

**DBF Dayanand College of Arts & Science, Solapur**  
**Dept. of Philosophy**

**1) PROGRAM: B.A.**

**2) PROGRAM OUTCOME:**

- 1) Bachelor of Arts graduates are also able to go into non-Arts related professions via graduate coursework study including marketing, finance and accounting, law, teaching, journalism and media.
- 2) Bachelor of Arts students study ideas, movements and theories in culture, society, history, language, reasoning and more. Extensive reading and research helps arts students to form a broad understanding about the world around them and the ways in which humans connect and interact.
- 3) Bachelor of Arts degree graduates are able to synthesize complex information and communicate it concisely both orally and in written form.
- 4) Bachelor of Arts students develop strong analytical skills – the ability to break ideas and issues down into their component parts and drill down to the root of problems while considering possible solutions.
- 5) Bachelor of Arts students know how to find information, and have the discernment to distinguish between good, authoritative information and poor quality, unreliable information. As part of their studies, arts students are required to find and research a large number of primary and secondary resources, and distil and analyze the most relevant points to create a clear argument.

**3) SPECIFIC OUTCOME-**

**After successfully completing a BA in Philosophy:**

- 1) Students will be able to explain philosophical texts and positions accurately,
- 2) Students will be able to identify and apply philosophical research methods consistently,
- 3) Students will be able to articulate and defend precise philosophical positions.
- 4) Students will be able to apply their philosophical learning to important public issues.
- 5) Students will be able to articulate why philosophical understanding is valuable in such debates.
- 6) Students will develop their own philosophical areas of interest and investigate them from various perspectives.
- 7) Students will attain the research skills necessary for writing a research paper that engages with primary and, where applicable, secondary literature on a topic in philosophy.
- 8) Students will learn to recognize and articulate fundamental questions about what exists, what we can know and how we should live our lives.

- 9) Students will understand influential attempts to answer such questions, along with evaluating their advantages and disadvantages.
- 10) Students will acquire competence in translation, interpretation, and proof in sentential and predicate logic and will understand how these processes aid in the evaluation of arguments.
- 11) Students will be able to describe the ways in which the formal techniques of logic are important to philosophical research.
- 12) Students will acquire reading skills necessary to understand and critically engage with historical and contemporary philosophical texts.
- 13) Students will be aware of the existence of multiple philosophical traditions, and will be able to reflect on the cultural specificity of some of their own concepts and values.
- 14) Students will be able to explain and discriminate between major approaches to moral philosophy such as deontology and virtue ethics, and to summarize and evaluate the views of at least one philosopher associated with each.
- 15) Students will be able to explain and discriminate between major approaches to political philosophy such as Libertarianism, Marxism, Liberalism and Communitarianism, and to summarize and evaluate the views of at least one philosopher associated with each.
- 16) Students will be able to explain epistemological concepts such as the nature of knowledge, justification, evidence and skepticism, and to summarize and evaluate major philosophical positions in relation to each.
- 17) Students will be able to explain metaphysical concepts such as necessity, reality, time, God and free will, and to summarize and evaluate major philosophical positions in relation to each.

4) COURSE OUTCOME:

B.A-I	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy</b> <b>P-I</b> <b>SEM-I</b> <b>Outlines of Indian Philosophy</b>	<b>Unit-1</b> Nature of Indian Philosophy: What is Philosophy? Common Characteristics of Indian Philosophy Classification of Darsanas- Orthodox & Heterodox	To investigate the nature of SAT- 'the ultimate reality'.	Students know the different views of ultimate reality of different Darsanas.
	<b>Unit-2</b> Carvaka: Theory of knowledge, materialism, Ethical views, Jain Darsana: Theory of knowledge, Anekantvada, Bandhan and Mukti	To introduce the students to the teachings, philosophy and arguments of this school were diametrically opposed to those of orthodox schools of philosophy in India.	Students can understand materialism. They know what heterodox Darsana is.
	<b>Unit-3</b> Buddhism: The four Noble Truths, Eight Fold path, Doctrine of Momentariness and non-soul, concept of Nirvana	To promote Buddhism, especially the origin of Buddhism, and the application of the teachings to daily life.	Students can understand what the way of Nirvana is.
	<b>Unit-4</b> Nyaya: Theory of knowledge, Hetvabhas, Asatkaryavada	Its ultimate concern is to bring an end to human suffering, which results from ignorance of reality. Liberation is brought about through right knowledge.	Students will know the means of knowledge according to Nyaya Darsana .

<b>B.A -I</b>	<b>Syllabus Topic</b>	<b>Objectives</b>	<b>Topic outcome</b>
<b>Philosophy P-II</b>  <b>SEM-II</b>  <b>Outlines of Indian Philosophy</b>	<b>Unit-1</b> Vaisheshik: Classification of Padarthas- Dravya, Guna, Karma, Samanya, Vishesa, Samavaya, Abhava. Atomism.	To ordering and classifying the universe into fundamental components and categories.	Students will learn the classification of Padarthas and root cause of universe.
	<b>Unit-2</b> Samkhya: Tattvas, Nature of Prakriti and Purusa, Arguments for the existence, Satkaryavada Kaivalya.	Liberation from Prakriti	Students will understand different between purusa and prakriti.
	<b>Unit-3</b> Yoga: Definition of Yoga, Ashtangayoga, Types Of Samadhi, Nature and role of I'svara	The objective of yoga is to still disturbances of the mind so the self can be liberated.	Students can experience of Samadhi through Yoga.
	<b>Unit-4</b> Purva Mimamsa: Approach to Vedas, Apauruseyatva, Theory of pramanas  Vedanta(Shankara):Brahma, Atma, Jiva, Saguna and Nirguna Brahma, Maya, Vivartavada, Grades of Reality	Swarga (Heaven) attainable through Karma or sacrifice.  All souls and existence across space and time is considered as the same oneness (i.e. monism)	Students can understand concepts of Vedas and Vedanta.

B.A -II	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-III</b>  <b>SEM-III</b>  <b>Indian Ethics</b>	<b>Unit-1</b> <b>Definition and subject matter of ethics:</b> Characteristics of ethics Religion and morality Descriptive and Normative ethics. Customary and Reflective morality.	To give the students of philosophy general glimpse of ethics in Indian Tradition.	Students realize what morality is.
	<b>Unit-2</b> <b>Basic moral concepts:</b> Good and moral right, Instincts, Desire, will and Reason.	To enable students understand the various ethical concepts.	Students well know what is good and what is right and other basic moral concepts.
	<b>Unit-3</b> <b>Major concepts concerns in Indian normative ethics:</b> Dharma, Rta, Rna, Preyas, Shreyas, Krupa(Grace), Theory of Karma ,Niskama Karma, Nature and types of Purusarthas.	To enable students understand the ethical consciousness.	Students understand concepts of Indian normative ethics.
	<b>Unit-4</b> <b>a) Buddhist ethics:</b> The four noble truths, The Eight fold path.  <b>b) Carvak's hedonism and ethical views</b>	To enumerate various ethical concepts of Carvaka and Bouddha.	Students know Buddhist ethical concepts.

<b>B.A -II</b>	<b>Syllabus Topic</b>	<b>Objectives</b>	<b>Topic outcome</b>
<b>Philosophy P-IV</b>  <b>SEM-III</b>  <b>Ancient Greek Philosophy</b>	<b>Unit-1</b> <b>Pre-Socratic Philosophers :</b> Characteristics of ancient greek philosophy Cosmologists ( Only introduction ) : Thales, Anaximander, Anaximenes, Empedocles, Anaxagoras, Democritus, Pythagoras, Heraclitus, Parmenides, Sophists	Explain the world and its causes in material terms.	Students know how Cosmologists scientifically think.
	<b>Unit-2</b> <b>Socrates:</b> Philosophical method, Ethical views	To explain what is virtue.	Students can understand knowledge of nature of world is not sufficient and they understand virtue is also important.
	<b>Unit -3</b> <b>Plato :</b> Theory of knowledge, Theory of ideas, Concept of soul	To explain ideal world.	Students can imagine ideal world.
	<b>Unit-4</b> <b>Aristotle:</b> Theory of matter and form, Critics of Plato's theory of ideas, Concept of God	To understand what is form and matter.	Students know form and matter are two different aspects.

B.A -II	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-V</b>  <b>SEM-IV</b>  <b>Western Ethics</b>	<b>Unit-1</b> <b>Major trends in Western normative ethics: a) Teleology: (Mill and Bentham)</b> Hedonism, Egoism and Utilitarianism <b>b)Deontology: ( Kant )</b> Good will and Duty, Categorical Imperative, Intuitive ethics.	Teleology To know what is results-oriented ethics Deontology – To know what duty-based ethics is.	Students know why we are acting in certain situation.
	<b>Unit-2</b> <b>Virtue ethics:</b> Major four virtues (Plato) Eudemonism (Plato), Eudemonism (Aristotle )	To know the meaning of virtue.	Students know what my duty is.
	<b>Unit-3</b> <b>Theories of Punishment :</b> 1) Preventive theory 2) Retributive theory. 3) Reformatory theory.	To avoid crime.	Students know the different kinds of punishments.
	<b>Unit-4</b> <b>Ethical issues concerning right to Life:</b> Female feticide, Euthanasia, Ecology, Homosexuality and it's types	To know some ethical concepts.	Students can decide about ethical issues.

<b>B.A -II</b>	<b>Syllabus Topic</b>	<b>Objectives</b>	<b>Topic outcome</b>
<b>Philosophy P-VI</b>  <b>SEM-IV</b>  <b>Modern western Philosophy</b>	<b>Unit-1</b> <b>Descartes</b> :Nature and characteristics of modern western philosophy Rationalism, Method of doubt, Nature of self- Cotigo ergo sum, Body-Mind relationship, Argument for existence of God	To know distinction between body and mind.	Students can understand how react our body and mind
	<b>Unit-2</b> <b>Spinoza</b> : Substance, Modes and attributes, Pantheism, Determinism	To assess the nature of reality.	Students know the nature of reality in the view of rationalism.
	<b>Unit -3</b> <b>Locke</b> : Empiricism, Theory of knowledge, Refutation of innate ideas, The concept of God	To know the existence of God	Students know that what empiricism is.
	<b>Unit-4</b> <b>Hume</b> : Theory of knowledge , Theory of causation, Scepticism, The concept of God	To known skepticism which is one of the philosophical method.	Students know the scientific causation.



B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-VII</b>  <b>SEM-V</b>  <b>Contemporary Indian Philosophy</b>	<b>Unit 1.</b> <b>Introduction Characteristics of Contemporary Philosophy:</b> <b>Swami Vivekananda:</b> Approach to vedanta, Reality and god, The Doctrine of Māyā, Nature of Man, Nature of Liberation, Ways of Liberation (Jnanayoga, Bhakti marga, Karma marga and Rajayoga)	To introduce contemporary Indian philosophy. To present concept of modern Vedanta	Students know the difference between ancient Indian philosophy and contemporary Indian philosophy.
	<b>Unit 2.</b>  <b>Sri Aurobindo:</b> The Process of Evolution, The Super-mind. Gnostic Being and Divine Life. Integral Yoga.	To explain Evolution.	Sri Aurobindo's world-view gives each individual a meaningful place in a progressive cosmic unfolding of human Endeavour in a new and purposeful perspective.
	<b>Unit 3.</b>  <b>S. Radhakrishnan:</b> Ultimate Reality, The Doctrine of Rebirth. Human Destiny Essence of Religion, Nature of the Soul, Religion and its nature, An element of Mysticism	To explain what is ultimate reality.	Students can understand that there is not much significant difference amongst the ideas, thoughts and views expressed by sri Aurobindo, and S. Radhakrishnan.
	<b>Unit 4.</b>  <b>Jiddu Krishnamurti:</b> Concept of conditioned mind, Concept of Static Consciousness, Life and Freedom Education	To explain what is conditional mind.	Students can understand of human consciousness.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-VIII</b>  <b>SEM-V</b>  <b>Epistemology</b>	<b>Unit 1.</b>  <b>Nature of knowledge:</b> Constituents of knowledge, Types of knowledge.	To explain the nature and study of knowledge.	Students will have known what valid knowledge is and what invalid knowledge is.
	<b>Unit 2.</b>  <b>Means of knowledge:</b> Direct knowledge, Inference, Testimony, Comparison, Hypothesis, Non-perception.	To explain the different means of knowledge.	Students can understand the different means of knowledge.
	<b>Unit 3.</b>  <b>Doctrine of validity:</b> Self evidence, Dependent truth.	To explain the different types of validity.	Students know the different views of validity of the world.
	<b>Unit 4.</b>  <b>Theory of error:</b> Asatkhyativada, Aatmkhyativada, Akhyativada, Viparitkhyativada, Anirvachaniykyativada, Satkhyativada, Sadsatkhyativada.	To avoid error.	Students aware from different errors.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-IX</b>  <b>SEM-V</b>  <b>Philosophy of Religion</b>	<b>Unit 1.</b>  <b>Nature, scope and methods of Philosophy of Religion:</b> Definition of Religion. The Religious and the Secular. Relation of Philosophy of Religion-to-Religion, Theology and Philosophy.	To distinguish between religion and theology.	Students can understand what exact meaning of religion is and it's relation to theology and philosophy.
	<b>Unit 2.</b>  <b>Origin of Religion:</b> Mana. Growth of Religion –Tribal, National and Universal Religion.	To know the types of religion.	Students know the nature of other religions.
	<b>Unit 3.</b>  <b>Theories of Religion:</b> Cognitive, emotive and volitional (Jnana Yoga, Bhakti Yoga and Karma Yoga ) Relation of Religion to – Art, Morality and Science. Prayer and Worship –Their Philosophy aspects.	To know the kinds of yoga.	Students can understand relation between yoga and religion.
	<b>Unit 4.</b>  <b>Philosophical Principles</b> of – Hinduism, Buddhism, Jainism, Islam, Christianity, Sikhism	To know what is religion according to different religions.	Students know the nature and importance of other religions.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-X</b>  <b>SEM-V</b>  <b>Social philosophy</b>	<b>Unit 1.</b>  <b>Nature and scope of Social Philosophy:</b> Its relation to Sociology, Social Psychology, Ethics. The notions of and relation between: Individual, Society, State and Nation,	To know the social philosophical concepts.	Students can understand the difference between sociology and social philosophy.
	<b>Unit 2.</b>  <b>Major social institutions:</b> family, education and work.	To know the importance of social institutions.	Students know the exact meaning of family, education and work.
	<b>Unit 3.</b>  <b>Social change and progress:</b> Criteria of social progress. Role of co-operation, competition and conflict in society, social attitudes.	To know the distinguish between social change and progress.	Students know that how can progress our society.
	<b>Unit 4.</b>  <b>Cause and forms of social decay:</b> Social evils- Casterism Untouchability, Dowry and Alcoholism. Methods of Social reconstruction	To avoid social evils.	Students can avoid the different kinds of social evils.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-XI</b>  <b>SEM-V</b>  <b>Deductive logic</b>	<b>Unit 1.</b>  <b>The nature of logic:</b> Logic as the study of Inference. Nature of Inference. Deductive and Inductive Inference.	To study validity of inference.	Students know the difference between form and matter of arguments.
	<b>Unit 2.</b>  <b>Proposition and Terms:</b> Proposition and Sentence. Analysis of propositional terms. Contrary and Contradictory Terms. Classification of Propositions- Categorical, Hypothetical, disjunctive Four – Fold Scheme of categorical Propositions, Distribution of terms in A, E, I, O proposition forms.	To know distinction between categorical and conditional propositions.	Students can understand the constituents of inference.
	<b>Unit 3.</b>  <b>Immediate inference:</b> Opposition and Eduction – Conversion and obversion.	To know how conclusion drawn from one premise.	Students know how we can draw the conclusion from single premise.
	<b>Unit 4.</b>  <b>Mediate inference:</b> Categorical Syllogism and it's rules of validity, Mixed Syllogism, Dilemma	To know how conclusion drawn from two premises jointly.	Students know how we can draw the valid conclusion from two premises.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-XII</b>  <b>SEM-VI</b>  <b>Contemporary Western Philosophy</b>	<b>Unit 1.</b>  <b>Jean-Paul Sartre:</b> Existentialism, Being of phenomenon, Types of being, Nothingness, Concept of freedom (Will, Preventive facts, Responsibility)	To know existentialism.	Students know the meaning of existentialism which is one of the methods of philosophy.
	<b>Unit 2.</b>  <b>A. J. Ayer:</b> Principle of verification, Types of verification (Strong and Weak), A priori Propositions, Analytic propositions, Approach to Metaphysics.	To known the types of propositions.	Students will learn appearance and reality.
	<b>Unit 3.</b>  <b>Wittgenstein:</b> Logical atomism, Picture theory of meaning, Language games.	To know about the function of language.	Students will get philosophical problems arise from misunderstandings of the logic or language.
	<b>Unit 4.</b>  <b>Russell Bertrand:</b> Concept of knowledge and it's types (Knowledge by Acquaintance and Knowledge by Description), Types of knowledge by Acquaintance, Logical Atomism, Value of philosophy,	To know what is knowledge and logical atomism.	Students get scientific knowledge.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P- XIII</b>  <b>SEM-VI</b>  <b>Outlines of Aesthetics</b>	<b>Unit 1.</b>  <b>Nature of aesthetics:</b> Subject matter of aesthetics ,Main problems in aesthetics ,Nature Of aesthetic proposition ,Definition of aesthetics by Kant ,Relation between beauty and Experience	To know the study of aesthetic concepts.	Students will come to know different concepts of aesthetics.
	<b>Unit 2.</b>  <b>Philosophical and literary thought of aesthetic experience:</b> Aesthetic experience,Aesthetic experience views of Marathi thinkers Characteristics of aesthetics experience	To know what is beauty and aesthetic experience.	Students will know the different Marathi thinkers' views of aesthetic experience.
	Unit -3 <b>Aesthetics evaluation of art:</b> Creation and appreciation, Aesthetics and Non-aesthetics evaluation, Art and morality, Types of art and literature (Painting, Music, Literature)	To know the different types of art and literature.	Students can evaluate of types of art and literature.
	<b>Unit 4.</b>  Philosophical problems regarding art: Expression ,Form and matter , Emotions Communication, Some aesthetic concepts. (Beauty, Sublime, Work of art)	To know some aesthetic problems.	Students will come to know regarding different problems of aesthetics.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P-XIV</b>  <b>SEM-VI</b>  <b>Philosophy of Saints</b>	<b>Unit 1.a) Basic tents of the following Cults:</b> Shaiva, Vaishnava, Nath, Sufi (and their application to the thoughts of the resp. saints) <b>b) Nature and the role of Bhakti Movement:</b> Concepts of Saguna Bhakti and Nirguna Bhakti <b>c) Socio-cultural Significance of the nature of the teachings of Saints:</b> Critique of Social Practices and prevalent forms of religion with aspect to all the above saints.	To study different types of cults.	Students will know what is cult.
	<b>Unit 2 .a)Kabir:</b> views on nature of Ultimate Reality, Concept of Guru Distinction between Sadguru and Dharmaguru <b>b) Meerabai:</b> Concept of prembhakti : Social and spiritual dimension Spiritual development of Meerabai – individual and social dimension.	To know what is ultimate reality. To know meerabai’s madhurabhakti.	Students know the spiritual knowledge of Kabir and Meerabai.
	<b>Unit 3. a) Dnyaneshwar:</b> His contribution to a philosophical basis to the varkaripantha, Place of Bhagvad- Gita in his philosophy , Significance of Pasaayadan. <b>b) Tukaram:</b> His concept of true Dharma and Criticism of Pakhanda.His growth from a commoner to sainthood.	To know the importance of pasayadana.	Students know the contribution of Dnyaneshwara and Tukaram.
	<b>Unit 4. Ramdas:</b> Differentiation and synthesis of prapanch and Paramartha Vivekavada, prayatnavada	To know the distinction between prapancha and paramartha.	Students can understand what is prapancha and Paramartha.



B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P- XV</b>  <b>SEM-VI</b>  <b>Political philosophy</b>	<b>Unit 1.</b>  <b>Nature and scope of Political Philosophy:</b> Its relation to Political Science. The notions of Internationalism and world Government.	To know what is the different between Political philosophy and political science.	Students can well understand the difference between political science and political philosophy.
	<b>Unit 2.</b>  <b>Political ideologies :</b> Socialism, Communism, Democracy, Sarvodaya	To know how many types of political ideologies.	Students know political ideology.
	<b>Unit 3.</b>  <b>Political actions:</b> Constitutionalism, terrorism, revolutionism	To know how many types of political actions.	Students know which political action is valid.
	<b>Unit 4.</b>  <b>Political ideals with special reference to Indian Constitution:</b> Liberty, equality And Justice, Directive Principles of State Policy, rights of minorities, reservation as compensatory discrimination.	To know what are the political ideals.	Students know the different concepts of political ideals.

B.A -III	Syllabus Topic	Objectives	Topic outcome
<b>Philosophy P- XVI</b>  <b>SEM-VI</b>  <b>Scientific Method</b>	<b>Unit 1.</b>  <b>Nature of Science:</b> Definition of Science, Common Sense and Science, Science and other disciplines –Science & Religion, Science & Philosophy, Classification of Science-Natural & Social Sciences, Positive and Normative Science	To know what is science and it's relation between different sciences.	Students can understand characteristics of science.
	<b>Unit 2.</b>  <b>Presuppositions of Science:</b> What is Presuppositions? Formal grounds of scientific method-Principles of Uniformity of Nature, Principles of causality, Material grounds of scientific method- Observation & Experiment, Nature of Scientific Observation, Fallacies of observation, Nature of Experiment, Advantages of experiment.	To know what are the grounds of science.	Students know that without assuming grounds of science we cannot establish any conclusion.
	<b>Unit 3.</b>  <b>Nature of Scientific Method:</b> Stages of Scientific Method, Nature & Importance of hypothesis, Conditions of valid hypothesis, Verification and Proof of hypothesis, Some research techniques(Questionnaire, Interview)	To know what is the research method.	Students well know how we can research scientifically.
	<b>Unit 4.</b> <b>Laws:</b> Meaning and Types of Laws, kinds of laws of nature	To know the meaning and importance and study of law.	Students can understand law in our daily life.