Ethics**<br><br>A. Normative Ethics<br>B. Applied Ethics & Meta Ethics | 10 |
| 3 | **Western Ethics**<br><br>A. Epicurus : Hedonistic Egoism<br>B. Socratic ethics : Virtue is knowledge | 10 |
| 4 | **Basic concepts in indian ethics**<br><br>A. Concepts of Rta, Rna<br>B. Purushartha | 10 |
| 5 | **Applications of Ethics**<br><br>A. Animal Rights<br>B. Environmental Ethics | 10 |
| 6 | **Media Ethics**<br><br>A. Media Ethics: Nature and their types<br>B. Place of women in media | 10 |

## Readings: Reference Book:

१. आदर्श नीतिशास्त्र - प्रा. सु. वा. बखले
२. पुरुषार्थ विचार - विजया सेगवई
३. भारतीय व पाश्चात्य नीतिशास्त्र - प्रा. सौ. विद्या जोशी
४. नितीमीमांसा- पी. डी. चौधरी
५. नीतीशास्त्र प्रवेश - वा.म. जोशी
६. गीतारहस्य - लोकमान्य टिळक
७. नीतिशास्त्र - लालजीराम शुक्ल
८. नितीमीमांसा -श्रीनिवास दीक्षित
९. नैतिक व सामाजिक तत्वज्ञान - सु. वा. बखले
१०.भारतीय तत्वज्ञान - श्री. ह. दिक्षीत
११. नीतीशास्त्र की रूपरेषा- अशोककुमार वर्मा
१२. The Elements of Ethics- Prof J.Hp. Muirhead
१३. Indian Philosophy Vol.I - S. Radha krishna
१४. Theory of Good and Evil - Radhe all G.E
१५. Ethical Theory-Mel Thompson Environmental Ethics

## Choice Based Credit System Syllabus (2024 Pattern)

## (As Per NEP 2020)

### Mapping of Program Outcomes with Course Outcomes

**Class**: FYBA (Sem II) **Subject**: Philosophy
**Course**: Introduction to Ethics **Course Code**: PHI -151-GEN

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 2 | 3 | 3 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 1 |
| CO 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| CO 4 | 3 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | 2 | 1 |
| CO 5 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 1 |
| CO 6 | 2 | 3 | 3 | 1 | 1 | 3 | 3 | 2 | 2 | 2 |
| CO 7 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |

## Justification for the Mapping

**CO1: Understand key theories and concepts in moral philosophy.**

- **PO1 (3):** Strong relation, understanding key theories involves analytic thought.
- **PO2 (1):** Low relation, some communication involved in understanding concepts.
- **PO3 (1):** Low relation, basic theories provide some multicultural context.
- **PO4 (1):** Low relation, basic research skills involved in understanding theories.
- **PO5 (1):** Low relation, environmental topics occasionally discussed.
- **PO6 (2):** Moderate relation, understanding concepts is necessary for problem-solving.
- **PO7 (1):** Low relation, teamwork occasionally involved in understanding theories.
- **PO8 (1):** Low relation, ethical considerations in understanding concepts.
- **PO9 (1):** Low relation, basic ICT skills used in understanding concepts.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO2: Analyze and critically evaluate moral arguments.**

- **PO1 (3):** Strong relation, critical thinking required to evaluate arguments.
- **PO2 (3):** Strong relation, communication skills needed to present evaluations.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in evaluating arguments.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, evaluating arguments involves problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in evaluations.
- **PO8 (1):** Low relation, ethical considerations in evaluating arguments.
- **PO9 (2):** Moderate relation, ICT skills used for evaluating arguments.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO3: Apply moral theories to contemporary ethical issues.**

- **PO1 (3):** Strong relation, critical thinking required for application.
- **PO2 (2):** Moderate relation, communication skills needed to present applications.
- **PO3 (3):** Strong relation, applying theories involves understanding diverse perspectives.
- **PO4 (2):** Moderate relation, research involved in applying theories.
- **PO5 (2):** Moderate relation, environmental issues can be addressed using moral theories.
- **PO6 (3):** Strong relation, application involves problem-solving.
- **PO7 (2):** Moderate relation, teamwork involved in applications.
- **PO8 (3):** Strong relation, ethical considerations in applying theories.
- **PO9 (2):** Moderate relation, ICT skills used for applications.
- **PO10 (3):** Strong relation, community engagement involved in applications.

**CO4: Explore the relationship between morality and law.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (2):** Moderate relation, multicultural aspects considered.
- **PO4 (3):** Strong relation, research involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, exploring relationships involves problem-solving.

- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (1):** Low relation, ethical considerations in exploring relationships.
- **PO9 (2):** Moderate relation, ICT skills used for exploring relationships.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO5: Reflect on personal moral beliefs and their foundations.**

- **PO1 (3):** Strong relation, critical self-examination involved.
- **PO2 (1):** Low relation, some communication skills needed.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, some research involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, reflection involves problem-solving.
- **PO7 (1):** Low relation, some teamwork involved.
- **PO8 (3):** Strong relation, ethical considerations in reflection.
- **PO9 (1):** Low relation, basic ICT skills used for reflection.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO6: Engage in constructive discussions about moral dilemmas.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (3):** Strong relation, communication skills central.
- **PO3 (3):** Strong relation, discussions benefit from multicultural awareness.
- **PO4 (1):** Low relation, some research involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, discussions help solve moral dilemmas.
- **PO7 (3):** Strong relation, discussions involve teamwork.
- **PO8 (2):** Moderate relation, ethical considerations in discussions.
- **PO9 (2):** Moderate relation, ICT skills used for discussions.
- **PO10 (2):** Moderate relation, community engagement occasionally involved.

**CO7: Relate moral philosophy to other disciplines such as politics, religion, and science.**

- **PO1 (2):** Moderate relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed.
- **PO3 (3):** Strong relation, multicultural aspects considered.
- **PO4 (2):** Moderate relation, research involved.
- **PO5 (2):** Moderate relation, environmental topics considered.
- **PO6 (2):** Moderate relation, problem-solving involved.
- **PO7 (2):** Moderate relation, teamwork involved.
- **PO8 (2):** Moderate relation, ethical considerations in integration.
- **PO9 (1):** Low relation, ICT skills used for integration.
- **PO10 (2):** Moderate relation, community engagement involved.

## CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : II
**Course Type** : **Open Elective (OE) (Theory)**
**Course Code** : PHI-152-OE
**Course Name** : Logic and its Application
**No. of Credits** : 02
**No. of Lectures** : 30

### Course Objectives:

1. To explain the basic principles of correct Syllogistic reasoning.
2. To provide students with a fundamental understanding of logic as a formal system for reasoning and argumentation.
3. To impact value education.
4. To explore different logical systems and their applications in various fields, including mathematics, computer science, and philosophy.
5. To introduce logic as a branch of philosophy.
6. To enhance problem-solving skills by using logical techniques to address real-world problems.
7. To introduce set theory and its relevance in mathematics, computer science, and other fields.

### Course Outcomes:

**By the end of the course, students will be able to:**

CO1. Understand fundamental concepts and principles of logic.
CO2. Apply logical principles to analyze and evaluate arguments.
CO3. Construct valid and sound arguments using formal logic.
CO4. Utilize logic in problem-solving and decision-making contexts.
CO5. Apply logical reasoning to real-world scenarios.
CO6. Analyze and critique the application of logic in various disciplines.
CO7. Demonstrate proficiency in symbolic logic and its applications.

## Semester- II PHI -152-OE Logic and its Application

| Unit No. | Topics & Learning Points | No. of Hours |
|---|---|---|
| 1 | **Propositional Symbolization**<br>A. Logical Connectives<br>B. Implication, Disjunction, Conjunction, Equivalence and Negation | 10 |
| 2 | **Logical Argument**<br>A. Argument and Argument form<br>B. Nature of Legal Argument | 10 |
| 3 | **Logic & Mathematics**<br>A. Nature and Definition of set<br>B. Types of set and Operation of sets | 10 |

### Learning Resources


1. पं. द. वा. जोग, तर्कसंग्रह, कॉन्टीनेंटल प्रकाशन, पुणे, 1914
2. डॉ. बी. वाय. देशपांडे, तर्कशास्त्र प्रवेश, विद्या प्रकाशन, नागपूर, 1998
3. केदारनाथ तिवारी, तर्कशास्त्र एवं वैज्ञानिक पद्धती, मोतीलाल बनारसीदास, दिल्ली, 2006
4. अशोक कुमार वर्मा, सरल निगमन तर्कशास्त्र, मोतीलाल बनारसीदास, दिल्ली, 2005
5. Irving Copi, Karl Cohen and Kenneth McMahan, Introduction to Logic, 15th Edition, Pearson
6. Earnst Nagel, The Structure of Science, Harcourt, Brace & World, 1961
7. Hempel, Carl, Philosophy of Natural Science, Prentice Hall, 1966
8. Datta and Chatterjee: An Introduction to Indian Philosophy, University of Calcutta, Calcutta, 2008
9. Sunil Bhoite, Tarkshastra: Paramparik ani Symbolic, Success Publication, Pune, 2023

# Choice Based Credit System Syllabus (2024 Pattern)

## (As Per NEP 2020)

### Mapping of Program Outcomes with Course Outcomes

**Class**: FYBA (Sem II) **Subject**: Philosophy

**Course**: Logic and its Application **Course Code**: **PHI -152-OE**

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 2 | 3 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 4 | 3 | 2 | 1 | 3 | 1 | 2 | 2 | 1 | 1 | 1 |
| CO 5 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 6 | 2 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 1 | 1 |
| CO 7 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 |

## Justification for the Mapping

**CO1: Understand fundamental concepts and principles of logic.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO2: Apply logical principles to analyze and evaluate arguments.**

- **PO1 (3):** Strong relation, critical thinking required for analysis.
- **PO2 (3):** Strong relation, communication skills needed for presenting analyses.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in evaluating arguments.

- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved in analysis.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in analysis.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO3: Construct valid and sound arguments using formal logic.**

- **PO1 (3):** Strong relation, critical thinking required for construction.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO4: Utilize logic in problem-solving and decision-making contexts.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed for explaining solutions.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (3):** Strong relation, research involved in problem-solving.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, problem-solving skills involved.
- **PO7 (2):** Moderate relation, teamwork involved in decision-making.
- **PO8 (1):** Low relation, basic ethical considerations in decision-making.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO5: Apply logical reasoning to real-world scenarios.**

- **PO1 (3):** Strong relation, critical thinking required for application.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, problem-solving involved in application.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in application.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO6: Analyze and critique the application of logic in various disciplines.**

- **PO1 (2):** Moderate relation, critical thinking required for analysis.
- **PO2 (2):** Moderate relation, communication skills needed for critique.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.

- **PO4 (2):** Moderate relation, research involved in critique.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, critiquing involves problem-solving.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in critique.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO7: Demonstrate proficiency in symbolic logic and its applications.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed for proficiency.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (3):** Strong relation, ethical considerations in symbolic logic.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

# CBCS Syllabus as per NEP 2020 for FYBA Philosophy (2024 Pattern)

**Name of the Programme** : B.A Philosophy
**Program Code** : UAPH
**Class** : F.Y.B.A.
**Semester** : II
**Course Type** : **Skill Enhancement Course (Theory)**
**Course Code** : PHI-153-SEC
**Course Name** : Philosophical Counselling
**No. of Credits** : 02
**No. of Lectures** : 30

## Course Objectives:

1. To introduce the idea of Philosophical Counselling.
2. To have an understanding of the basic concepts of Philosophical Counselling.
3. To understand acquaint to the students with important steps Philosophical Counselling
4. To grasp the features of Philosophical Counselling.
5. To enhance the ability to Philosophical Counselling.
6. To develop the skill of thinking process.
7. It focuses, on the awareness of underlying philosophies with a border perspective and more tentative, questioning to our lives

## Course Outcomes:

**By the end of the course, students will be able to:**

CO1. Understand the theoretical foundations of philosophical counseling.
CO2. Apply philosophical methods to analyze and address personal and existential issues.
CO3. Engage in philosophical dialogue and reflection with clients.
CO4. Integrate philosophical perspectives into counseling practice.
CO5. Evaluate ethical issues and dilemmas in philosophical counseling.
CO6. Demonstrate empathy and sensitivity in philosophical counseling sessions.
CO7. Develop skills in facilitating philosophical inquiry and exploration.

## Semester- II PHI-153-SEC Philosophical Counselling

### SYLLABUS

| Unit | Contents | No. of Lectures |
|---|---|---|
| I | **Philosophical Counselling**<br>A. Philosophical counselling: Meaning, Nature & Scope.<br>B. History of Philosophical counselling. | 10 |
| II | **Methods of Philosophical Counselling.**<br>A. Socrates Method<br>B. Stoics Method | 10 |
| III | **Critical Thinking**<br>A. Nature and scope of Critical thinking<br>B. Logical Reasoning and type of Reasoning | 10 |

**References: Books and self-study material**

1. Šulavíková, B. (2013). Philosophical counselling based on dialogical critical thinking. a. Human Affairs, 23(4), 680-688.
2. Cohen, Elliot D., and Samuel Zinaich, eds. Philosophy, Counselling, and Psychotherapy. a. Cambridge Scholars Publishing, 2013.
3. Cohen, E. D. (2016). Logic-based therapy and everyday emotions: A case-based approach. a. Lexington Books.
4. Claessens, M. (2009). Mindfulness and Existential Therapy. Existential analysis: journal a. of the society for existential analysis, 20(1).
5. Sandu, A. (2011). Philosophical Appreciative Counselling. Philosophical Practice: a. Journal of the American Philosophical Practitioners Association (American b. Philosophical Practitioners Association),
6. Polkinghorne, D. E. (2004). Narrative therapy and postmodernism. The handbook of a. narrative and psychotherapy: Practice, theory and research, 53-68.
7. Waller, Sara. "A Working Ontology for REBT, CBT, And Philosophical Counselling, a. PRACTICAL PHILOSOPHY: Journal of the Society For Consultant Philosophers."

# Choice Based Credit System Syllabus (2024 Pattern)

## (As Per NEP 2020)

**Mapping of Program Outcomes with Course Outcomes**

**Class**: FYBA (Sem II) **Subject**: Philosophy

**Course**: Philosophical Counselling **Course Code**: PHI-153-SEC

**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 | PO 9 | PO 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| CO 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO 3 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 |
| CO 4 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO 5 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| CO 6 | 1 | 2 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 |
| CO 7 | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |

## Justification for the Mapping

**CO1: Understand fundamental concepts and principles of logic.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO2: Apply logical principles to analyze and evaluate arguments.**

- **PO1 (3):** Strong relation, critical thinking required for analysis.
- **PO2 (3):** Strong relation, communication skills needed for presenting analyses.

- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in evaluating arguments.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved in analysis.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in analysis.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO3: Construct valid and sound arguments using formal logic.**

- **PO1 (3):** Strong relation, critical thinking required for construction.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO4: Utilize logic in problem-solving and decision-making contexts.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed for explaining solutions.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (3):** Strong relation, research involved in problem-solving.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, problem-solving skills involved.
- **PO7 (2):** Moderate relation, teamwork involved in decision-making.
- **PO8 (1):** Low relation, basic ethical considerations in decision-making.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO5: Apply logical reasoning to real-world scenarios.**

- **PO1 (3):** Strong relation, critical thinking required for application.
- **PO2 (1):** Low relation, basic communication involved.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (2):** Moderate relation, problem-solving involved in application.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in application.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO6: Analyze and critique the application of logic in various disciplines.**

- **PO1 (2):** Moderate relation, critical thinking required for analysis.

- **PO2 (2):** Moderate relation, communication skills needed for critique.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (2):** Moderate relation, research involved in critique.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (3):** Strong relation, critiquing involves problem-solving.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (1):** Low relation, basic ethical considerations in critique.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.

**CO7: Demonstrate proficiency in symbolic logic and its applications.**

- **PO1 (3):** Strong relation, critical thinking required.
- **PO2 (2):** Moderate relation, communication skills needed for proficiency.
- **PO3 (1):** Low relation, multicultural aspects occasionally considered.
- **PO4 (1):** Low relation, basic research skills involved.
- **PO5 (1):** Low relation, environmental topics occasionally considered.
- **PO6 (1):** Low relation, basic problem-solving involved.
- **PO7 (1):** Low relation, some teamwork occasionally involved.
- **PO8 (3):** Strong relation, ethical considerations in symbolic logic.
- **PO9 (1):** Low relation, basic ICT skills involved.
- **PO10 (1):** Low relation, community engagement occasionally involved.