



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

स्वामी रामानंद तीर्थ
मराठवाडा विद्यापीठ, नांदेड

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणा-२०२० नुसार पदवी तृतीय वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २२ एप्रिल, २०२६ रोजी संपन्न झालेल्या मा. विद्यापरिषदेच्या बैठकीतील विषय क्र. ०९/६४-२०२६ च्या ठरावानुसार मानवविज्ञान विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० नुसार बी.ए. पदवी तृतीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यात येत आहेत

01) B.A. T.Y. Hindi Syllabus 2026-27

02) B.A.T.Y Philosophy Syllabus 2026-27

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.:शैक्षणिक-१ / परिपत्रक / एनईपी / मानवविज्ञान / २०२६-२७ /

दिनांक : २३.०६.२०२६

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आपला विश्वासू

सहाय्यक कुलसचिव

शैक्षणिक-१ अभ्यासमंडळे विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा.कुलगुरू महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- २) मा.प्र.कुलगुरू महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- ३) मा. अभिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य/संचालक, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.

**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431606**



**(Structure and Syllabus of Four Years Multidisciplinary Degree
Program with Multiple Entry and Exit Option)**

UNDER GRADUATE PROGRAMME OF HUMANITIES

Major in PHILOSOPHY (Subject)

Under the Faculty of Humanities

B.A. Third Year

Effective from Academic year 2026 – 2027

(As per NEP-2020)

***Forward by the Dean,
Faculty of Humanities.....***

National Education Policy 2020 has been announced on 29.07.2020. NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation.

The curriculum must be exciting, relevant, and regularly updated to align with the latest knowledge requirements and meet specified learning outcomes. High-quality pedagogy is necessary to impart the curricular material to students successfully; pedagogical practices determine the learning experiences provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to improve learning continuously test the knowledge application.

The university's proper framing and development of syllabi will result in the upbringing and nourishment of multidisciplinary and holistic citizens. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content.

NEP foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community NEP believes effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the Graduate centers of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

**Dean, Faculty of Humanities,
Swami Ramanand Teerth Marathwada University, Nanded.**

From Desk Of Chairman, Board of Studies of the Subject Philosophy

Why Philosophy?

Philosophy is love of wisdom!

Philosophy makes us think!

Philosophy reveals the layers of individual's existence!

The Preamble

Philosophy teaches us what to learn and what to unlearn!

Philosophy teaches us to distinguish between belief, opinion, knowledge and wisdom!

Philosophy digs deep into our existence to manifest our potentials!

Philosophy introduces you to yourself!

Philosophy sharpens your analytic and investigative thinking!

Philosophy teaches us that problem always comes with a solution!

Philosophy teaches the why of existence!

What more is needed in life then philosophy!

Philosophy means love of wisdom. It answers the question why rather than how; and this is the

Vita ingredient of human life.



Dr. SHITAL R. YERULE
Chairman, Board of Studies of the PHILOSOPHY
Swami Ramanand Teerth Marathwada University, Nanded



Swami Ramanand Teerth Marathwada University, Nanded

Members of the Board of Studies in the Subject of Philosophy
Under The Faculty of Humanities B.A.T.Y

Sr. No	Name Of The Member	Designation	Address With Mail Id	Contact No.
1	Dr. Shital Yerule	Chairman	M.B.College.Latur. shital.yerule@gmail.com	7276891503
2	Dr. Sachin Khokale	Member	Sant Janabai College,Gangakhed. sbkhokale11@gmail.com	9403240345 7057239154
3	Dr. Upade Gyandev Marutirao.	Member	B. Raghunath College, Parbhani. gmupade20@gmail.com	7030729623
4	Dr. Kirtankar Prabhakar Ramling	Member	S.S.S.P.College.Purna kirtankarpr@gmail.com	9011943848



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities (Example-1 Three Optional)

Structure for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit

Subject: **DSC** Philosophy (Major) / **DSM** Philosophy (Minor)

Year & Level	Sem.	Major Subject				Vocational & Skill Enhancement Course	Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-Curricular courses (CC) (Basket 6 for CC) (Common across all Faculties)	Credits	Total Credits				
		(DSC)	(DSE)										
01	02	03	03	04	05	06	07	08	09	10	11		
3 (5.5)	V	HPHICT1301 Indian Philosophy (IX) (4 CR) HPHICT1302 Philosophy Of Education (X) (4 CR) HPHICT1303 Philosophy of Indian Saints (XI) (4 CR) 12 Credits	HPHIET1301 Symbolic Logic (I) OR HPHIET1302 Philosophy Of Religion (I) 4 Credits		--		HPHIVC Philosophical Counseling (V) 1301 2 Credits		HPHIFP1301 4 Credits	22			
	VI	HPHICT1351 Indian Philosophy (XII) (4 CR) HPHICT1352 Philosophy Of Education (XIII) (4 CR) HPHICT1353 Philosophy of Indian Saints (XIV) (2 CR) HPHIK1351 Indian Ethics (XV) (2 CR) 12 Credits	HPHIET1351 Symbolic Logic (II) OR HPHIET1352 Philosophy Of Religion (II) 4 Credits		--		HPHIVC Artificial Intelligence And Ethics (VI) 1351 2 Credits		HPHIOJ1351 4 Credits	22			
Cum. Cr.		48+8=56				16	08	08	04+08=12	22	10	44	132

Abbreviations:

1. **DSC:** Department /Discipline Specific Core (Major)
2. **DSE:** Department/ Discipline Specific Elective (Major)
3. **DSM:** Discipline Specific Minor
4. **GE/OE:** Generic/ Open Elective
5. **VSEC:** Vocational Skill and Skill Enhancement Course
6. **VSC:** Vocational Skill Courses
7. **SEC:** Skill Enhancement Courses
8. **AEC:** Ability Enhancement courses
9. **MIL:** Modern Indian languages
10. **IKS:** Indian Knowledge System
11. **VEC:** Value Education Courses
12. **OJT:** On Job Training:(Internship/Apprenticeship)
13. **FP:** Field Projects
14. **CEP:** Community Engagement and Service
15. **CC:** Co-Curricular Courses
16. **RM:** Research Methodology
17. **RP:** Research Project/Dissertation



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities. Major in Philosophy

Basket1: Major/Minor (**Optional**) course for Semester V and VI (C): Each of 04 Credits

Semester	BOS proposing Minor (e g.)	Details of Major/Minor Course (M)	
		CODE	Title of the Course
Semester V	1.BOS in Philosophy	HPHICT1301	Indian Philosophy (IX)
		HPHICT1302	Philosophy Of Education (X)
		HPHICT1303	Philosophy of Indian Saints (XI)
		HPHIET1301 Or HPHIET1302	Symbolic Logic (I) OR Philosophy Of Religion(II)
		HPHIFP1301	Field Project
Semester VI	2.BOS in Philosophy	HPHICT1351	Indian Philosophy (XII)
		HPHICT1352	Philosophy Of Education (XIII)
		HPHICT1353	Philosophy of Indian Saints (XIV)
		HPHIK1351	Indian Ethics (XV)
		HPHIET1351 Or HPHIET1352	Symbolic Logic (II) OR Philosophy Of Religion (II)
		HPHIOJ1351	Field Project



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Vocational Course (VC)

Each BOS Will suggest Vocational Course

For B.A. Third Year. Semester V and VI

		CODE	Title of the Course
Sem. V	BOS in Philosophy	HPHIVC1301	Philosophical Counseling (V)
Sem. VI	BOS in Philosophy	HPHIVC1351	Artificial Intelligence and ethics (VI)



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Year Programme, Semester V (Level 5.5) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1Hrs.=60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HPHICT1301	Indian Philosophy (IX)	04		04	04	
	HPHICT1302	Philosophy Of Education (X)	04		04	04	
	HPHICT1303	Philosophy of Indian Saints (XI)	04		04	04	
	HPHIET1301 OR HPHIET1302	Symbolic Logic (I) OR Philosophy Of Religion (I)	04		04	04	
Vocational & Skill Enhancement Course	HPHIVC1301	Philosophical Counseling (V)	02		02	02	
Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-Curricular courses (CC) (Basket 6 for CC) (Common across all Faculties)	HPHIFP1301	Field Work	04		04	04	
Total Credits			22		22	22	



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programme, Semester VI (Level 5.5)

Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HPHICT1351	Indian Philosophy (XII)	04		04	04	
	HPHICT1352	Philosophy Of Education (XIII)	04		04	04	
	HPHICT1353	Philosophy of Indian Saints (XIV)	02		02	02	
	HPHIK1351	Indian Ethics (XV)	02		02	02	
	HPHIET1351 OR HPHIET1352	Symbolic Logic (II) OR Philosophy Of Religion (II)	04		04	04	
Vocational & Skill Enhancement Course	HPHIVC1351	Artificial Intelligence and Ethics (VI)	02		02	02	
Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-Curricular courses (CC) (Basket6forCC) (Common across all Faculties)	HPHIOJ1351	OJT	04		04	04	
Total Credits			22		22	22	



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programme, Semester V (*Level 5.5*)

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)			Total (7)	ESE Total (8)	
			Test I (4)	Assignment (5)	Attendance (6)			
Major	HPHICT1301	Indian Philosophy (IX)	20	12	08	40	60	100
	HPHICT1302	Philosophy Of Education (X)	20	12	08	40	60	100
	HPHICT1303	Philosophy of Indian Saints (XI)	20	12	08	40	60	100
	HPHIET1301 OR HPHIET1302	Symbolic Logic (I) OR Philosophy Of Religion (I)	20	12	08	40	60	100
Vocational & Skill Enhancement Course	HPHIVC1301	Philosophical Counseling (V)	10	06	04	20	30	50
Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-Curricular courses (CC) (Basket6forCC) (Common across all Faculties)	HPHIFP1301	Field Project	20	12	08	40	60	100
	--	--	--	--	---	220	330	550



Swami Ramanand Teerth Marathwada University, Nanded.

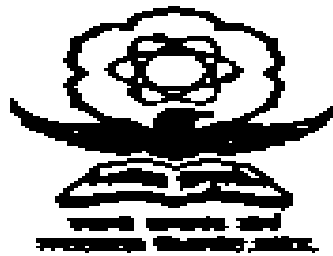
Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programme, Semester VI (Level 5.5)

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory					Total Col. (6+7) / (09)
			Continuous Assessment (CA)			Total (7)	ESE Total (8)	
			Test I (4)	Assignment (5)	Attendance (6)			
Major	HPHICT1351	Indian Philosophy (XII)	20	12	08	40	60	100
	HPHICT1352	Philosophy Of Education (XIII)	20	12	08	40	60	100
	HPHICT1353	Philosophy of Indian Saints (XIV)	10	06	04	20	30	50
	HPHIK1351	Indian Ethics (XV)	10	06	04	20	30	50
	HPHIET1351 OR HPHIET1352	Symbolic Logic (II) OR Philosophy Of Religion (II)	20	12	08	40	60	100
Vocational & Skill Enhancement Course	HPHIVC1351	Artificial Intelligence And Ethics (VI)	10	06	04	20	30	50
Field Work / Project/Internship/ OJT/ Apprenticeship / Case Study Or Co-Curricularcourses (CC) (Basket6forCC) (Commonacrossall Faculties)	HPHIOJ1351	OJT	20	12	08	40	60	100
	--	--	--	--	---	220	330	550



Exam Pattern

DSC Exam Pattern

CA:-

40 Marks

(20 Marks Test I +20 Marks Test II+ 20 Marks One Assignment
And Average of Test 1+ Test 2+ Assignment for 20 Marks.)

ESE:-

60 Marks

(University Theory exam for 80 mark for descriptive Question)



Swami Ramanand Teerth Marathwada University. Nanded

FACULTY OF HUMANITIES
B.A Third YEAR PHILOSOPHY
Question Paper Pattern (For Four Credits)
With effect from 2026-27

Time 2.30 Hrs.

Marks:-60

Note:

1. Question No.1 will be Compulsory
2. Students are required to solve a total of 04 questions
3. Students need to solve ANY THREE of the remaining Five questions (Q.02 to 06)

Q1. Write Short Notes

15 Marks

- a)
- b)
- c)
- d)
- e)

Q.2	Descriptive question	15 Marks
Q.3	Descriptive question	15 Marks
Q.4	Descriptive question	15 Marks
Q.5	Descriptive question	15 Marks
Q.6	Descriptive question	15 Marks



Swami Ramanand Teerth Marathwada University. Nanded

End of Semester Exam (ESE)
FACULTY OF HUMANITIES
Under Graduate Third Year PHILOSOPHY
Question Paper Pattern (For Two Credits)
With effect from 2026-27

Time:- 1.30 Hrs.

Marks:- 30

Note:-

1. Question No.1 will be Compulsory
2. Students are required to solve a total of 04 questions
3. Students need to solve ANY TWO of the remaining FOUR questions (Q.02 to 05)

Q1. Write Short Notes

10 Marks

- a)
- b)
- c)
- d)

Q.2

Descriptive question

10 Marks

Q.3

Descriptive question

10 Marks

Q.4

Descriptive question

10 Marks

Q.5

Descriptive question

10 Marks



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy
Under Graduate B.A. Third Year Programme Semester-V

Paper Code: HPHICT1301

Title :- Indian Philosophy (IX)

Curriculum Details

Course Objectives:

1. Introduce Fundamental Concepts
2. Study Major Schools of Thought
3. Understand Epistemology and Metaphysics
4. Examine Ethical and Spiritual Goals
5. Analyze Classical Texts
6. Compare Philosophical Perspectives
7. Develop Critical Thinking
8. Appreciate Cultural and Intellectual Heritage.

Course Outcomes:

1. Demonstrate understanding of key concepts such as *Dharma*, *Karma*, *Atman*, and *Moksha* in Indian philosophical traditions.
2. Describe the fundamental principles of orthodox schools like Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta, as well as heterodox schools like Buddhism, Jainism, and Charvaka.
3. Explain different sources of knowledge (*Pramāṇas*) and their application in various philosophical systems.
4. Compare concepts of reality, self, and the universe as interpreted by different schools.
5. Analyze philosophical teachings from texts such as the Upanishads and Bhagavad Gita.
6. Assess the ethical frameworks and paths to liberation (*Moksha*) proposed by different traditions.
7. Apply Indian philosophical ideas to contemporary issues and personal life contexts.
8. Critically evaluate arguments and compare different philosophical perspectives with clarity and reasoning.

Swami Ramanand Teerth Marathwada University, Nanded.

Faculty of Humanities, Major in Philosophy

Paper Code: HPHICT1301

Title:– Indian Philosophy (IX)

Curriculum Details : (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover The contents 1Hrs.=60 M.
1.0		Introduction Of Indian Philosophy	15
	1.1	Brief Historical Background	
	1.2	Philosophical Schools	
	1.3	Main Characteristics	
	1.4	Distinction Between Indian And Western Philosophy	
2.0		Charwaka Darshan	15
	2.1	Perception Is Only Source Of Knowledge	
	2.2	Jadtattwavad,Swabhavvad	
	2.3	Dehatmavad	
	2.4	Ethical Hedonism	
3.0		Jain Darshan	15
	3.1	Anekantvada	
	3.2	Concepts Of Sat ,Jiva,Ajiva	
	3.3	Ratan Trayi	
	3.4	Panch Mahavrata	
4.0		Baudha Darshan	15
	4.1	Four Nobel Truths	
	4.2	Astang Marga	
	4.3	Theory Of Impermanence	
	4.4	Concept Of Nirvana	
		Total	60

Reference Books For Reading :-

हिंदी संदर्भ

- १ .उपाध्याय, बलदेव भारतीय दर्शन, शारदा मंदिर, वाराणसी, २००१
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- ८ .लाड, अशोक कुमार भारतीय दर्शन में मोक्ष चिंतन का तुलनात्मक अध्ययन, मध्यप्रदेश हिंदी ग्रंथ अकादमी, १९७३
- ९ .सिन्हा, जदुनाथ भारतीय दर्शन, मोतीलाल बनारसीदास प्रा .लि .पब्लिशर्स, (अनु . गोवर्धन भट्ट (दिल्ली, २०००.
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programmer Semester-V

Paper Code: HPHICT1302

Title:- Philosophy Of Education (X)

Curriculum Details

1. Course Objectives:
2. Understand the Meaning and Scope of Education
3. Examine Major Philosophical Schools
4. Analyze Contributions of Educational Thinkers
5. Understand Aims and Functions of Education
6. Explore Values and Ethics in Education
7. Relate Philosophy to Educational Practice
8. Develop Critical Thinking
9. Appreciate the Role of Education in Society

Course Out comes:

1. To introduce the meaning, nature, scope, and relationship between philosophy and education.
2. To study educational implications of major philosophical schools such as Idealism, Realism, Pragmatism, and Existentialism.
3. To explore the educational ideas of thinkers like Plato, John Dewey, Jean-Jacques Rousseau, and Mahatma Gandhi.
4. To examine various aims of education such as individual development, social efficiency, moral development, and vocational preparation.
5. To study the role of value education, ethics, and character building in shaping individuals and society.
6. To connect philosophical foundations with curriculum construction, teaching methods, and evaluation techniques.
7. To encourage students to think critically and reflect on educational issues and practices.
8. To analyze how education acts as a tool for social transformation, cultural preservation, and national development.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major In Philosophy Science

Paper Code: HPHICT1302

Title:- Philosophy Of Education (X)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover The contents 1Hrs.=60 M.
1.0		The Concept Of Education	15
	1.1	Meaning Of Education	
	1.2	Definitions Philosophy Of Education.	
	1.3	Nature Of Philosophy Of Education	
	1.4	Importance Of Philosophy Of Education	
2.0		Learning Process	15
	2.1	Meaning And Definitions Of Learning	
	2.2	Learning By Trial And Error	
	2.3	Learning By Insight	
	2.4	Learning By Conditional Response	
3.0		Concept Of Curriculum	15
	3.1	Meaning Of Curriculum	
	3.2	Definition Of Curriculum	
	3.3	Problems Of Curriculum	
	3.4	Principles Of Forming Ideal Curriculum	
4.0		Mahatma Jyotirao Phule On Education	15
	4.1	Concept Of Education	
	4.2	Concept Of Curriculum	
	4.3	Views On Teacher	
	4.4	Views About Student	
		Total	60

Reference Books for reading:-

1. The Philosophy of Education: Peter R.S
2. Philosophy of Education James Mecllellan
3. The concept of Education Peter R.S.
4. New essay in the Philosophy of education Long for Glenn O'can't
5. Non formal Education Sunil B. Hohanty
6. Modern Philosophies of Education - Brubacher J.S.
7. Ground work of Educational theory - Ross J.S.
8. Philosophy of Education-Schofield
9. Principles of Education - R.M. Narathe
10. Philosophical approach to Education Dr. G. Shivai Drappa
11. Education in New India Humayun Kabir
12. शैक्षणिक तत्त्वज्ञान य.ज.धारूरकर
13. शिक्षण विचार गांधी विचार दर्शन गवि अकोलकर
14. चोर शिक्षणतज्ञ प्राचार्य ग.तु भगत/पा आल माळी
15. शिक्षणातील बोर विचारवंत प्राचार्य रा.तु. भागवत
16. शिक्षणातील मानसशास्त्रीय मुलतत्वे ल.व. हरोलीकर
17. आधुनिक भारतीय तत्त्वज्ञ हे. वो इनामदार/ मो.स. गोसावी
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programmer Semester-V

Paper Code: HPHICT1303

Title- Philosophy of Indian Saints (XI)

Curriculum Details

Course Objectives:

1. Understand Core Teachings
2. Explore Bhakti and Spiritual Traditions
3. Analyze Ethical and Social Values
4. Interpret Literary Contributions
5. Compare Philosophical Perspectives
6. Understand Socio-Religious Reform
7. Develop Critical Thinking
8. Appreciate Cultural Heritage

Course Outcomes:

1. Describe the central teachings of major Indian saints such as Kabir, Guru Nanak, Sant Tukaram, and Mirabai.
2. Analyze the origin, growth, and significance of the Bhakti Movement in shaping Indian spiritual thought.
3. Examine and interpret selected hymns, poems, and writings of saints in their philosophical and cultural context.
4. Assess the contribution of saints in promoting social equality, harmony, and moral values.
5. Differentiate between various approaches to devotion, God, and liberation presented by different saints.
6. Apply the teachings of Indian saints to modern-day issues such as social justice, communal harmony, and ethical living.
7. Critically analyze spiritual concepts and articulate informed perspectives through discussions and writing.
8. Recognize and value the cultural and philosophical legacy of Indian saint traditions.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Code: HPHICT1303

Title- Philosophy of Indian Saints (XI)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover the contents 1 Hrs.=60 M.
1.0		Historic Background Of Saint Tradition	15
	1.1	The Conception Of A Saint	
	1.2	Main Bhakti Movement In India	
	1.3	Saints As Socio –Cultural Reformers	
	1.4	Nature And Role Of Bhakti In Saints Philosophy	
2.0		Mahatma Basweshwara (1134 To 1196)	15
	2.1	Historic Background Of Virshaiva	
	2.2	Concept Of God	
	2.3	Basweshwara's Views On Bhakti	
	2.4	Ethical And Social Aspects Of His Thought	
3.0		Kabir (1398 To 1518)	15
	3.1	Historic Background Of Sufism	
	3.2	Concept Of Bhakti	
	3.3	Criticism Of Orthodox,	
	3.4	Criticism Of Ritualism.	
4.0		Guru Nanak (1469 To 1539)	15
	4.1	Historic Background Of Sikhism	
	4.2	The Concepts Of Supreme Being (Niramkara Omkara Akala) And Diving Ordinance (Hukum)	
	4.3	Ethical Aspects Of His Thought	
	4.4	Social Aspects Of His Thought	
		Total	60

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2. सत आणि सायन्स:-प्रा.मा.का. देशपांडे.
3. विश्वमानव बसवेश्वर:- डॉ. भगवानदास किमी
4. समग्र क्रांतिप्रवर्तक महात्मा बसवेश्वर:-संपादक : बसवराज स्वामी
5. बसव दर्शन :- बसव समिति, बेंगलूर
6. कबीर बीजक (Kabir Bijak)
7. कबीर ग्रंथावली (Kabir Granthawali): श्यामसुंदर दास,
8. अनुराग सागर (Anurag Sagar)
9. कबीर परचाई (Kabir Parchai)
10. आदि ग्रंथ (Guru Granth Sahib)
11. कबीर वागम्य:- ठाकूर जयदेव सिहा.
12. संत कबीर:- रा.ची.ढेरे.
13. गुरु नानाक:- सध्या शिरवाडकर
14. नानाक निरकरी कवि:- ओशो(ई. बूक)



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A. Third Year Programme, Semester V

Paper Code: HPHIET1301

Title:-Symbolic Logic (I)

Curriculum Details

Course Objectives:

1. Understanding the Nature of Logical Reasoning
2. Mastery of Propositional Logic
3. Development of Deductive Reasoning Skills
4. Logical Proof Techniques
5. Logical Equivalence and Simplification
6. Critical Thinking and Problem Solving
7. Applications of Symbolic Logic

Course outcomes

1. Identify And Analyze Arguments By Distinguishing Premises And Conclusions.
2. Represent Statements Symbolically And Evaluate Them Using Truth Tables And Logical Connectives
3. Use Rules Of Inference And Formal Methods To Determine Whether Arguments Are Valid Or Invalid
4. Translate Natural Language Statements Into Predicate Logic Using Quantifiers And Variables.
5. Develop Logical Proofs Using Methods Such As Direct Proof, Indirect Proof, And Proof By Contradiction.
6. Apply Logical Equivalence Laws To Simplify And Manipulate Complex Expressions.
7. Detect Logical Fallacies And Improve Clarity And Precision In Reasoning.
8. Use Symbolic Logic Concepts In Areas Like Mathematics, Computer Science, And Problem-Solving.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Paper Code: HPHIET1301

Title- Symbolic Logic (I)

Curriculum Details: (for 4 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover the contents 1Hrs.=60M.
1.0		Symbolic Logic: Introduction	
	1.1	Logic Nature And Scope	15
	1.2	Background Of Symbolic Logic	
	1.3	Development Of Symbolic Logic	
	1.4	Importance Of Symbolic Logic	
2.0		Basic Concepts In Symbolic Logic	
	2.1	Argument And Argument Form. Truth And Validity	15
	2.2	Propositions And Propositional Forms (Type Of Propositions)	
	2.3	Main Logical Connectives (Constants) And Its Basic Truth Tables	
	2.4	Symbolizing Propositions And Argument Forms	
3.0		Decision Procedures	
	3.1	Nature Of Decision Procedure	15
	3.2	Types Of Decision Procedures: Truth Table Method And Truth Tree Method	
	3.3	Merits And Demerits Of Decision Procedure	
	3.4	Practical Examples On Above Decisions Procedures	
4.0		Deductive Proof-1	
	4.1	Nature Of Deductive Proof.	15
	4.2	Rules Of Inference	
	4.3	Proving Validity By Using Rules Of Inference	
	4.4	Nature Of Direct Proof & Its Practical Examples (Use Only Rules Of Inference)	
		Total	60

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३. मांकेतिक तर्कशास्त्र आणि उर्दूमन दि. म. देशपांडे
४. तर्कविद्या भाग १ आणि २ बी. आर. जोशी / एस. व्ही. कुलकर्णी/ई. आर. महवाले
५. तर्कशाख - हेमा मोरे
६. तर्कशास्त्र का परिचय आय. एस. कोपी, अनुवाद संगमलाल पाण्डेय / गोरक्षनाथ मिश्र
७. सुगम तर्कविचार- माधवी कवी / ई. बार, मठवाले
8. Symbolic Logic (Fifth edition)-IM. Copi
9. Propositional Logic-Dr. M.S. Athavale
10. Introduction to Logic (Ninth Edition)-IM Copi, Carl Cohen
11. Formal Logic-Its scope and limits Richard C. Jeffrey, M.C. Graw



OR

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A.Third Year Programme Semester-V

Paper Code: HPHIET1302

Title- Philosophy Of Religion (I)

Curriculum Details

Course Objectives:

1. Understand Core Religious Concepts
2. Analyze Arguments for the Existence of God
3. Examine Arguments Against Religious Belief
4. Develop Critical Thinking Skills
5. Compare Religious Traditions Philosophically
6. Explore Faith and Reason Relationship
7. Engage with Contemporary Issues
8. Encourage Reflective Understanding

Course Outcome

1. Explain key philosophical concepts such as God, faith, soul, and religious experience.
2. Critically evaluate arguments like ontological, cosmological, and teleological arguments.
3. Assess major objections such as the problem of evil, suffering, and atheistic arguments.
4. Use logical and analytical skills to examine religious claims and beliefs.
5. Differentiate between major religious perspectives such as theism, atheism, agnosticism, and religious pluralism.
6. Explain how philosophers understand the interaction between faith and rational inquiry.
7. Construct and present coherent philosophical arguments on religious topics.
8. Discuss modern issues such as secularism, science-religion relationship, and religious language.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in PHILOSOPHY

Paper Code: HPHIET1302

Title – Philosophy Of Religion (I)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover the Contents 1 Hrs.=60 M.
1.0		Philosophy Of Religion	
	1.1	Meaning Of Philosophy Of Religion	15
	1.2	Nature Of Philosophy Of Religion	
	1.3	Scope Of Philosophy Of Religion	
	1.4	Possibility And Desirability Of Philosophy Of Religion	
2.0		Arguments For The Existence Of God	
	2.1	Ontological Argument	15
	2.2	Cosmological Argument	
	2.3	Teleological Argument	
	2.4	Moral Argument	
3.0		Expression Of Religious Beliefs	
	3.1	Rituals And Practices	15
	3.2	Festival And Communal Celebration	
	3.3	Prayer	
	3.4	Worship	
4.0		Problem of Evil	
	4.1	Meaning of Evil	15
	4.2	Types of Evil	
	4.3	God Of Evil	
	4.4	View about Evil	
		Total	60

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१. दाते – कर्वे:- महाराष्ट्र शब्दभाषा कोश (भाग-१) १९८८
२. जोशी, लक्ष्मण शास्त्री:- मराठी विश्वकोश (खंड २, ५) महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई १९७६ (खंड १५, १९९५)
३. जोशी, ग. ना.:- भारतीय तत्त्वज्ञानाचा बृहद् इतिहास (खंड १, २, ३) शुभदा सारस्वत प्रकाशन पुणे वर्ष १९९४
४. जोशी, महादेव शास्त्री:- भारतीय संस्कृती कोश (खंड ३) भारतीय संस्कृती कोश मंडळ, पुणे प्रथमावृत्ती १९६५
५. जोशी, महादेव शास्त्री:- भारतीय संस्कृती कोश कोशमंडळ
६. वाडेकर, दे. द.:- मराठी तत्त्वज्ञान महाकोश, मराठी तत्त्वज्ञान महाकोश मंडळ, पुणे १९७४

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१. आठवले, सदाशिव:- चार्वाकाचा इतिहास आणि तत्त्वज्ञान,
२. अँल्फ्रिड ज्युल्स एयर:- भाषा, सत्य आणि तर्क, कॉन्टिनेन्टल प्रकाशन पुणे (अनु. डॉ. शि.स. अंतरकर) (१९७४)
३. पडोळे, जा.स.:- तीर्थंकर महावीर, कॉन्टिनेन्टल प्रकाशन, पुणे, १९८५ प्रजा पाठशाळा मंडळ (वाई) सातारा, १९५८
४. पं. जोग, द. वा.:- भारतीय दर्शन संग्रह (सपरिक्षण) चित्रशाळा प्रकाशन, पुणे (१९५८)
५. मून, वंसत:- बुद्ध धम्मातील अनात्मवाद, सुगावा प्रकाशन, पुणे, १९८५
६. मोरे, मा.श.:- बुद्ध धम्माचे मुळ सिध्दांत, कौशल्य प्रकाशन, २०१३
७. रायशेनबाख, हान्स वैज्ञानिक तत्त्वज्ञानाचा उदय, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९७३
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 - 2) Philosophy of religion: Lewis H.D.
 - 3) Philosophy of religion: Golloway G.
 - 4) Philosophy of religion: Hick John
 - 5) The Philosophy of religious life: Thomas M.C.
 - 6) Philosophy of religion: Mitchell
 - 7) Philosophy of religion: Abernethy G.L. and Langford T.A. (ed.)
 - 8) Introduction to Religious Philosophy: Macgregor G.
 - 9) Philosophy of religion: Paul Helm.
 - 10) Religion and Philosophy: Copelston F.C.
 - 11) The Philosophy of religion: Thick S.
 - 12) Philosophy and religion: Philips D.N.
 - 13) Philosophy of religion: A. R. Mahaptra
 - 14) Theories of religion: B. Sing
 - 15) Indian religions: Dr. S. Radhakrishna



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A. Third Year Programme Semester-V

Paper Code: HPHIVC1301

Title – Philosophical Counseling (V)

Curriculum Details

Course Objectives:

1. Introduce Philosophical Counseling as a Discipline
2. Understand Core Philosophical Foundations
3. Develop Critical Self-Reflection Skills
4. Apply Philosophical Methods to Life Problems
5. Enhance Logical and Ethical Reasoning
6. Differentiate Philosophical Counseling from Psychotherapy
7. Study Major Philosophical Counselors and Approaches
8. Develop Basic Counseling Communication Skills

Course Outcomes:

1. Describe philosophical counseling as a practice and distinguish it from clinical psychology and psychotherapy.
2. Use ideas from major philosophical traditions to analyze personal, ethical, and existential problems.
3. Evaluate personal beliefs, values, and assumptions through philosophical inquiry.
4. Apply techniques such as Socratic questioning, reflective dialogue, and conceptual analysis in counseling contexts.
5. Examine human life problems (e.g., meaning, identity, freedom, responsibility) using philosophical reasoning.
6. Show basic skills such as active listening, clarification, and rational discussion in philosophical counseling settings.
7. Identify different models and thinkers in philosophical counseling and evaluate their methods.
8. Apply philosophical thinking for personal growth, decision-making, and improved life understanding.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in Philosophy

Paper Code: HPHIVC1301

Title– Philosophical Counseling (V)

Curriculum Details: (for 02 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover the contents 1Hrs. =60 M.
1.0		Philosophical Counseling	08
	1.1	Meaning Of Philosophical Counseling	
	1.2	Nature Of Philosophical Counseling	
	1.3	Introduction And History Of Philosophical Counseling	
2.0		Methods Of Philosophical Counseling	08
	2.1	Philosophical And Psychological Counseling	
	2.2	Methods Of Philosophical Counseling	
	2.3	Five Stages Of Philosophical Counseling	
3.0		Philosophical practice and application	07
	3.1	Individual philosophical Counseling	
	3.2	Group Philosophy Discussion	
	3.3	Counseling for stress	
4.0		Specimens Of Philosophical Counseling	07
	4.1	Socratic Dialogue method-1	
	4.2	Shrikrishna And Arjun	
	4.3	Buddha And Angulimal	
		Total	30

Reference Books for reading:-

1. प्रा. श्रीनिवास दौक्षित भारतीय तत्वज्ञान
2. माधवी कवि, भारतीय नीतिशास्व
3. कठोपनिषद
4. प्रा. नांगरे, हिरवे फरतारे नीतिशास्व शिवाजी विद्यापीठ प्रकाशन
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11. डॉ. हिमानी चौकर, मराठी विश्वकोश, महाराष्ट्र शासन मुंबई (वाई)

Guidelines for Subject having Field Project –Semester Third Year -80 Marks (B.A Third year. in Philosophy)

One Field Project to be done Second Semester, as per the below Guidelines

The objectives of the Field Project Work

Objectives of Field Project work are to enable learners to:

- Probe deeper into personal enquiry, initiate action and reflect on knowledge and skills, viewsetc. acquired during the course of UG
- Analyze and evaluate real National & World scenario using theoretical constructs and arguments
- Demonstrate the application of critical and creative thinking skills and abilities to produce an independent and extended piece of work
- Follow us aspects in which learners have interest
- Develop the communication skills to argue logically

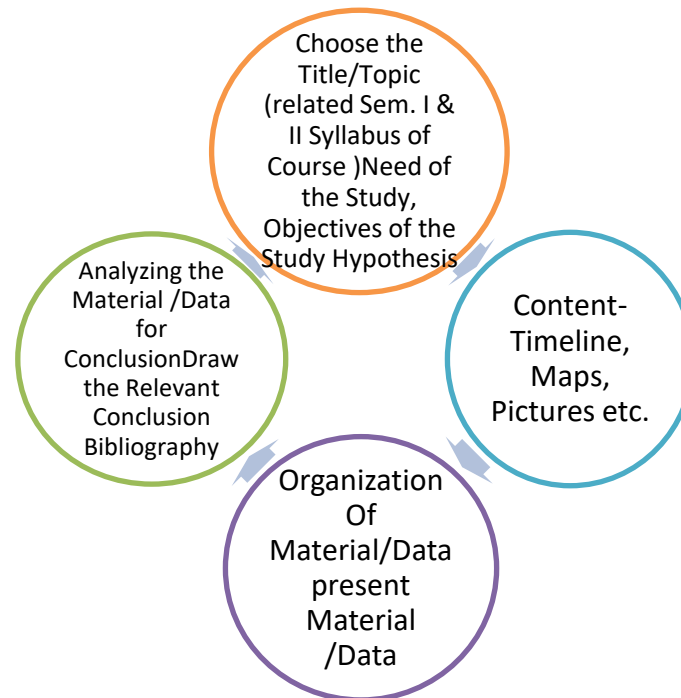
Role of the Faculty

The Faculty members play a critical role in developing thinking skills of the learners. A Faculty Should

- Help each learner select the topic in First Semester
- Play the role of a facilitator to support and monitor the field project work of the learner through discussion
- Guide the researcher work in terms of sources for the relevant data
- Ensure that students are able to derive a conclusion from the content ; cite the limitations faced during the research and give appropriate references used during the Field Project
- Educate learner about plagiarism and the importance of quoting of the information to ensure authenticity of Field Project.
- Prepare the learner for the presentation of the Field Project.

Steps involved in the conduct of the Field Project.

Students may work upon the following lines as a suggested flow chart



Expected Checklist for the Field Project

- Introduction of topic/title
- Identifying the causes ,events, consequences
- Various Stakeholders and effect on each of them
- Advantages and Disadvantages of Situations or issues identified
- Short-term and long term implications of strategies suggested in the course of research
- Validity, reliability ,appropriateness and relevance of data used for research work and forpresentation in the Field Project file
- Presentation and writing that is succinct and coherent in Field Project file
- Citation of the materials referred to, in the file in footnotes, resources section ,bibliographyetc.

2. Assessment of Field Project

- Project work has broadly the following phases : Synopsis ,Data Collection ,Data Analysis andInterpretation ,Conclusion
- The aspects of the Field Project work to be covered by students can be assessed during theSecond Semester

3. Suggestive Topics

- Students Can Choose any topic related to the syllabus of M.A.T.Y.
- Assessment will be done by external examiner in coordination with internal examiner and the date of Field Project Assessment will be fixed by NEP Structure of March 2024.

4. Viva –Voce

- At the end of the stipulated term , each learner will present the Field Project work in theProject file to the External and Internal examiner
- The question should be asked from the Field Project work file of the learner. This file bemade as Binding or Spiral.
- The Internal Examiner should ensure that the study submitted by the learner is ownoriginal work (not a repeated work)
- In case any doubt ,authenticity should be checked and verified



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in Philosophy

Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHICT1351

Title - Indian Philosophy (XII)

Curriculum Details

Course Objectives:

1. Introduce Fundamental Concepts
2. Study Major Schools of Thought
3. Understand Epistemology and Metaphysics
4. Examine Ethical and Spiritual Goals
5. Analyze Classical Texts
6. Compare Philosophical Perspectives
7. Develop Critical Thinking
8. Appreciate Cultural and Intellectual Heritage.

Course Outcomes:

1. Demonstrate understanding of key concepts such as *Dharma*, *Karma*, *Atman*, and *Moksha* in Indian philosophical traditions.
2. Describe the fundamental principles of orthodox schools like Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta, as well as heterodox schools like Buddhism, Jainism, and Charvaka.
3. Explain different sources of knowledge (*Pramāṇas*) and their application in various philosophical systems.
4. Compare concepts of reality, self, and the universe as interpreted by different schools.
5. Analyze philosophical teachings from texts such as the Upanishads and Bhagavad Gita.
6. Assess the ethical frameworks and paths to liberation (*Moksha*) proposed by different traditions.
7. Apply Indian philosophical ideas to contemporary issues and personal life contexts.
8. Critically evaluate arguments and compare different philosophical perspectives with clarity and reasoning.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major In Philosophy

Paper Code: HPHICT1351

Title– Indian Philosophy (XII)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to cover the contents 1Hrs.= 60 M.
1.0		Nyaya-Vaisesika Darshan	
	1.1	Means Of Knowledge (Nyaya)	15
	1.2	Theory Of Causation-Arambhavada	
	1.3	Saptapadrth (Vaisesika)	
	1.4	Parmanuvada (Vaisesika)	
2.0		Samkhya Darshan	
	2.1	Concept Of Prakrti	15
	2.2	Concept Of Purusa	
	2.3	Theory Of Evolution	
	2.4	Satkaryavada	
3.0		Yoga Darshan	
	3.1	Asthanga Yoga	15
	3.2	Yoga Psychology	
	3.3	Liberation	
	3.4	Theory Of God	
4.0		Vedanta Darshan (Samkarachary)	
	4.1	Concept Of Brahamn	15
	4.2	Maya Vada	
	4.3	Sattatraya	
	4.4	The Relation Between Atman & Brahman	
		Total	60

Reference Books for reading :-

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- ३ .द्रविड, नारायण शास्त्री भारतीय दर्शन की मुलगामी समस्याएँ, विश्वविद्यालय प्रकाशन, सागर, २००९
- ४ .मेहता, मोहनलाल जैन धर्म दर्शन, पार्श्वनाथ विद्याश्रम शोध संस्थान, वाराणसी, १९७३
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- ६ .शर्मा, चंद्रहार भारतीय दर्शन) अलोचन और अनुशीलन(, मोतीलाल बनारसीदास पब्लिशर्स, दिल्ली, १९९८.
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- १० .सिन्हा, हरेंद्र प्रसाद भारतीय दर्शन की रुपरेखा, मोतीलाल बनारसीदास, दिल्ली, १९८०
- ११ तिवारी, नरेश प्रसाद चार्वाक का नैतिक दर्शन, बिहार ग्रंथ अकादमी, पटना, २०१०
- १२ .दामोदन, के. भारतीय चिंतन परम्परा, पीपल्स पब्लिशिंग हाऊस, नवी दिल्ली, १९७६
- 13.जैन, सागरमल,जैन, बौध्द और गीता के आचार दर्शनोंका तुलनात्मक अध्ययन, राजस्थान प्राकृत भारती संस्थान, जयपूर, १९८२
- 14.व्यासशिष्य, कुंवरलाल भारतीय दर्शन, इतिहास विद्याप्रकाशन, दिल्ली, १९८१
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- २० .तातेड, सोहन राज, भारतीय दर्शन के विभिन्न स्वरूप, दीपक पब्लिशर्स एण्ड डिस्ट्रीब्युटर्स, जयपूर, २०१२

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2. Chattopadhyay, Debiprasad Gangopadhaya, Mrinal kanti Carvaka lokayata, Peoples Publishing House, New Dhawli, 1978.
3. Chattopadhyay, Debiprasad What is living and What is dead in Indian Philosophy, Peoples Publishing House, 1976, New Delhi.
- Daya, Krishna
Indian Philosophy (A Counter Perspective), Sri Sadguru Publication, Delhi, 2006.
5. Mehta, Mohanlal Jain Philosophy: An Introduction, Bhartiya Vidya Bhavan, Baglore, 1998.
6. Radhakrishnan, S. Indian Philosophy Vol. 1 & II, Calcutta, Oxford University Press, 1999.

४ (लेख:

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- २ .शमिका, वृषाली मृत्यूविषयक श्रध्दा आणि परंपरांचा प्रवास, नवभारत, सप्टेंबर, २०१९
- ३ .दहिफळे, विठ्ठल लोकायत दर्शन: धर्म आणि विज्ञान, नवभारत, सप्टेबर २०१४.
- ४ .दळवी, उज्वला जनुकांध पुनरुत्थान, लोकप्रभा, सप्टेबर २०१९
बेडेकर, शरद चार्वाक दर्शन, लोकसत्ता, २३ फेब्रुवारी २०१५
बेडेकर, शरद लोकायत बाहिस्पत्य चार्वाक मत, लोकसत्ता, १६ फेब्रुवारी २०१५
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Minor in Philosophy

Under Graduate B.A .Third Year Programme, Semester VI

Paper Code: HPHICT1352

Title– Philosophy of Education (XIII)

Curriculum Details

Course Objectives:

1. Understand the Meaning and Scope of Education
2. Examine Major Philosophical Schools
3. Analyze Contributions of Educational Thinkers
4. Understand Aims and Functions of Education
5. Explore Values and Ethics in Education
6. Relate Philosophy to Educational Practice
7. Develop Critical Thinking
8. Appreciate the Role of Education in Society

Course Out comes:

1. To introduce the meaning, nature, scope, and relationship between philosophy and education.
2. To study educational implications of major philosophical schools such as Idealism, Realism, Pragmatism, and Existentialism.
3. To explore the educational ideas of thinkers like Plato, John Dewey, Jean-Jacques Rousseau, and Mahatma Gandhi.
4. To examine various aims of education such as individual development, social efficiency, moral development, and vocational preparation.
5. To study the role of value education, ethics, and character building in shaping individuals and society.
6. To connect philosophical foundations with curriculum construction, teaching methods, and evaluation techniques.
7. To encourage students to think critically and reflect on educational issues and practices.
8. To analyze how education acts as a tool for social transformation, cultural preservation, and national development

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Minor in PHILOSOPHY

Code: HPHICT1352

Paper :- Philosophy Of Education (XIII)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required To Cover The Contents 1 Hrs.=60 M.
1.0		Concept Of Teaching	
	1.1	Meaning Of Teaching	15
	1.2	Definitions Of Teaching	
	1.3	Difference Between Teaching & Training	
	1.4	Role Of Teacher In Education Process	
2.		Various theories about education	
	2.1	Naturalistic theory	15
	2.2	Realistic theory	
	2.3	Pragmatic theory	
	2.4	Idealistic theory	
3.0		Some Issues in Indian education	
	3.1	Education and social change	15
	3.2	Equalization of educational opportunity	
	3.3	Non formal education	
	3.4	Education for environmental balance	
4.0		Mahatma Gandhi on education	
	4.1	Concept of education	15
	4.2	Concept of curriculum	
	4.3	Views on teacher	
	4.4	Views on student	
		Total	60

References:-

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2. Philosophy of Education James Mecllellan
3. The concept of Education Peter R.S.
4. New essay in the Philosophy of education Long for Glenn O'can't
5. Non formal Education Sunil B. Hohanty
6. Modern Philosophies of Education - Brubacher J.S.
7. Ground work of Educational theory - Ross J.S.
8. Philosophy of Education-Schofield
9. Principles of Education - R.M. Narathe
10. Philosophical approach to Education Dr. G. Shivai Drappa
11. Education in New India Humayun Kabir
12. शैक्षणिक तत्त्वज्ञान य.ज.धारूरकर
13. शिक्षण विचार गांधी विचार दर्शन गवि अकोलकर
14. चोर शिक्षणतज्ञ प्राचार्य ग.तु भगत/पा आल माळी
15. शिक्षणातील बोर विचारवंत प्राचार्य रा.तु. भागवत
16. शिक्षणातील मानसशास्त्रीय मुलतत्वे ल.व. हरोलीकर
17. आधुनिक भारतीय तत्वज्ञ हे. वो इनामदार/ मो.स. गोसावी
18. सामाजिक कार्याच्या दिशा नागोराव कुंभार
19. शैक्षणिक तत्त्वज्ञान:- डॉ. सुनील साळुंके



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A .Third Year Programme, Semester VI

PaperCode: HPHICT1353

Title- Philosophy of Indian Saints (XIV)

Curriculum Details

1. Course Objectives:
2. Understand Core Teachings
3. Explore Bhakti and Spiritual Traditions
4. Analyze Ethical and Social Values
5. Interpret Literary Contributions
6. Compare Philosophical Perspectives
7. Understand Socio-Religious Reform
8. Develop Critical Thinking
9. Appreciate Cultural Heritage

Course Outcomes:

1. Describe the central teachings of major Indian saints such as Kabir, Guru Nanak, Sant Tukaram, and Mirabai.
2. Analyze the origin, growth, and significance of the Bhakti Movement in shaping Indian spiritual thought.
3. Examine and interpret selected hymns, poems, and writings of saints in their philosophical and cultural context.
4. Assess the contribution of saints in promoting social equality, harmony, and moral values.
5. Differentiate between various approaches to devotion, God, and liberation presented by different saints.
6. Apply the teachings of Indian saints to modern-day issues such as social justice, communal harmony, and ethical living.
7. Critically analyze spiritual concepts and articulate informed perspectives through discussions and writing.
8. Recognize and value the cultural and philosophical legacy of Indian saint traditions.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty Of Humanities Major in PHILOSOPHY

Paper Code: HPHICT1353

Title- Philosophy of Indian Saints (XIV)

Curriculum Details: (for 2 Credits)

Module No.	Unit No.	Topics	Hrs. Required to Cover The Contents 1Hrs. =60M.
1.0		Dnyaneshwar Maharaj (1275)	
	1.1	Concept Of God	08
	1.2	Concept Of Bhakti	
	1.3	views about superstition	
2.0		Sant Janabai (1258 to 1350)	
	2.1	Concept Of God	08
	2.2	Concept Of Bhakti	
	2.3	Moral Philosophy	
3.0		Tukaram Maharaj(1608)	
	3.1	Concept Of God	07
	3.2	Thoughts On superstition	
	3.3	Social Moral philosophy	
4.0		Sant Tukadoji Maharaj	
	4.1	Social Thought	07
	4.2	Philosophy in Gramgita.	
	4.3	views about superstition	
		Total	30

References:

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3. सार्थ जानेश्वरी, गीताप्रेस, गोरखपुर
4. अमृतानुभव, संत जानेश्वर
5. ज्ञानदेवांचे अनुभवामृतातील तत्वज्ञान, प्रदीप गोखले, आमोद ग्रंथसेवा, संगमनेर, 1985
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9. संतांचे तत्वज्ञान, संपा .डॉ .सुनीलदत्त गवरे, अथर्व पब्लिकेशन्स, धुळे, 2022, 978-93-94269-19-4
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11. संत तुकाराम महाराजांचे तत्वज्ञान, डॉ .प्रभाकर कीर्तनकार, मैत्री प्रकाशन, लातूर, 2021,978-93-84810-72-6
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15. Dainandin Tukaram Gatha, Bal Chitruk, Riya Publicetion, Kolhapur 2016
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17. मन्मथस्वामी तत्वज्ञान <https://youtu.be/qciA0jwF10?si=ZeAfuQt6uwrxBjeW>
18. पसायदान प्रा .राम शेवाळकर - <https://youtu.be/Vd8nfbKno7o?si=fvWblJ4digitcigt3>
19. 19.राष्ट्रसंत तुकडोजी महाराज गौरव ग्रंथ, संपा .रा .तु भगत,सह संपा .डॉ सुभाष सावरकर चैतन्य प्रकाशन कोल्हापुर प्रकाशम-2009
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY
Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHI1351

Title – Indian Ethics (XV)

Curriculum Details

Course Objectives:

1. To promote the development of body, mind, intellect, and spirit.
2. Emphasizes balanced growth rather than only material success.
3. To help individuals understand their true nature and purpose of life.
4. Encourages inner awareness and spiritual awakening.
5. To protect and pass on ancient knowledge from texts like Vedas, Upanishads, and other traditions.
6. Ensures continuity of cultural and intellectual heritage.
7. Promotion of Ethical and Moral Values
8. Teaches values like truth (Satya), non-violence (Ahimsa), and righteousness (Dharma).
9. Aims to build a just and ethical society.
10. Harmony with Nature
11. Encourages sustainable living and respect for the environment.
12. Recognizes the interconnectedness of all living beings.
13. Development of Scientific and Rational Thinking
14. Includes knowledge in mathematics, astronomy, medicine (Ayurveda), and more.
15. Promotes inquiry, logic, and critical thinking.
16. Social Welfare (Lokasangraha)
17. Focuses on the well-being of society as a whole.
18. Encourages cooperation, duty, and social responsibility.
19. Liberation (Moksha)
20. The ultimate goal is freedom from suffering and the cycle of birth and death.

Course Outcome

1. Holistic Development
2. IKS promotes the integrated development of body, mind, and spirit, drawing from traditions like Yoga philosophy and Vedanta.
3. Ethical and Moral Values
4. It instills strong ethical principles such as dharma (duty), ahimsa (non-violence), truth, and compassion, helping individuals lead a righteous life.
5. Scientific and Rational Thinking
6. IKS includes logical systems like Nyaya, which develop reasoning, debate, and analytical skills.
7. Environmental Awareness
8. It promotes harmony with nature through concepts like “Vasudhaiva Kutumbakam” (the world is one family), encouraging sustainable living and ecological balance.
9. Cultural Awareness and Identity
10. Students gain a deeper understanding of India’s heritage, traditions, languages, and arts, strengthening cultural identity and pride.
11. Interdisciplinary Knowledge
12. IKS integrates diverse fields such as medicine (Ayurveda), astronomy, mathematics, linguistics, and philosophy, showing the interconnected nature of knowledge.
13. Self-Realization and Inner Growth
14. Practices like meditation and self-inquiry lead to self-awareness and spiritual growth, a key goal in systems like Samkhya and Vedanta.
15. Practical Life Skills
16. IKS emphasizes applied knowledge—health (Ayurveda), governance (Arthashastra), and daily living practices.
17. Global Relevance

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in PHILOSOPHY

Paper Code: HPHI1351

Title – Indian Ethics (XV)

Curriculum Details: (for 02 Credits)

Module No.	Unit No.	Topics	Hrs. Required to Cover The Contents 1 Hrs.=60 M.
1.0		Indian Moral Philosophy-I	
	1.1	Nature Of Indian Moral Philosophy	08
	1.2	Characteristics Of Indian Moral Philosophy	
	1.3	Distinction Between Indian And Western Moral Thought	
2.0		Basic Concepts In Indian Moral Philosophy	
	2.1	Theory Of Varna	08
	2.2	Theory Of Ashrama	
	2.3	Theory Of Purusharthas	
3.0		Vedic Value System	
	3.1	Theory Of Rna.	07
	3.2	Theory Of Rta	
	3.3	Theory Of Karma	
4.0		Atheist Philosophy	
	4.1	Charvaka (Ethical Hedopnism)	07
	4.2	Jain (Ratna Trayi)	
	4.3	Boudha (Astang Marga)	
		Total	30

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हिंदी संदर्भ

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२. उमास्वाती, विरचीत तत्त्वार्थ सूत्र, पार्श्वनाथ विद्याश्रम शोध संस्थान, वाराणसी, १९७६
३. द्रविड, नारायण शास्त्री भारतीय दर्शन की मुलगामी समस्याएँ, विश्वविद्यालय प्रकाशन, सागर, २००९
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११. तिवारी, नरेश प्रसाद चार्वाक का नैतिक दर्शन, बिहार ग्रंथ अकादमी, पटना, २०१०
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२. शमिका, वृषाली मृत्यूविषयक श्रध्दा आणि परंपरांचा प्रवास, नवभारत, सप्टेंबर, २०१९
३. दहिफळे, विठ्ठल लोकायत दर्शन: धर्म आणि विज्ञान, नवभारत, सप्टेंबर २०१४.
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- बेडेकर, शरद चार्वाक दर्शन, लोकसत्ता, २३ फेब्रुवारी २०१५
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११. हेमाडे, श्रीनिवास भारतीय द्वंद्वविकास, लोकसत्ता, २७ फेब्रु. २०१४



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHIET1351

Title – Symbolic Logic (II)

Curriculum Details

Course Objectives:

1. Understanding the Nature of Logical Reasoning
2. Mastery of Propositional Logic
3. Development of Deductive Reasoning Skills
4. Logical Proof Techniques
5. Logical Equivalence and Simplification
6. Critical Thinking and Problem Solving
7. Applications of Symbolic Logic

Course outcomes

1. Identify And Analyze Arguments By Distinguishing Premises And Conclusions.
2. Represent Statements Symbolically And Evaluate Them Using Truth Tables And Logical Connectives
3. Use Rules Of Inference And Formal Methods To Determine Whether Arguments Are Valid Or Invalid
4. Translate Natural Language Statements Into Predicate Logic Using Quantifiers And Variables.
5. Develop Logical Proofs Using Methods Such As Direct Proof, Indirect Proof, And Proof By Contradiction.
6. Apply Logical Equivalence Laws To Simplify And Manipulate Complex Expressions.
7. Detect Logical Fallacies And Improve Clarity And Precision In Reasoning.
8. Use Symbolic Logic Concepts In Areas Like Mathematics, Computer Science, And Problem-Solving.



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in PHILOSOPHY

Paper Code: HPHIET1351

Title – Symbolic Logic (II)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to Cover The Contents 1 Hrs.=60 M.
1.0		Deductive Proof - Ii	
	1.1	Rules of Replacement	15
	1.2	Nature of C.P	
	1.3	Nature Of I.P	
	1.4	Practical Examples of C.P & I.P method	
2.0		Proving Invalidity	
	2.1	Poof of Invalidity	15
	2.2	Nature Of Invalidity	
	2.3	Techniques Of Invalidity	
	2.4	Practical Examples Of Proving Invalid Argument Forms	
3.0		Predicate Calculus	
	3.1	Proposition & Propositional Function	15
	3.2	Singular Proposition	
	3.3	General Proposition	
	3.4	Exercises on Symbolizing general propositions	
4.0		Deductive Demonstration Of Validity Of Arguments	
	4.1	Rules if Quantification in predicate logic	15
	4.2	UI,UG,EG and EG(Preliminary version only)	
	4.3	Proving validity of arguments involving quantifiers using quantificational rules: D.P.I.P and C.P.	
	4.4	Exercises on proving validity by D.P.I.P and C.P	
		Total	60

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३. मांकेतिक तर्कशास्त्र आणि उर्दूमन दि. म. देशपांडे
४. तर्कविद्या भाग १ आणि २ बी. आर. जोशी / एस. व्ही. कुलकर्णी/ई. आर. महवाले
५. तर्कशाख - हेमा मोरे
६. तर्कशास्त्र का परिचय आय. एस. कोपी, अनुवाद संगमलाल पाण्डेय / गोरक्षनाथ मिश्र
७. सुगम तर्कविचार- माधवी कवी / ई. बार, मठवाले
8. Symbolic Logic (Fifth edition)-IM. Copi
9. Propositional Logic-Dr. M.S. Athavale
10. Introduction to Logic (Ninth Edition)-IM Copi, Carl Cohen
11. Formal Logic-Its scope and limits Richard C. Jeffrey, M.C. Graw



OR

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHIET1352

Title – Philosophy Of Religion (II)

Curriculum Details

Course Objectives:

1. Understand Core Religious Concepts
2. Analyze Arguments for the Existence of God
3. Examine Arguments Against Religious Belief
4. Develop Critical Thinking Skills
5. Compare Religious Traditions Philosophically
6. Explore Faith and Reason Relationship
7. Engage with Contemporary Issues
8. Encourage Reflective Understanding

Course Outcome

1. Explain key philosophical concepts such as God, faith, soul, and religious experience.
2. Critically evaluate arguments like ontological, cosmological, and teleological arguments.
3. Assess major objections such as the problem of evil, suffering, and atheistic arguments.
4. Use logical and analytical skills to examine religious claims and beliefs.
5. Differentiate between major religious perspectives such as theism, atheism, agnosticism, and religious pluralism.
6. Explain how philosophers understand the interaction between faith and rational inquiry.
7. Construct and present coherent philosophical arguments on religious topics.
8. Discuss modern issues such as secularism, science-religion relationship, and religious language

OR

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in PHILOSOPHY

Paper Code: HPHIET1352

Title – Philosophy Of Religion (II)

Curriculum Details: (for 04 Credits)

Module No.	Unit No.	Topics	Hrs. Required to Cover The Contents 1 Hrs.=60 M.
1.0		Hinduism: Philosophy & Practice	
	1.1	Historical Background	15
	1.2	Rituals Prayer & Worship	
	1.3	Festivals & Communal celebration	
	1.4	Theory of Evil	
2.0		Islam: Philosophy & Practice	
	2.1	Historical Background	15
	2.2	Rituals Prayer & Worship	
	2.3	Festivals & Communal celebration	
	2.4	Theory of Evil	
3.0		Chirstain: Philosophy & Practice	
	3.1	Historical Background	15
	3.2	Rituals Prayer & Worship	
	3.3	Festivals & Communal celebration	
	3.4	Theory of Evil	
4.0		Boudha: Philosophy & Practice	
	4.1	Historical Background	15
	4.2	Rituals Prayer & Worship	
	4.3	Festivals & Communal celebration	
	4.4	Theory of Evil	
		Total	60

• References:-

१) कोश

१. दाते – कर्वे:- महाराष्ट्र शब्दभाषा कोश (भाग-१) १९८८

२. जोशी, लक्ष्मण शास्त्री:- मराठी विश्वकोश (खंड २, ५) महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई १९७६ (खंड १५, १९९५)

३. जोशी, ग. ना.:- भारतीय तत्त्वज्ञानाचा बृहद् इतिहास (खंड १, २, ३) शुभदा सारस्वत प्रकाशन पुणे वर्ष १९९४

४. जोशी, महादेव शास्त्री:- भारतीय संस्कृती कोश (खंड ३) भारतीय संस्कृती कोश मंडळ, पुणे प्रथमावृत्ती १९६५

५. जोशी, महादेव शास्त्री:- भारतीय संस्कृती कोश कोशमंडळ

६. वाडेकर, दे. द.:- मराठी तत्त्वज्ञान महाकोश, मराठी तत्त्वज्ञान महाकोश मंडळ, पुणे १९७४

२) ग्रंथ –

१. आठवले, सदाशिव:- चार्वाकाचा इतिहास आणि तत्त्वज्ञान,

२. ऑल्फ्रिड ज्युल्स एयर:- भाषा, सत्य आणि तर्क, कॉन्टिनेन्टल प्रकाशन पुणे (अनु. डॉ. शि.स. अंतरकर) (१९७४)

३. पडोळे, जा.स.:- तीर्थकर महावीर, कॉन्टिनेन्टल प्रकाशन, पुणे, १९८५ प्रजा पाठशाळा मंडळ (वाई) सातारा, १९५८

४. पं. जोग, द. वा.:- भारतीय दर्शन संग्रह (सपरिक्षण) चित्रशाळा प्रकाशन, पुणे (१९५८)

५. मून, वंसत:- बुद्ध धम्मातील अनात्मवाद, सुगावा प्रकाशन, पुणे, १९८५

६. मोरे, मा.श.:- बुद्ध धम्माचे मुळ सिध्दांत, कौशल्य प्रकाशन, २०१३

७. रायशेनबाख, हान्स वैज्ञानिक तत्त्वज्ञानाचा उदय, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९७३

८. रॉय, मानवेंद्रनाथ जडवाद, कॉन्टिनेन्टल प्रकाशन, पुणे, १९८५

९. रॉय, मानवेंद्रनाथ बुद्धि, (अनु. सुठणकर बा.र.) प्रेरणा आणि क्रांती, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९६८

१०. चव्हाण, रा.ना.:- गौतम बुद्ध आणि त्यांचे बौद्ध दर्शन, प्रतिष्ठान अक्षर श्रध्दांजली, २०११

११. डांगे, सिंधु:- जैन धर्माचे तत्त्वज्ञान, महाराष्ट्र ग्रंथ निर्मिती मंडळ नागपूर, प्रथमावृत्ती १९८०

१२. डांगे, सिंधु:- बौद्ध धर्माचे तत्त्वज्ञान, महाराष्ट्र ग्रंथ निर्मिती मंडळ नागपूर, प्रथमावृत्ती १९८०

१३. दिक्षित, श्री.ह.:- भारतीय तत्त्वज्ञान, फडके प्रकाशन, कोल्हापूर, २००६.

१४. हिरीयण्णा (अनु. भ. ग. केतकर):- भारतीय तत्त्वज्ञानाची रूपरेषा कुलसचिव पुणे विद्यापीठ १९७९

१५. देशमुख, भाई किशन:- विवेकवादी बहस्थती चार्वाक, सम्यक समता प्रकाशन, किशनराव, अहमदपूर, २०१५

१६. जोशी, ज.र.:- थेरवाद बौद्धदर्शन, सुगावा प्रकाशन, पुणे, २००९

१७. वैद्य, पा.ल.:- बौद्ध धर्माचा अभ्युदय आणि प्रसार, प्रजा पाठशाळा मंडळ, वाई, १९९५

१८. बट्रोन्ड, रसेल:- धर्म आणि विज्ञान, महाराष्ट्र राज्य साहित्य आणि (अनु. कुवाडेकर वि.वा.) संस्कृती मंडळ, मुंबई, १९७३
१९. हाडेकर डी. वाय.:- बुद्धाचा भौतिकवाद, सुगावा प्रकाशन, पुणे (१९९६)
२०. साळुंखे, आ.ह.:- आस्तिकशिरोमणी चार्वाक, लोकायत प्रकाशन, सातारा, द्वि. आवृत्ती, १९९८
२१. कुमठेकर, उदय:- वेध चार्वाकाचा, अभय प्रकाशन, नांदेड, २००८
२२. गाडगीळ, स. रा.:- लोकायत, लोक वाडमय गृह, मुंबई प्रथमावृत्ती (१९७४)
२३. गायधने, सुरेंद्र:- तत्त्वज्ञानाची रूपरेषा, महाराष्ट्र तत्त्वज्ञान परिषद, २००९
२४. गोखले, प्रदिप:- तत्त्वचिंतक चार्वाक, मनोविकास प्रकाशन, पुणे, २०१३
२५. कवी, माधवी:- भारतीय नीतिशास्त्र, स्वाती प्रकाशन, पुर्णा, २००४
२६. कवी, माधवी:- तुलनात्मक धर्म
२६. तर्कतीर्थ, लक्ष्मण शास्त्री लेखसंग्रह (खंड १) श्री विद्या प्रकाशन प्रथमावृत्ती (१९८१)
- 1) Philosophy of religion: Edwards D.M.
 - 2) Philosophy of religion: Lewis H.D.
 - 3) Philosophy of religion: Golloway G.
 - 4) Philosophy of religion: Hick John
 - 5) The Philosophy of religious life: Thomas M.C.
 - 6) Philosophy of religion: Mitchell
 - 7) Philosophy of religion: Abernethy G.L. and Langford T.A. (ed.)
 - 8) Introduction to Religious Philosophy: Macgregor G.
 - 9) Philosophy of religion: Paul Helm.
 - 10) Religion and Philosophy: Copelston F.C.
 - 11) The Philosophy of religion: Thick S.
 - 12) Philosophy and religion: Philips D.N.
 - 13) Philosophy of religion: A. R. Mahaptra
 - 14) Theories of religion: B. Sing
 - 15) Indian religions: Dr. S. Radhakrishna



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHIVC1351

Title – Philosophy and AI (VI)

Curriculum Details

Course Objectives:

1. Promote responsibility toward nature and future generations.
2. Define ethical principles for the treatment of animals, plants, ecosystems, and the planet.
3. Encourage sustainable development that balances human needs with environmental protection.
4. Challenge anthropocentrism (human-centered thinking) by recognizing intrinsic value in all forms of life.
5. Guide policy and decision-making to minimize ecological harm and promote conservation.

Course Outcome

1. Increased Environmental Awareness: Promotes respect for nature and understanding of human impact on ecosystems.
2. Policy and Legal Changes: Influences environmental laws and regulations, such as protection of endangered species and pollution control.
3. Sustainable Practices: Encourages sustainable development and resource use, reducing ecological footprints.
4. Moral Responsibility: Instills a sense of ethical duty toward the environment, future generations, and non-human life forms.
5. Preservation of Biodiversity: Leads to efforts in conserving wildlife, natural habitats, and ecosystems.
6. Environmental Education: Incorporates environmental values into education systems, influencing long-term societal attitudes.
7. Corporate Accountability: Pressures businesses to adopt environmentally responsible practices through corporate social responsibility (CSR).

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities, Major in PHILOSOPHY

Paper Code: HPHIVC1351

Title – Artificial Intellegency And Ethics (VI)

Curriculum Details: (for 02 Credits)

Module No.	Unit No.	Topics	Hrs. Required to Cover The Contents 1 Hrs.=60 M.
1.0		Artificial Intelligence	08
	1.1	Definitions, History And Evolution	
	1.2	Main Birches of A.I	
	1.3	Scope Of A.I	
2.0		Artificial Intelligence & Ethics	08
	2.1	Introduce To A.I Ethics	
	2.2	Principal Of Ethical A.I	
	2.3	Ethical Challenges And Issues	
3.0		Artificial Intelligence And Education	07
	3.1	Introduce To A.I In Education	
	3.2	Benefits And Opportunities In Education	
	3.3	Challenges And Limitations Of Ethical A.I Considerations Of Artificial Intelligence In Education	
4.0		Uses Of A.I In Daily Life	07
	4.1	Various Fields Of Impact Of A.I	
	4.2	Particle Tips For Daily A.I Use	
	4.3	Benefits And Positions Impact Of In Daily Life	
		Total	30

● References:-

1. Convergence Artificial Intelligence and Quantum Computing Social, Economic, and Policy Impacts - Author Greg Viggiano -Published by John Wiley & Sons, Inc.,
- 2. Artificial Intelligence, Robots, and Philosophy-Journal of Philosophy of Life Author Masahiro Morioka Published by Journal of Philosophy of Life
- 3. AI 2041: Ten Visions for Our Future-Currency - Authors Kai-Fu Lee, Chen Qiufan - Published by Random House LLC, New York.
- 4. Drone Wars Pioneers, Killing Machines, Artificial Intelligence, and the Battle for the Future-- Author Seth J. Frantzman - Published by Bombardier Books
- 5. Redesigning AI- Author Daron Acemoglu Published by MIT Press
- 6. Religion and the Technological Future: An Introduction to Biohacking, Artificial Intelligence, and Transhumanism - Authors Calvin Mercer, Tracy J. Trothen - Published by Springer
- 7. Encyclopedia of Artificial Intelligence: The Past, Present, and Future of AI-Authors Philip Frana, Michael Klein - Published by ABC CLIO
- 8. Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence- Author Kate Crawford - Published by Yale University Press
- 9. In Silico Dreams: How Artificial Intelligence and Biotechnology Will Create the Medicines of the Future- Author Brian S. Hilbush-Published by Wiley
- 10 Explainable Artificial Intelligence-An Introduction to XAI-Authors Uday Kamath, John Liu Published by Springer
- 11. An Introduction to Artificial Intelligence in Education (Bridging Human and Machine Future Education with Intelligence)-Authors Shengquan Yu, Yu Lu-Published by Springer
- 12. The Age of Spiritual Machines: When Computers Exceed Human -Author Ray Kurzweil- Published by Viking
- 13. Introduction to AI Robotics Author Robin R Murphy Published by MIT Press
- 14. Artificial Intelligence for Robotics and Autonomous Systems Applications-Author Ahmad Taher Azar, Anis Koubaa - Published by Springer
- 15. Advances in Data Mining-Applications in E-Commerce, Medicine, and Knowledge Management Authors J. G. Carbonell and J. Siekmann-Published by Springer
- 16. Advances in Data Mining-Authors Rainer Schmidt, Tina Waligora, Olga Vorobieva, Petra Perner - Published by Springer
- 17. Agent-Mediated Electronic Commerce - Authors J. G. Carbonell and J. Siekmann - Published by Springer
- 18. Political Theory of the Digital Age Where Artificial Intelligence Might Take Us- Author Mathias Risse - Published by Cambridge University Press
- 19. Superintelligence: Paths, Dangers, Strategies Author Nick Bostrom-Published by Oxford University Press
- 20. The ChatGPT revolution - Donna McGeroge - Wiley
- 21. Work and AI 2030-Inka Knappertsbusch Kai Gondlach - Springer
- 22. The AI Powered Workplace - Ronald Ashri - APRESS
- 23. The AI Economy: Work, Wealth and Welfare in the age of Robot - Roger Bootle - Nicholas Brealey Publishing
- 24. In the age of AI How AI and Emerging Technologies Are Disrupting Industries, Lives, and the Future of Work- Sam Mielke - NDP New Degree Press



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in PHILOSOPHY

Under Graduate B.A .Third Year Programme Semester-VI

Paper Code: HPHIOJ1351

Title – OJT

Objective:

- **Practical Application of Knowledge:** Enable students to apply theoretical concepts from Philosophy, Public Administration, Public Policy, and International Relations in real-world settings.
- **Bridge the gap between theory and practice:** Enabling students to understand how political theories, administrative systems, and public policies function at the grassroots or institutional level.
- **Skill Development:** Cultivate professional skills such as communication, critical thinking, teamwork, and problem-solving in political and administrative environments.
- **Sectorial Exposure:** Familiarize students with diverse career pathways and institutional dynamics in governance, policy, and diplomacy.
- **Career Readiness:** Equip students with hands-on experience to enhance employability and clarify career aspirations

PROGRAMME OUTCOMES (POs)

The following are the Program- Outcomes

- Developing profound knowledge and coherent understanding of their chosen disciplinary and interdisciplinary areas of study within a broad multidisciplinary context.
- Demonstrating the ability to extrapolate learned concepts to real-life situations, applying acquired competencies in new and unfamiliar contexts.
- Applying analytical thought to assess policies, practices, evidence, arguments, claims, and beliefs critically.
- Expressing thoughts and ideas effectively in both written and oral forms and communicating with others using appropriate media.
- Developing a keen sense of observation, inquiry, and the ability to ask relevant and appropriate questions.
- Developing leadership qualities in terms of organizational thinking and setting strategic directions.
- Acquiring multicultural knowledge and fostering a global perspective
- Developing new technological and digital skills

PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR B.A PHILOSOPHY

The following program-specific outcomes of Philosophy are

- 1** To develop core competency in the discipline of Philosophy.
- 2** To understand Philosophy's fundamental concepts, theories, perspectives, and ideological discourses.
- 3** To understand and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies.
- 4** To expose the students to various political philosophies, from ancient to modern times, and how they envisioned and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, constitutionalism, etc.
- 5** To train the students in understanding the public administrative system and public policy science.
- 6** To expose the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects.
- 7** To understand the national interests of India in comprehensive terms and Indian endeavors and response to emerging challenges and issues in a fluid and dynamic global scenario.
- 8** To demonstrate critical, innovative, and out-of-the-box thinking on political matters.
- 9** To develop excellent writing skills and articulations following ethical norms of scholarship and academic writing.
- 10** To develop digital literacy, research temperament, and research skills.

On Job Training Activities

Students can choose any one sector based on their interest and availability of training Opportunities:

- 1) Work at any Value Education center.
- 2) Work at any Yoga center.
- 3) Work at any Spiritual center.
- 4) Work at any Educational Institution
- 5) Work at any Religious center.
- 6) Work at any Anath Ashrama
- 7) Work at any old age house (Vruddha Ashram)
- 8) Work at any Social Movement center or Association.
- 9) Work at any Philosophical Counseling center.
- 10) Work at any Psychological Counseling center.

Note:

- 1) विद्यार्थ्यांने आपले विभागप्रमुख किंवा विषय शिक्षक यांच्याशी चर्चा करून OJT चा विषय निश्चित करावा.

Job Training Booklet

Each student must maintain a Training Booklet throughout the training period. It should include:

1. Personal Details
 - Name, Roll No.
 - Organization Name, Address, & Contact
 - Duration of Training
 - Type of Work Assigned
2. Weekly Log
 - Weekly summary of tasks performed
 - Challenges faced and how they were addressed
 - Learning outcomes week-wise
3. Experience
 - Personal reflections on experiences
 - Connection between academic knowledge and fieldwork

- Observations about governance, policy implementation, or administrative practices
4. Certificate of Completion
- From the host organization (mandatory)

Role of Faculty Mentor

- Guide students in selecting appropriate training sites
- Review progress periodically through check-ins and diary entries
- Provide academic context to field experiences
- Evaluate the final booklet and presentation

Sr. No.	Parameters of Assessment	Grade
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T.Y.B.A Semester VI Philosophy

Assessment

Evaluation will be based on continuous assessment and final submission of the Job Training Booklet, along with a PPT presentation .Evaluation will be of 100 marks.

Component	Details	Marks
1. Faculty Evaluation	Based on weekly log entries, overall learning, and regularity in submission	60
2. Final Presentation	PPT presentation on experience, learning outcomes, and career relevance	40

1	Quality and effectiveness of presentation (सादरीकरणाची गुणवत्ता आणि परिणामकारकता (
2	Depth of knowledge and demonstrated skills (विषयाचे ज्ञान आणि प्रात्यक्षिक कौशल्ये(
3	Variety and relevance of learning experience (शिकण्याच्या अनुभवाची विविधता आणि प्रासंगिकता)	
4	Practical applications and relationships with concepts taught in the course (अभ्यासक्रमात शिकलेल्या संकल्पनांचा व्यावहारिक उपयोग आणि संबंध	
5	OJT/ Internship Report (OJT/ Internship अहवाल	
6	Attendance record, supervisor evaluation (उपस्थिती नोंदवही आणि पर्यवेक्षक मुल्यांकन)	

Performa for Evaluation of Internship by the University / College

1. Name of Student: -----
2. Mob. No. : -----
3. Roll No. : -----
4. Program /Semester: -----
5. Period of Training: -----
6. Home Address with contact No. : -----
7. Address of Training Site: -----
8. Address of Training Providing Agency: -----
9. Name/ Designation of Training In-charge: -----
10. Type of Work: -----
11. Date of Evaluation: -----
12. Please rate the following:

Overall grade: -----

Additional Remarks:

Signature of Faculty Mentor

Format for OJT Completion Certificate

This is to certify that Mr. / Ms. _____ (name of the Student/Trainee), pursuing his/ her _____ course in the Department of the University / College-- _____ has successfully completed On-the-job Training (OJT) at _____ and completed hours of OJT from _____ to _____ He/ she has participated in the following activities/ tasks

- 1.
- 2.
- 3.
- 4.
- 5.

Signature Name of the Authorized
Signatory Designation Name of
Industry/Enterprise/Organization Office Stamp

Place:

Date:

Student's Attendance Sheet

Name & Address of Organization/Office

Name of the Student	
Department/College Name	
Roll Number	
Name of Course	
Type of Work Assigned	
Date of Commencement of Training	
Date of Completion of Training	

Month and Year (to be signed by the Internship Supervisor):

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

v. Attendance Sheet should remain affixed in Daily Training Diary. Do not remove or tear it off.

vi. Holidays should be marked in Red Ink in attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature with date of Internship Supervisor-----

Format of Agreement between the University Department / College Principal and Representative of the Industry / Organization/Office Agreement

This agreement is made between the Nodal Officer / Training and Placement Officer / Principal of the University / College Department and the Representative of the Industry or Organization for On-the-Job training with provision to be made by the Industry/ Enterprise or Organization on the following:

1. Assigning a Trainer or Supervisor for On-the-Job Training of students by the Industry/ Organization.
2. Engaging students on subject-specific work and providing required guidance or support to ensure their learning.
3. Monitoring the attendance and work completed by students on daily basis.
4. Provide experience letter/certificate of On-the-Job Training to students on completion of the training.

5. In case students need to extend beyond agreed hours, prior intimation shall be taken from Principal/Head of the School.

- (i) Abide by Prevention of Sexual Harassment Act (POSH) for students undergoing training.
- (ii) Information shall be provided to trainees regarding working conditions of the job, such as physical Requirements potential hazards, health risks, noise levels, etc.

Signature of the Representative
Of the Industry/ Organization

Signature of the Nodal Officer Training and
Placement Officer of the University / College

Date:

As per the UGC's Sexual Harassments Act, 'sexual harassment' includes unwelcome sexually tinted behavior, whether directly or by implication, such as (i) physical contact and advances, (ii) demand or request for sexual favors, (iii) making sexually remarks, (iv) showing pornography, or (v) any other unwelcome physical, verbal, or non-verbal conduct of a sexual nature.

Format of Letter for OJT in an Industry/Enterprise/Organization/Office

To,
The

.....
.....

Subject: Request for ____ week(s) On-the-Job Training / Internship in your Industry/ Enterprise/ Organization/Office - reg.

Dear Sir,

The S. R. T. M. University, Nanded / College established in _____, _____, Maharashtra reflects the vision of leading industrialists and educationalists. Our university / college is accredited with “__” grade by NAAC in _____. The University / College has been recognized about it's over all academic excellence and infrastructure.

As a part of the implementation of NEP-2020, the University has made a provision of completing 60 / 90 days On-the-Job Training (OJT) for the students if this University. The primary objective of OJT is to enable the students to acquire skills by getting hands-on-training in the real work environment.

The University / College has identified your esteemed Office / Organization / Industry / Establishment for imparting OJT to the students of _____ course. Around (no.) students would be participating in the OJT. We would like to seek your cooperation in organizing the OJT at your organization. Kindly accord your permission and give at least one-week time for students to join training after confirmation.

S.No.	Name	Roll no.	Year	Department

The resumes of these students are attached with this letter. If vacancies exist, kindly do plan for Interviews for the students in above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer / TPO

Template of the Resume of the Intern

1. Name
2. Contact Details
3. Contact Number
4. Email ID
5. AADHAR No
6. Education

Name of the Department / College	Name of the Course	Year	Specialization	Marks / CGP
	SSC			
	HSC			
	BA			
	MA			

7. Details of Internship / Work Experience (if done earlier):
8. Details Project Work (done earlier, if any):
9. Academic Experience (Semester Project, extracurricular activities, etc.):
10. Emphasize accomplishments that are relevant to the field
11. Other Achievements and Personal Interests
12. Leadership positions held outside your formal work environment
13. Personal interests and accomplishments that will distinguish you from other applicants
14. Volunteer service/Social Work
15. Languages known (Mention the level of Proficiency)
16. Computer Proficiency (Mention the skills you possess)

Signature of the student

Internship Undertaking

1. Student Name:			
2. Current Address			
3. Residence Address			
4. Email id			
5. Mobile No			
6. AADHAR No			
7. PAN			
8. Overall GPA			
9. Mode of Internship			
10. Internship Preferences			
	Location	Core Area	Organization /Institute/Office
Preference-1			

