



**Shiromani Gurudwara Parbandhak Committee's**

**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**

**Matunga, Mumbai – 400 019, Maharashtra**

**Program: Bachelor of Arts**

## **Syllabus**

**Course: TYBA**

**Semester V and VI**

**(Name of Subject: PHILOSOPHY)**

**(As per NEP guidelines-DSC model)**

**With effect from Academic Year 2025 - 2026)**



## Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)

### Program Structure

#### Semester- V

Course Name	Teaching Hours	Credits Assigned	Total Marks
	<b>Theory</b>		
Major-Paper-I Classical Indian Philosophy	60	4	100
Major-Paper-II Philosophy of Religion	60	4	100
Major- Paper- III Logic	60	4	100
Major- Elective- 1 Bhagwad Gita	60	4	100
Major- Elective- 2 Introduction to Philosophical Problems			
Vocational Skill Course (VSC) Professional Ethics	30	2	50
OJT- On Job Training	--	4	100
		22	550

#### Semester-VI

Course Name	Teaching Hours	Credits Assigned	Total Marks
	<b>Theory</b>		
Major-Paper-I Western Philosophy	60	4	100
Major-Paper-II Yoga	60	4	100
Major- Paper- III Bio-Ethical Issues	60	4	100
Major- Elective- 1 Plato	60	4	100
Major- Elective- 2 Theories of Interpretation: Hermeneutics to Deconstructionism			
Minor- Paper - Rethinking Indian Tradition: Voices of Change	30	2	50
Co-curricular Course (CC)	--	2	50
Field project (FP)	--	2	50
		22	550



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of Arts**

**PROGRAMME OUTCOMES (PO)**

**BACHELOR OF ARTS (BA)**

<b>Sr. No.</b>	<b>A student completing BA will be able to:</b>
<b>PO1</b>	Learners will have strengthened intellectual, personal, and professional abilities through effective communication skills enhancing employability through linguistic competence. (U, Ap, E)
<b>PO2</b>	Learners will be able to learn the historical evolution of mass/multimedia, its theories and practices. They will be equipped to assess media content and its societal impact. (R, U, An, E)
<b>PO3</b>	Learners will be able to appreciate the glory of the ancient knowledge system and recognize its relevance in contemporary societies. (R, U, E)
<b>PO4</b>	Learners will be able to develop, evaluate and apply analytical and cognitive skills such as abstract conceptualization, data analysis, problem solving, creative thinking, etc. (An, Ap, C)
<b>PO5</b>	Learners will enhance their knowledge of their subjects by continual use of ICT and other advanced research tools. (Ap, An, C)
<b>PO6</b>	Learners will be able to understand, integrate and practice values, morals and ethics in their everyday life; creating an awareness of rights and duties fostering holistic development and thus enabling them to be socially responsible citizens. (U, Ap, E)
<b>PO7</b>	Learners will develop holistic understanding towards the historical, cultural, literary, economic and philosophical dynamics of the society. (U, An, E)
<b>PO8</b>	Learners will be equipped with the ability to understand and engage with issues pertaining to environment, sustainability and global ecological concerns. (U, An, E, C)
<b>PO9</b>	Learners will gain insights associated with relevant topical issues and trends at regional, national and global levels. They will be able to evaluate its literary, philosophical, historical, economic contexts and its ramifications for the future. (U, An, C)



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of Philosophy**

**Programme: BA**

**Programme Specific Outcomes (PSOs) for BA in Philosophy**

<b>Sr. No.</b>	<b>A student completing BA in Philosophy will be able to:</b>
<b>PSO 1</b>	The student will be able to describe, discuss and examine basic philosophical questions which philosophers have addressed in eastern and western parts of the world. (R, U, A)
<b>PSO 2</b>	The student will be able to examine the importance of rationality in philosophizing, while will be able to appreciate and develop respect for different philosophical systems and perspectives. (A, E, C)
<b>PSO 3</b>	The student will be able to demonstrate and formulate logical argumentative and analytical skills involved in philosophical reasoning. (A, C, E)
<b>PSO 4</b>	The student will recognize, classify, examine, and value the philosophical ideas based on faith, spirituality and mysticism. (R, U, A, A, E)
<b>PSO 5</b>	The student will be able to integrate and practice the relevance of philosophical enquiry for day-to-day life. (C, A)



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Major Paper- I**

**Course Title: Classical Indian Philosophy**

**Course Code: GNKUAPHIMJ1105**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To introduce students to the nature of philosophical questions and thinking present in classical Indian thought
2	To provide a systematic and rational interpretation of philosophical issues addressed in classical Indian thought
3	To trace the development of philosophical ideas in different schools to evaluate their contribution to philosophical knowledge
4	To enable students to engage deeply with the major schools of Classical Indian Philosophy by cultivating critical, reflective, and analytical thinking. The course aims to foster the ability to evaluate philosophical doctrines, compare differing viewpoints, and formulate original insights rooted in Indian philosophical traditions.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	Students will come to know the Philosophical question and thinking present in classical Indian thought.	PO3, PO7, PO9	PSO 1, PSO 4	R, U
<b>CO 2</b>	Students will learn to think systematically and rationally over the issues addressed in classical Indian thought.	PO2, PO4, PO7	PSO 2, PSO 3	U, An, E
<b>CO 3</b>	Students will be able evaluate the contribution of philosophical knowledge based on the philosophical ideologies of different schools.	PO4, PO6, PO9	PSO 2, PSO 4, PSO 5	E, A, C

<b>CO4</b>	Students will be able to critically analyze the arguments of various classical Indian philosophical schools and construct well-reasoned perspectives in response.	PO1, PO4, PO7, PO9	PSO 2, PSO 3, PSO 5	An, E, C
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Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Nyaya and Vaisesika</b>	<b>15</b>	
	<b>1.1</b>	Sources of knowledge: perception, inference, comparison and verbal testimony		CO1, CO2
	<b>1.2</b>	Concept of God and liberation in Nyaya		CO1, CO2, CO3
	<b>1.3</b>	Vaisesika –seven categories of reality, Vaisesika theory of atomism		CO1, CO2, CO3
<b>Unit 2</b>		<b>Samkhya and Yoga</b>	<b>15</b>	
	<b>2.1</b>	Purusha and prakriti: characteristics and proofs of existence		CO2, CO3
	<b>2.2</b>	Satkaryavada (theory of causation) and Sankhya theory of Evolution		CO2, CO3
	<b>2.3</b>	Eight-fold path of Yoga (to achieve kaivalya)		CO1, CO2
<b>Unit 3</b>		<b>Purva and Uttara Mimamsa</b>	<b>15</b>	
	<b>3.1</b>	Mimamsa:Six Pramanas, Svatah Pramanyavada (theory of truth), seven principles of interpreting text		CO2, CO3, CO4
	<b>3.2</b>	Shankaracharya: Advaita Vedanta concept of Brahman, mayavada, vivartavada (theory of causation)		CO3, CO4
	<b>3.3</b>	Ramanujacharya – Visistadvaita concept of Brahman, critique of maya		CO3, CO4
<b>Unit 4</b>		<b>Dualist Vedanta thinkers</b>	<b>15</b>	
	<b>4.1</b>	The concepts of Brahman, jagat (world) and jiva (self) according to Madhvacharya (Dvaitavada)		CO3, CO4
	<b>4.2</b>	The concepts of Brahman, jagat (world) and jiva (self) according to Nimbarkacharya (Dvaitadvaitavada)		CO3, CO4

	<b>4.3</b>	The concepts of Brahman, jagat (world) and jiva (self) according to Vallabhacharya (Suddhadvaitavada)		CO3, CO4
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#### References:

1. Indian Philosophy, Vol – II S Radhakrishnan (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc.1923)
2. A History of Indian Philosophy, Vol- I and II, Jadunath Sinha (Jatindranath Sen, Central Book Agency, Calcutta, 1952)
3. A History of Indian Philosophy, Vol –I and II Surendranath Dasgupta (Motilal Banarsidass Indological Publishers and Booksellers, Delhi, 1975)
4. Outlines of Indian Philosophy, M. Hiriyanna, (Motilal Banarsidass Publishers, Delhi, 1993) Contemporary Indian Philosophy, Basant Kumar Lal (Motilal Banarsidass Publishers, Delhi, 1973) Contemporary Indian Philosophy, T.M.P Mahadevan and G.V Saroja (Sterling Publishers Pvt. Ltd, Delhi, 1981)
5. Seven systems of Indian Philosophy, Pandit Rajmani Tigunait(The Himalaya International Institute of yoga Science and Philosophy, Honesdale, Pennsylvan

#### Examination:

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Major Paper-II**

**Course Title: Philosophy of Religion**

**Course Code: GNKUAPHIMJ2105**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To introduce students to a reasoned, systematic and critical reflection about religious beliefs
2	To develop in students the capacity for analytical and critical thinking about such matters
3	To help students recognize the interdisciplinary relevance of religious beliefs and apply philosophical inquiry to contemporary ethical, cultural, and social issues.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will learn to reflect systematically and critically on religious beliefs	PO3, PO4, PO6, PO7	PSO 1, PSO 4	U, E
<b>CO 2</b>	The students will learn to develop analytical and critical thinking skills regarding religious beliefs	PO1, PO4, PO7	PSO 2, PSO 3	An, E, C
<b>CO3</b>	The students will be able to apply philosophical analysis of religious beliefs to contemporary issues and debates, integrating perspectives from various disciplines.	PO4, PO6, PO8, PO9	PSO2, PSO5	Ap, An, C

Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Introducing Philosophy of Religion</b>	<b>15</b>	
	<b>1.1</b>	Define religion. How is Religion different from Philosophy of Religion and Theology		<b>CO1</b>
	<b>1.2</b>	Concept of Creation: Deism, Pantheism and Theism		<b>CO1,</b>
	<b>1.3</b>	Attributes of God: Metaphysical and Moral		<b>CO1, CO2</b>
<b>Unit 2</b>		<b>Proofs for the existence of God</b>	<b>15</b>	
	<b>2.1</b>	Ontological argument: Anselm's view and criticisms; Descartes view and criticisms; Kant's criticisms of the ontological argument		<b>CO2, CO3</b>
	<b>2.2</b>	Cosmological argument: Aquinas' argument, Leibniz's argument and Hume's critique		<b>CO2, CO3</b>
	<b>2.3</b>	Teleological (Aquinas and William Paley's view; and Hume's critique		<b>CO2, CO3</b>
<b>Unit 3</b>		<b>Religious Language</b>	<b>15</b>	
	<b>3.1</b>	Analogical function of religious language (Thomas Aquinas' view)		<b>CO2</b>
	<b>3.2</b>	Symbolic function of religious language (Paul Tillich's view)		<b>CO2, CO3</b>
	<b>3.3</b>	Non-Cognitive J. R. Randall (Jr.) – Religious language as functional (cultural, artistic, social and religious) and symbolic R. B. Braithwaite – Religious language from Linguistic perspective (emotive, ethical and prescriptive)		<b>CO2, CO3</b>
<b>Unit 4</b>		<b>Critique of Religion</b>	<b>15</b>	
	<b>4.1</b>	Frederick Nietzsche's critique: religion as resentment.		<b>CO2, CO3</b>
	<b>4.2</b>	Karl Marx's critique: religion the opium of the masses		<b>CO2, CO3</b>
	<b>4.3</b>	Sigmund Freud's critique: religion as an illusion		<b>CO2, CO3</b>

### References:

#### 1. Unit I: Introducing Philosophy of Religion

----- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 4

----- Richard Creel, Philosophy of Religion: The Basics chapter 2

----- Gerard Hughes, The Nature of God

#### Unit II: 'Existence' of God (traditional justifications)

----- Linda Zagzebski, Philosophy of Religion: A Historical Introduction chapter 2

----- Chad Meister, Introducing Philosophy of Religion chapters 4-6

----- William Rowe, Philosophy of Religion: An Introduction chapters 2-4

#### Unit III: Religious language

----- Brian Davies, An Introduction to Philosophy of Religion, chapter 2  
----- David Stewart, Exploring the Philosophy of Religion, chapter 4  
----- Ronald Santoni (ed) Religious Language and the Problem of Religious knowledge  
----- Michael Scott, Religious Language (Part I)  
----- John Hick, Introduction to Philosophy of Religion  
----- Arvind Sharma, The Philosophy of Religion: A Buddhist Perspective.

Unit IV: Critiques of Religion

----- Kelly James Clark, Readings in the Philosophy of Religion chapter 14 and 15  
----- John Raines (ed) Marx on Religion Part 4  
----- Charles Elder "The Freudian Critique of Religion" Journal of Religion Vol.75(1995)

**Examination:**

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Major P-III**

**Course Title: LOGIC**

**Course Code: GNKUAPHIMJ3105**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To introduce the fundamental concepts, methods, and systems of classical and symbolic logic.
2	To enable students to identify and analyze logical structures in language, arguments, and reasoning.
3	To develop the ability to construct valid arguments and detect fallacies in reasoning.
4	To apply logical tools in critical thinking, academic writing, and everyday decision-making.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will be able to understand and explain the basic principles of classical and symbolic logic.	PO1, PO4, PO5	PSO1, PSO2, PSO3	U, Ap
<b>CO 2</b>	The students will be able identify valid and invalid forms of reasoning and recognize logical fallacies.	PO4, PO6	PSO2, PSO2, PSO3	An, E
<b>CO 3</b>	The students will be able construct sound arguments and express logical reasoning clearly in oral and written form.	PO1, PO4, PO7	PSO3, PSO4	Ap, C,
<b>CO 4</b>	The students will be able apply logical reasoning in real-life situations and interdisciplinary contexts for better decision-making	PO4, PO5, PO8, PO9	PSO4, PSO 5	Ap, E, C

Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Propositional (Modern) Logic</b>	<b>15</b>	
	<b>1.1</b>	Simple and compound propositions		<b>CO1</b>
	<b>1.2</b>	Truth functional compound propositions and their truth conditions – negation, conjunction, disjunction, implication and equivalence		<b>CO1</b>
	<b>1.3</b>	Testing validity of propositions and arguments by shorter truth table method		<b>CO2</b>
<b>Unit 2</b>		<b>Categorical Propositions</b>	<b>15</b>	
	<b>2.1</b>	Traditional analysis of categorical propositions based on quality, copula and quantity; four-fold classification of propositions; distribution of terms		<b>CO1</b>
	<b>2.2</b>	Existential Import - Aristotelian and Boolean Interpretation		<b>CO1</b>
	<b>2.3</b>	Traditional Aristotelian Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises); Modern Boolean Square of Opposition (theory)		<b>CO2</b>
<b>Unit 3</b>		<b>Eductions</b>	<b>15</b>	
	<b>3.1</b>	Difference between mediate and immediate inferences, nature and meaning of Eductions		<b>CO2</b>
	<b>3.2</b>	Seven Kinds of Eductions: Converse, obverse, obverted converse, contraposition (partial and Full) and inverse (partial and full)		<b>CO3</b>
	<b>3.3</b>	Exercises based on eduction – testing the validity of inferences		<b>CO3, CO4</b>
<b>Unit 4</b>		<b>Syllogisms and Venn Diagrams</b>	<b>15</b>	
	<b>4.1</b>	Structure of syllogism: major, minor and middle terms; Figure and mood; special rules of the four figures; Testing validity of syllogisms by rules of syllogistic reasoning		<b>CO2</b>
	<b>4.2</b>	Venn diagram technique for representing propositions and syllogisms		<b>CO3</b>
	<b>4.3</b>	Venn diagram technique for testing syllogisms.		<b>CO4</b>

#### References:

1. Irving Copi, Symbolic Logic. 5th Edition (Collier Macmillan Publishers, London, Macmillan Publishing Co., Inc., New York).

2. Irving Copi, Carl Cohen and Kenneth McMahon, Introduction to Logic 14th edition
3. Robert Lata and Alexander Macbeath, The Elements of Logic (Macmillan & Co. Ltd.

**Examination:**

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of Philosophy**

**Course: T.Y.B.A.**  
**Semester-V: Major Elective-I**  
**Course Title: Bhagavad Gita**  
**Course Code: GNKUAPHIEL1105**  
**Credits: 4**  
**No of lectures (Hours): 60**  
**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To introduce students to the philosophical and spiritual teachings of the Bhagavad Gita and their relevance to human life and ethical decision-making.
2	To explore the key concepts of duty (dharma), devotion (bhakti), and the nature of the self (atman) as presented in the Bhagavad Gita.
3	To cultivate the ability in students to apply the teachings of the Bhagavad Gita in modern contexts, particularly in moral and ethical decision-making.
4	To encourage reflective thinking about the role of spirituality and self-realization in achieving personal and social harmony.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will be able to understand and explain the philosophical teachings of the Bhagavad Gita, including concepts of dharma, bhakti, and atman.	PO1, PO3, PO7	PSO1, PSO4	U, An
<b>CO 2</b>	The students will be able to analyze the role of duty (dharma) and devotion (bhakti) in guiding moral actions and ethical decision-making.	PO4, PO6, PO7	PSO2, PSO5	An, E
<b>CO 3</b>	The students will be able to apply the teachings of the Bhagavad Gita in contemporary moral, ethical, and spiritual contexts.	PO4, PO6, PO8, PO9	PO2, PO3, PO5	A, E, C
<b>CO 4</b>	The students will be able to reflect on the nature of the self and its relationship with the Supreme, and	PO3, PO6, PO7	PSO2, PSO3, PSO5	R, E, A

	appreciate the impact of this philosophy on personal and social harmony.			
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Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Introduction to Gita</b>	<b>15</b>	
	<b>1.1</b>	Bhagvat Gita a part of prashthanatriyee		<b>CO1</b>
	<b>1.2</b>	Vishad Yoga: Arjuna's Despondency and Shri Krishna's Reply		<b>CO1</b>
	<b>1.3</b>	Samkhya Buddhi and Yoga Buddhi		<b>CO1</b>
<b>Unit 2</b>		<b>Understanding the Self and the liberation</b>	<b>15</b>	
	<b>2.1</b>	Daivi-Asuri Sampada, Sthitaprajna as an Ideal Person of the Gita		<b>CO4</b>
	<b>2.2</b>	The Concept of Dharma Svadharm vs. Paradharm (3.35, 18.47) Kurushretra & dharmashetra		<b>CO2</b>
	<b>2.3</b>	Renunciation and Liberation (Moksha Sanyasa Yoga), Ashvattha tree		<b>CO3</b>
<b>Unit 3</b>			<b>15</b>	
	<b>3.1</b>	Jnana:- Distinction between Jnana and Vijnana. Criteria of True Knowledge (Buddhi Yoga & JnanaYoga),		<b>CO1</b>
	<b>3.2</b>	Karma:- Lokasamgraha, Relation between Karma Yoga and Jnana yoga		<b>CO2</b>
	<b>3.3</b>	Bhakti Yoga:- Characteristics of Ideal Bhakti- Saranagati & Prapattikrupa(grace); Relation between Bhakti Yoga & Jnana Yoga		<b>CO3</b>
<b>Unit 4</b>		<b>BHAGAVADGITA IN VARIOUS FIELDS</b>	<b>15</b>	
	<b>4.1</b>	Bhagavadgita and Psychology		<b>CO3</b>
	<b>4.2</b>	Bhagavadgita and Management		<b>CO3</b>
	<b>4.3</b>	Bhagwatgita and other fields		<b>CO3</b>

#### References:

1. Bhagavad-Gita As It Is by A C Bhaktivedanta Swami Prabhupada, Bhaktivedanta Book Trust, 1 March, 1997, ISBN-10-9780892131235.
2. The Bhagavad Gita, 2nd Edition by Eknath Easwaran, Nilgiri Press, May 17, 2007, ISBN-10-1586380192
3. Bhagavad Gita (in English): The Authentic English Translation for Accurate and Unbiased Understanding (The Bhagavad Gita Series) by Hari Chetan, August 15, 2021, ISBN-13-979-8457203266
4. Bhagavad Gita: A New Translation by Stephen Mitchell, Harmony Publishers, August 27, 2002, ISBN-10-0609810340

### **Examination:**

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Major Elective- II**

**Course Title: Introduction to Philosophical Problems**

**Course Code: GNKUAPHIEL2105**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
	<b>The course aims at:</b>
1.	<b>To introduce students to fundamental philosophical problems and their historical development.</b>
2.	To equip students with the ability to critically analyze various philosophical arguments and schools of thought.
3.	To develop students' capacity to engage with complex philosophical issues, including those related to metaphysics, epistemology, ethics, and logic.
4.	To encourage students to apply philosophical reasoning to everyday life situations and contemporary global issues.

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
CO 1	The students will be able to understand and explain the key philosophical problems, such as the nature of reality, knowledge, and morality.	PO1, PO4, PO7	PSO 1	U, An
CO 2	The students will be able to analyze different philosophical perspectives on core problems, comparing and contrasting various schools of thought.	PO2, PO4, PO7, PO9	PSO 2, PSO 3	An, E
CO 3	The students will be able to apply philosophical reasoning to evaluate ethical dilemmas and metaphysical questions in everyday life.	PO4, PO6, PO9	POS 4, PSO 5	Ap, E, C

CO 4	The students will be able to reflect on the relevance of philosophical problems to contemporary societal and global issues, and develop personal philosophical perspectives.	PO6, PO8, PO9	POS 4, PSO 5	R, E, Ap
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Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Approaches to Philosophy</b>	<b>15</b>	
	<b>1.1</b>	Metaphysical Approach – Mind & Body problem		<b>CO1</b>
	<b>1.2</b>	Analytical Approach - Moore		<b>CO2</b>
	<b>1.3</b>	Existential Approach - Heidegger		<b>CO2, CO4</b>
<b>Unit 2</b>		<b>Nature of Knowledge</b>	<b>15</b>	
	<b>2.1</b>	Definition & Justification of Knowledge		<b>CO1</b>
	<b>2.2</b>	Skepticism		<b>CO2</b>
	<b>2.3</b>	Pragmatism		<b>CO3</b>
<b>Unit 3</b>		<b>Perception</b>	<b>15</b>	
	<b>3.1</b>	Critical & Native Realism		<b>CO1, CO2</b>
	<b>3.2</b>	Subjective & Objective Idealism		<b>CO2, CO4</b>
	<b>3.3</b>	Buddhist Theory of Perception		<b>CO1, CO4</b>
<b>Unit 4</b>		<b>Causation</b>	<b>15</b>	
	<b>4.1</b>	Aristotle		<b>CO1, CO3</b>
	<b>4.2</b>	Hume		<b>CO2, CO3</b>
	<b>4.3</b>	Kant		<b>CO2, CO4</b>

### References:

On the history of Western Philosophy

- Richard Schacht, Classical Modern Philosophers
- John Shand, Philosophy and Philosophers
- S. E. Stumpf, Socrates to Sartre: A History of Philosophy
- Frederick Copleston, A History of Philosophy, vol. 4, 5 and 6
- W.T. Jones, A History of Western Philosophy, vol. 3 and 4
- F.W. Garforth: The Scope of Philosophy
- W.K. Wright, A History of Modern Philosophy
- G.J. Warnock, Berkeley, chapter 5
- T. M. Bettcher, Berkeley: A Guide for the Perplexed, pp.3-28
- Harold Noonan, Routledge Guidebook to Hume on Knowledge
- Justus Hartnack, Kant's Theory of Knowledge see chapter 1 (Introduction), chapter 2 (Transcendental aesthetic) and chapter 3 (transcendental analytic)
- T K Seung, Kant: A Guide for the Perplexed, chapter 1
- Sebastian Gardner, Kant and the Critique of Pure Reason,

### **Examination:**

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins

**Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Vocational Skill Course (VSC)**

**Course Title: Professional Ethics**

**Course Code: GNKUAPHIVSC105**

**Credits: 2**

**No of lectures (Hours): 30**

**Marks: 50 (30:20)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To encourage students to uphold ethical standards, personal integrity, and professional responsibility in their work environments.
2	To equip students with the skills to recognize, evaluate, and resolve ethical issues and dilemmas that arise in their respective professions.
3	To enhance students' ability to think critically and make ethically sound decisions when facing complex professional challenges.
4	To familiarize students with the legal regulations, professional codes of conduct, and institutional policies relevant to their profession, and understand how these guide ethical behavior.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	Students will exhibit ethical behavior and integrity in class discussions, assignments, and simulated professional situations.	PO1, PO4, PO6	PO3, PSO 1, PSO 4	Ap, E
<b>CO 2</b>	Students will demonstrate the ability to identify ethical issues and evaluate multiple perspectives to propose well-reasoned solutions.	PO4, PO6, PO9	PSO 2, PSO 3	An, E
<b>CO 3</b>	Students will use structured ethical decision-making models to analyze case studies and justify their decisions based on ethical reasoning.	PO4, PO6, PO8	PSO 2, PSO 3	Ap, An, C
<b>CO 4</b>	Students will accurately interpret and apply relevant codes of ethics and legal standards to case scenarios in their discipline.	PO4, PO5, PO6	PSO 4, PSO 5	Ap, An, E

Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Introduction</b>	<b>15</b>	
	<b>1.1</b>	<ul style="list-style-type: none"> <li>• Definition of ethics</li> <li>• Difference between personal and professional ethics</li> <li>• Key features of professional ethics</li> </ul>		<b>CO1</b>
	<b>1.2</b>	<ul style="list-style-type: none"> <li>• Models of Professional Roles,</li> <li>• Self-Interest vs. Moral Duty</li> <li>• Role of Customs and Religion</li> </ul>		<b>CO1, CO2</b>
	<b>1.3</b>	Emerging Ethical Issues in Professions		<b>CO2</b>
<b>Unit 2</b>		<b>Ethics in Specific Professions</b>	<b>15</b>	
	<b>2.1</b>	Medical and Accounting Ethics		<b>CO3, CO4</b>
	<b>2.2</b>	Teachers' and Lawyers' Ethics		<b>CO3, CO4</b>
	<b>2.3</b>	Students' and Government & Public Service Ethics		<b>CO1, CO2, CO4</b>

#### References:

Bhargava, Rajeev, editor. Politics and Ethics of the Indian Constitution. Oxford University Press, 2008

Chakraborty, S. K. Values and Ethics for Organizations: Theory and Practice. Oxford University Press, 2007.

- I. C. Sharma, Ethical Philosophies of India

- Jacques Thiroux, Ethics: Theory and Practice

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[https://www.raijmr.com/ijrsml/wpcontent/uploads/2021/11/IJRSML\\_2021\\_vol09\\_issue\\_6\\_Eng\\_07](https://www.raijmr.com/ijrsml/wpcontent/uploads/2021/11/IJRSML_2021_vol09_issue_6_Eng_07)

#### Examination:

- **Internal Examination (20 Marks):** Continuous Internal assessment (CIA) of 20 Marks. Any two among Quiz, Assignment, Presentation, Viva of 7 and 8 Marks and Class Participation of 5 marks.
- **Semester End Theory Examination (30 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1hour.
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**  
**Semester-VI: Major Paper- I**  
**Course Title: Western Philosophy**  
**Course Code: GNKUAPHIMJ1106**  
**Credits: 4**  
**No of lectures (Hours): 60**  
**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To possess a familiarity with important philosophers from the modern period of philosophy in the west
2	To gain familiarity with a few philosophers and movements in 20th century western philosophy
3	To be able to summarize with clarity some of the arguments, problems and questions central to metaphysics and epistemology in modern philosophy
4	To encourage students to develop critical thinking skills by engaging with the philosophical arguments, ideas, and debates central to contemporary philosophy.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	Students will become familiar with contemporary western Philosophers	PO2, PO7, PO9	PSO 1, PSO 3	U, R
<b>CO 2</b>	Students will become familiar to 20th century Philosophers and movements in the west	PO2, PO4, PO7	PSO 2, PSO 3	U, App
CO 3	Students will learn to summarize problems and arguments and questions	PO1, PO4, PO9	PSO 3	An, E

	central to metaphysics and epistemology in modern philosophy.			
<b>CO 4</b>	Students will be able to engage with contemporary philosophical arguments and evaluate their relevance to current philosophical debates.	PO4, PO7, PO9	PSO 2, PSO 5	Ap, E, C

Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Rationalist Metaphysics</b>	<b>15</b>	
	<b>1.1</b>	Rene Descartes: (i) Method of doubt (ii) nature of 'self' and not-self in terms of substance (substance dualism).		<b>CO1, CO3</b>
	<b>1.2</b>	Baruch Spinoza: (i) concept of substance monism.		<b>CO1, CO3</b>
	<b>1.3</b>	G.W. Leibniz: (i) basic constituent of reality (monads)		<b>CO1, CO3</b>
<b>Unit 2</b>		<b>Empiricist Epistemology</b>	<b>15</b>	
	<b>2.1</b>	John Locke: (i) Rejection of innate ideas (ii) Classification of Ideas (iii) representative theory of perception		<b>CO1, CO2</b>
	<b>2.2</b>	George Berkeley: (i) critique of Locke's representative theory (ii) esse est percipi (to be is to perceive)		<b>CO1, CO2, CO3</b>
	<b>2.3</b>	David Hume: (i) Theory of knowledge (ii) rejection of self as substance and (iii) theory of causation		<b>CO2, CO3</b>
<b>Unit 3</b>		<b>Critical Philosophy: Immanuel Kant</b>	<b>15</b>	
	<b>3.1</b>	Immanuel Kant: (i) Copernican revolution (ii) distinctions (a) Analytic-Synthetic propositions (b) apriori-aposteriori propositions		<b>CO2, CO3</b>
	<b>3.2</b>	Immanuel Kant: (ii) distinctions (a) Analytic- Synthetic propositions (b) apriori-aposteriori propositions (iii) reconciliation of rationalism and empiricism: (a) role of the faculty of sensibility and (b) role of the faculty of understanding		<b>CO3</b>

	<b>3.3</b>	Immanuel Kant: (iii) reconciliation of rationalism and empiricism: (a) role of the faculty of sensibility and (b) role of the faculty of understanding		<b>CO3</b>
<b>Unit 4</b>		<b>Later Philosophical Disciplines</b>	<b>15</b>	
	<b>4.1</b>	F. H. Bradley: Absolute Idealism: the theory of Internal Relations		<b>CO2, CO4</b>
	<b>4.2</b>	Pragmatism: C. S. Peirce: (i) four methods of establishing beliefs (ii) Meaning of 'pragmatism' as involving 'practical consequences'		<b>CO2, CO4</b>
	<b>4.3</b>	Logical positivism: (i) A. J. Ayer- verification principle (ii) Rudolf Carnap- elimination of metaphysics through linguistic analysis (iii) critical appraisal.		<b>CO4</b>

### References:

#### 1. Reference and Reading list

General: On the history of Western Philosophy

----- Richard Schacht, Classical Modern Philosophers

----- John Shand, Philosophy and Philosophers

----- S. E. Stumpf, Socrates to Sartre: A History of Philosophy

----- Frederick Copleston, A History of Philosophy, vol. 4, 5 and 6

----- W.T. Jones, A History of Western Philosophy, vol. 3 and 4

----- F.W. Garforth: The Scope of Philosophy

----- W.K. Wright, A History of Modern Philosophy

Unit wise reading/reference

list:

Unit I: Rationalist Metaphysics Rene Descartes

----- Kurt Brandhorst, Descartes' Meditations on First Philosophy

----- Gary Hatfield, The Routledge Guidebook to Descartes' Meditations, chapters 3-5 Benedict Spinoza

----- Charles Jarrett, Spinoza: A Guide for the Perplexed, chapter 4 and 5

----- Beth Lord, Spinoza's Ethics, pp.15-48

G.W. Leibniz

----- Nicholas Jolley, Leibniz chapters 2 and 3

----- Franklin Perkins, Leibniz – A Guide for the Perplexed, chapters 2 and 3

Unit II: Empiricist Epistemology

John Locke

----- D J O'Connor, John Locke, chapters 1 and 2

George Berkeley

----- G.J. Warnock, Berkeley, chapter 5

----- T. M. Bettcher, Berkeley: A Guide for the Perplexed, pp.3-28

David Hume

----- Harold Noonan, Routledge Guidebook to Hume on Knowledge

### Unit III: Critical Philosophy: Immanuel Kant

----- Justus Hartnack, Kant's Theory of Knowledge see chapter 1 (Introduction), chapter 2 (Transcendental aesthetic) and chapter 3 (transcendental analytic)

----- T K Seung, Kant: A Guide for the Perplexed, chapter 1

----- Sebastian Gardner, Kant and the Critique of Pure Reason, chapter 4 (Transcendental aesthetic), chapter 5 (Transcendental idealism), chapter 6 (transcendental analytic)

### Unit IV: 20th Century Philosophy

F. H. Bradley: Absolute Idealism

----- D. M. Datta, Current Trends in Contemporary Philosophy

----- W. J. Mander, British Idealism: A History

----- James Allard, The Logical Foundations of Bradley's Metaphysics

Pragmatism

----- Richard Gale, The Philosophy of William James, chapter 2 & 3

----- Michael Bacon, Pragmatism: An Introduction, chapter 1

----- Robert Talisse & Scott Aikin, Pragmatism: A Guide for the Perplexed, chapter 2 & 3

----- Sami Pihlstrom (ed.) The Continuum Companion to Pragmatism, chapter 5 Logical Positivism

----- A.J. Ayer, Language, Truth and Logic, chapter 1

----- A.J. Ayer (ed.) Logical Positivism

### Examination:

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Major Paper-II**

**Course Title: Philosophy of Yoga**

**Course Code: GNKUAPHIMJ2106**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To eradicate misconceptions and misunderstandings about Yoga
2	To acquaint students with the tenets of Patanjali-Yoga
3	To provide the theoretical structure for the practice of Yoga
4	To explore various applications of Yoga
5	To sensitize the learners about the advantages of taking up Yoga and to bring out how yoga enables to lead Quality-Life of Purity and Integrity
6	To develop ethico-spiritual perspective among learners

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	Various misconceptions about yoga will be eradicated.	PO3, PO6, PO7	PSO 1, PSO 4	U, An
<b>CO 2</b>	Students will get acquainted with tenets of Patanjali Yoga	PO3, PO4, PO7	PSO 1, PSO 3	R, U
<b>CO 3</b>	Theoretical structure for the practice of yoga will be built up	PO3, PO4, PO5	PSO 3, PSO 5	U, A
<b>CO 4</b>	Students will explore various applications of Yoga	PO4, PO6, PO8	PSO 5	A, An
<b>CO 5</b>	Students will come to know the various advantages of Yoga and understand the significance of yoga in leading a quality life	PO3, PO6, PO8	PSO 4, PSO 5	U, E

<b>CO 6</b>	Ethico- spiritual perspective will be developed amongst the students	PO6, PO7, PO9	PSO 2, PSO 4	A, E, C
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<b>Unit</b>		<b>Title</b>	<b>No. of lectures</b>	<b>CO Mapping</b>
<b>Unit 1</b>		<b>Introduction to Yoga</b>	<b>15</b>	
	<b>1.1</b>	General understanding of Yoga/ Misconceptions of Yoga		<b>CO1</b>
	<b>1.2</b>	Schools of Yoga: Raja Yoga, Jnana- Yoga, Karma-Yoga Bhakti-Yoga, Mantra Yoga, Hatha Yoga, Kundalini Yoga		<b>CO2, CO5</b>
	<b>1.3</b>	Bhakti-Yoga, Japa Yoga Mantra Yoga and Pranava” (The primordial sound Om)		<b>CO2, CO5</b>
<b>Unit 2</b>		<b>Conceptions of Yoga</b>	<b>15</b>	
	<b>2.1</b>	Bhagwad Gita conception of yoga		<b>CO2, CO6</b>
	<b>2.2</b>	Upanishadic concept of yoga		<b>CO2, CO6</b>
	<b>2.3</b>	Similarity and difference in Yoga with Vedanta and Buddhism		<b>CO5, CO6</b>
<b>Unit 3</b>		<b>Patanjala-Yoga</b>	<b>15</b>	
	<b>3.1</b>	Patanjalis definition of Yoga, (Yogash-chitta-vrutti- nirodha), Nature of chitta, Five chitta Bhumis		<b>CO2, CO3</b>
	<b>3.2</b>	klishta-aklishta vrittis , five types of kleshas and attenuation of Kleshas		<b>CO3, CO6</b>
	<b>3.3</b>	Types of chitta vruttis: (i) Pramana, Right knowledge (ii) Viparyaya, (wrong knowledge) (iii) Vikalpa, (verbal delusion) (iv) Nidra, (sleep) (v) Smriti (memory).		<b>CO2, CO3</b>
<b>Unit 4</b>		<b>The Spiritual Goal of Yoga</b>	<b>15</b>	
	<b>4.1</b>	Different types of Siddhis, Siddhis or Vibhutis as obstacles to Samadhi.		<b>CO4, CO5</b>
	<b>4.2</b>	Role/Place of God in Yoga		<b>CO5, CO6</b>
	<b>4.3</b>	The Ideal of Kaivalya		<b>CO5, CO6</b>

#### **References:**

1. Arpita, “Physiological and Psychological Effects of Hatha Yoga: A Review of the Literature”, The Journal of the International Association of Yoga Therapists, Vol..1, Nos.I & II, 1990.
2. Bhogal, R. S. (2012). “Evolving a synthesis of modern and yogic interventional strategies for personality development of holistic nature.” Yoga-Mimamsa, 44(1), 52-62.

3. Bhogal, R. S., Thakur, G. S. & Shete, S. U. (2016). Differential impact of Shavasana and Meditation on Memory Scores in Healthy college students. *Yoga Mimamsa*, 48 (1&2), 9-12. [HTML]
  4. Bipin Joshi, "Yoga and Personality Development," *Indian Journal of Traditional Knowledge*, Vol. 5(4), October 2006, pp. 445-449
  5. Desikachar TKV, *The Heart of Yoga: Developing a Personal Practice*, (Inner Traditions International, Vermont), 1995.
  6. Frawley, David. *Yoga and Buddhism: Similarities and Differences*, American Institute of Vedic studies.
  7. Funderburk J, *Science Studies Yoga-A review of Psychological Data*, (Himalayan International Institute of Yoga science and Philosophy, Honesdale), 1977.
  8. George Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, (Holm Press, Prescott, Arizona), 1995.
  9. I.K. Taimini, *Science of Yoga*, 1999.
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- Maharishi Vethathiri Yogiraj, *Yoga for Modern Age*, (Vethathiri Publications, Erode), 1992.
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- Menon, P., Doddoli, S., Singh, S., & Bhogal, R. S. (2014), "Personality correlate Of mindfulness: A study in an Indian setting", *Yoga Mimamsa*, 46, 29-36.
- P.J. Saher, *Zen-Yoga: A Creative Psychotherapy to Self-Integration*, Motilal Banarsidass, Delhi, 2015.
- Patel Chandra & North WRS, "Randomised controlled trial of yoga and biofeedback in management of hypertension", *The Lancet*, 306 (7925) 93-95 (1975).
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- Shepal, A. V. (2012). "Global prevalence of diabetes and role of yoga: Evaluative annotations". *Yoga-Mimamsa*, 44(1), 41-51.
- Singh, Shettiwari, Udupa, "Physiological and Therapeutic Studies on Yoga", *The Yoga Review*, Vol. II, No.4, 1982.
- Suren, Aviyogi -*Cyclopedia of Yoga*, Vol.I&II, Saru Publishing House-Meerut,1992. ----
- Swami Satya Prakash Saraswati, *Patanjala Raja Yoga*, S.Chand & Co.-N.Delhi-1984.
- Thakur G.S. (2012), "Suicidal tendency in adolescent students of India: A survey study,*Yoga- Mimamsa*, 43 (4), 265-274.
- Thakur, G. S., Shete, S. U., & Verma, A. (2011) "Short term yoga intervention on occupational stress and quality of sleep in Kendriya Vidyalaya teachers", *Yoga-Mimamsa*, 43(3), 205-214.
- Tiwari, S., Telles S., Goel, A., & Verma, A. (2014), Beliefs of yoga practitioners about yoga as a science: A survey in Mumbai, *Yoga Mimamsa*, 46, 15-19.
- Udupa, K.N., *Stress and Its Management by Yoga*, Motilal Banarsidass, Delhi, 1985.
- Verma, A. (2012), "Micronutrient absorption and yoga: A critical bibliographic study", *Yoga- Mimamsa*, 44(1), 31-40.

--- Werner, Karel, Yoga and Indian Philosophy-MLBD-Delhi, 1977.

--- Yardi, M.R.,The Yoga of Patanjali, Bhandarkar Oriental Research Institute  
Pune, 1979.

**Examination:**

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-VI: Major P-III**

**Course Title: BIO ETHICAL ISSUES**

**Course Code: GNKUAPHIMJ3106**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To reflect on real world ethical questions and the issues they raise
2	To discuss those issues in an informed way
3	To demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts
4	To critically evaluate complex ethical dilemmas using structured ethical reasoning and justify moral decisions.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will be able to reflect on real world ethical questions and the issues they raise	PO4, PO6, PO9	PSO 2, PSO 5	U, An
<b>CO 2</b>	The students will be able to discuss ethical issues in an informed way	PO1, PO4, PO6	PSO 2, PSO 3	A, An
<b>CO 3</b>	The students will be able to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts	PO4, PO6, PO7	PSO 3, PSO 5	An, E
<b>CO 4</b>	The students will be able to critically evaluate complex ethical dilemmas using structured ethical reasoning and justify moral decisions.	PO4, PO6, PO8, PO9	PSO 2, PSO 3	An, E, C

Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Environmental Theory</b>	<b>15</b>	
	<b>1.1</b>	Land Ethics- Aldo Leopold		CO1, CO2
	<b>1.2</b>	Shallow and Deep Ecology		CO2, CO4
	<b>1.3</b>	Eco Feminism		CO1, CO4
<b>Unit 2</b>		<b>Religious Attitudes towards the environment</b>	<b>15</b>	
	<b>2.1</b>	Vedic-Hindu perspective on the environment: reverence and sanctity of nature		CO1, CO2
	<b>2.2</b>	Judeo-Christian attitude towards the environment: dominion or stewardship		CO1, CO3
	<b>2.3</b>	Buddhist view on environmental ethics		CO2, CO3
<b>Unit 3</b>		<b>Bioethical Issues</b>	<b>15</b>	
	<b>3.1</b>	Abortion: The abortion debate: Is the foetus a person? Pro-choice (abortionists) versus pro-life (anti-abortionists) arguments, Indian Feminists on Sex Selective Abortion		CO2, CO3
	<b>3.2</b>	Surrogate motherhood - empowerment or exploitation; redefining the notion of 'mother' – genetic, biological and social; advantages and critique of surrogate arrangement Ethics of Indian Surrogacy		CO3, CO4
	<b>3.3</b>	Ethics of human cloning - what is human cloning? Issues that make human cloning attractive; ethical dangers involved in human cloning		CO3, CO4
<b>Unit 4</b>		<b>Ethical Concerns around Sex and Sexuality</b>	<b>15</b>	
	<b>4.1</b>	Pornography and Censorship: Arguments for and against pornography; Is censorship of pornographic material justified?		CO2, CO4
	<b>4.2</b>	Homosexuality: arguments for and against homosexuality; is State interference in individuals' sexual preferences justified?		CO2, CO3
	<b>4.3</b>	Gender Sensitivity – Issues and challenges		CO3, CO4

### References:

- 1R.G. Frey and C.H. Wellman (ed.) A Companion to Applied Ethics.  
----- Tom Beauchamp and James Childress. Principles of Biomedical Ethics.  
----- Dale Jamieson (ed.) A Companion to Environmental Philosophy  
----- Michael Zimmerman (ed.) Environmental Philosophy  
----- Peter Singer, Practical Ethics –  
----- O.P. Dwivedi (ed.) World Religions and the Environment  
----- Christopher K. Chappell and Mary E. Tucker (ed.) Hinduism and Ecology Louis  
Pojman (ed.) Environmental Ethics: Readings in Theory and Application.  
----- Andrew Cohen and C H Wellman, Contemporary Debates in Applied Ethics

----- Jon Nuttal, *Moral Questions: An Introduction to Ethics*  
----- Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*  
----- Andrew Kernohan, *Environmental Ethics: An Interactive Introduction* Catherine Mackinnon "Sexuality, Pornography, and Method: 'Pleasure Under Patriarchy'", *Ethics* 99: 314–346 (1989)  
----- Tom Beauchamp and LeRoy Walters (ed.) (1982) *Contemporary Issues in Bioethics* 5th edn. R.G. Frey and C.H. Wellman (ed.) *A Companion to Applied Ethics*.  
----- R.F. Smith. *Ethics in Journalism* 6th edn. (Blackwell, 2008)  
----- Margaret Crouch, *Thinking About Sexual Harassment: A Guide for the Perplexed*  
----- Vincent Barry (ed.) *Applying Ethics* 2nd edn.  
----- Hugh LaFollette (ed.) *Ethics in Practice: An Anthology*.  
----- David Linton. "Why is Pornography Offensive?"

### Examination:

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-VI: Major Elective-I**

**Course Title: Plato**

**Course Code: GNKUAPHIEL1106**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To introduce students to a preliminary understanding of the nature of philosophical analysis when applied to the text
2	To identify and analyze key philosophical themes and questions in the text that are relevant to contemporary social and political debate
3	To read the text carefully and critically so as to equip students with the ability to evaluate and construct arguments on themes related to the text
4	To enable students to interpret complex philosophical texts and articulate their meaning clearly and critically in oral and written form.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will be able to analyze a text philosophically	PO4, PO7, PO9	PSO 1, PSO 3	An, E
<b>CO 2</b>	The students will be able to understand the relevance of the key philosophical themes and questions in the text in the context of contemporary social and political debates	PO6, PO7, PO9	PSO 2, PSO 5	U, Ap
<b>CO 3</b>	The students will be able to evaluate and construct arguments on themes related to the text	PO1, PO4, PO9	PSO 3, PSO 5	E, C
<b>CO 4</b>	The student will interpret complex philosophical ideas and articulate them clearly in oral and written form.	PO1, PO4, PO7	PSO 1, PSO 3	U, Ap, C

<b>Unit</b>		<b>Title</b>	<b>No. of lectures</b>	<b>CO Mapping</b>
<b>Unit 1</b>		<b>Debating Justice</b>	<b>15</b>	
	<b>1.1</b>	The Conventional View of justice: Cephalus and Polemarchus' account of justice		<b>CO1, CO2</b>
	<b>1.2</b>	Socrates' critique of the conventional view; Thrasymachus' View (a) 'might is right' and (b) 'injustice' better than 'justice'; Socrates' refutation (in three steps) of Thrasymachus' account		<b>CO1, CO3</b>
	<b>1.3</b>	The case for injustice restated by Glaucon and Adeimantus; challenge posed to Socrates: why be moral?		<b>CO1, CO2, CO3</b>
<b>Unit 2</b>		<b>Philosophy and Philosopher Ruler</b>	<b>15</b>	
	<b>2.1</b>	Philosophy and prejudice against philosophy		<b>CO2, CO4</b>
	<b>2.2</b>	Corruption of the philosophic nature in contemporary society		<b>CO1, CO2</b>
	<b>2.3</b>	The concept of Philosopher King; characteristics required of the Philosopher King; why it's not impossibility?		<b>CO1, CO3, CO4</b>
<b>Unit 3</b>		<b>Metaphysics and Epistemology</b>	<b>15</b>	
	<b>3.1</b>	Theory of Forms/ Ideas		<b>CO1, CO2</b>
	<b>3.2</b>	Distinction between knowledge and beliefs; distinction between universal & particulars		<b>CO1, CO3</b>
	<b>3.3</b>	The object Good- the allegory of Cave; Simile of the Divided Line, Simile of the Sun		<b>CO1, CO4</b>
<b>Unit 4</b>		<b>Reception and Relevance of the Republic</b>	<b>15</b>	
	<b>4.1</b>	Karl Popper's critique of Plato's Philosophy: is it totalitarian?		<b>CO1, CO2, CO3</b>
	<b>4.2</b>	Feminist response to The Republic		<b>CO2, CO3</b>

	<b>4.3</b>	The Republic and contemporary ethics. The Republic and modern politics		<b>CO2, CO3, CO4</b>
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#### References:

1. Recommended Text: Lee, Desmond (Second edition)
2. Plato: The Republic with an Introduction by Melissa Lane (Penguin Classics: 1974)

#### Commentaries:

Annas, Julia An Introduction to Plato's Republic (Oxford: Clarendon Press, 1981)

Cross, R.C. and Wooldrey, A.D. Plato's Republic: A Philosophical Commentary (London: Macmillan, 1964)

Nettleship Lectures on the Republic of Plato (London: Macmillan, 1958)

Pappas, Nickolas Plato and the Republic (Routledge, 2010)

Purshouse, Luke. Plato's Republic: A Reader's Guide. (London and New York: Continuum, 2006)

#### Companions:

Ferrari, G R (ed.) The Cambridge Companion to Plato's Republic (Cambridge University Press, 2007)

#### Examination:

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2hours 30mins
- **Combined passing of 40% with minimum 20% in Internal Component.**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-VI: Major Elective- II**

**Course Title: Theories of Interpretation: Hermeneutics to Deconstructionism**

**Course Code: GNKUAPHIEL2106**

**Credits: 4**

**No of lectures (Hours): 60**

**Marks: 100 (75:25)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To be able to grasp the key principles of major interpretative theories including Hermeneutics, Structuralism, Post-Structuralism, and Deconstruction.
2	To be able to apply interpretive frameworks to analyze literary, philosophical, and cultural texts.
3	To be able to Compare and contrast different schools of interpretation to evaluate their strengths and limitations.
4	To be able to Cultivate the ability to think critically about meaning, language, and the act of interpretation itself.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	Students will be able to articulate the main ideas of hermeneutics and deconstruction, including terms like "fusion of horizons," "textuality," "différance," and "aporia."	PO1, PO4, PO7	PSO1, PSO3	R, U
<b>CO 2</b>	Students will be able to write analytical essays or critiques that apply interpretation theories to specific texts or contexts.	PO1, PO4, PO5, PO7	PSO2, PSO3	A, An, C
<b>CO 3</b>	Students will be able to evaluate interpretive theories in terms of their philosophical assumptions and practical applications.	PO4, PO6, PO9	PSO2, PSO5	E, An

<b>CO4</b>	Students will be able to participate in academic discussions with a nuanced understanding of interpretative debates.	PO1, PO4, PO7, PO9	PSO1, PSO2	U, A, C
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<b>Unit</b>		<b>Title</b>	<b>No. of lectures</b>	<b>CO Mapping</b>
<b>Unit 1</b>		<b>Hermeneutics as Method and Philosophy</b>	<b>15</b>	
	<b>1.1</b>	Methodological Hermeneutics: Schleiermacher (Authorial Intention), Dilthey (Historical Reconstruction).		<b>CO1, CO2</b>
	<b>1.2</b>	Philosophical Hermeneutics (Hans-Georg Gadamer) Understanding (Verstehen), Prejudice (Vorurteil) and Tradition; Fusion of horizons		<b>CO1, CO3</b>
	<b>1.3</b>	Applications and Debates: Hermeneutics vs. Structuralism Hermeneutics in theology, law, and cultural studies Interpretation and meaning in the digital age		<b>CO1, CO3, CO4</b>
<b>Unit 2</b>		<b>Critical Hermeneutics and Beyond</b>	<b>15</b>	
	<b>2.1</b>	Critical Hermeneutics (Jürgen Habermas) ): Distance in Interpretation and Understanding; Ideology Critique; Knowledge and Human Interests		<b>CO2, CO3</b>
	<b>2.2</b>	Paul Ricoeur: Mediation of Cultural Symbols; Conflict of Interpretations; Critical hermeneutics		<b>CO2, CO3</b>
	<b>2.3</b>	Contemporary Extensions		<b>CO2, CO3, CO4</b>
<b>Unit 3</b>		<b>Structuralism and Its Critique</b>	<b>15</b>	
	<b>3.1</b>	Ferdinand de Saussure: Semiology/ Science of Signs; diachronic and synchronic; phonemic. Difference		<b>CO1, CO2</b>
	<b>3.2</b>	Michel Foucault: Critique of human science, the construction of subjects, power and resistance		<b>CO3, CO4</b>
	<b>3.3</b>	Claude Lévi-Strauss: Binary Oppositions, Myth and the Structure of the Mind, Nature vs. Culture		<b>CO2, CO3</b>

Unit 4		Deconstruction and the Turn to Language	15	
	4.1	Jacques Derrida: critique of the "metaphysics of presence", Différance, trace, and the play of meaning, Deconstruction of text, writing, and identity		CO1, CO2, CO3
	4.2	Roland Barthes: The death of the author, Textuality and the plurality of meaning, Mythologies and semiotic play		CO1, CO2
	4.3	Judith Butler: Gender as performative, Power, discourse, and the deconstructed subject, Influence of Derrida and Foucault on identity theory		CO2, CO3, CO4

#### References:

1. Althusser, Louis. Reading Capital. London: New Left Books.1970.
2. Barthes, Roland. Mythologies. London: Vintage,1993.
3. de Saussure, Ferdinand. Course in General Linguistics. Duckworth: London.1983.
4. Derrida, Jacques. Of Grammatology. Baltimore: Johns Hopkins University Press,1976.
5. Foucault, Michel. Power/knowledge Selected Interviews and Other Writings. 1972-1977. Pantheon: New York,1980
6. Hans Georg Gadamer 1975. Truth and Method New York: Seabury Press
7. Habermas, Jürgen. 1988. On the Logic of the Social Sciences Cambridge Mass: MIT Press. 3. Kearney, Richard & Mara Rainwater. 1996. The Continental Philosophy Reader London: Routledge.
8. Ricoeur, Paul. 1974. The Conflict of Interpretations: Essays in Hermeneutics. Evanston: Northwestern University Press.
9. Ricoeur, Paul. 1983. "On Interpretation" in Philosophy in France Today ed. Alain Montefiore Cambridge: Cambridge University Press
10. Thompson J.B. (ed) 1981 Hermeneutics and the Human Sciences Cambridge

#### Examination:

- **Internal Examination (25 Marks): 10 Marks** exam (MCQ and short answer question) with 20% completed syllabus. Duration of exam: 20 minutes. **10 Marks** for either Quiz/Assignments /Presentation/Viva. **05 Marks** for Class Participation etc.
- **Semester End Theory Examination (75 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 2 hours 30 mins
- **Combined passing of 40% with minimum 20% in Internal Component**



**Guru Nanak Khalsa College of Arts, Science and Commerce (Autonomous)**  
**Department of PHILOSOPHY**

**Course: T.Y.B.A.**

**Semester-V: Minor Paper**

**Course Title: Rethinking Indian Tradition: Voices of Change**

**Course Code: GNKUAPHIMI1106**

**Credits: 2**

**No of lectures (Hours): 30**

**Marks: 50 (30:20)**

**Course Objectives:**

Sr. No.	Course objectives
<b>The course aims at:</b>	
1	To be able to explore the meaning, construction, and evolution of "tradition" within the Indian socio-cultural context.
2	To be able to study major reformers, thinkers, and movements that challenged and reinterpreted Indian traditions.
3	To be able to investigate how caste, gender, religion, and regional identities influence and reshape traditional narratives.
4	To be able to Integrate historical, sociological, philosophical, and literary perspectives to understand the transformation of traditions.

**Course Outcomes (COs):**

Sr. No.	On completing the course, the student will be able to:	POs addressed	PSOs addressed	Cognitive Levels addressed
<b>CO 1</b>	The students will be able to describe how Indian traditions have been shaped historically and socially, and articulate their significance in contemporary contexts.	PO3, PO7, PO9	PSO1, PSO5	U, An
<b>CO 2</b>	The students will be able to interpret texts and reform movements in light of the tensions between tradition and change	PO2, PO4, PO7, PO9	PSO2, PSO3	An, E
<b>CO 3</b>	The students will be able to recognize marginalized voices that challenge dominant traditional narratives.	PO6, PO7, PO9	PSO2, PSO4	U, E
<b>CO 4</b>	The students will be able to develop well-reasoned essays and presentations that reflect an	PO1, PO4, PO7, PO9	PSO3, PSO5	A, C, E

	understanding of how traditions are continuously reimagined.			
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Unit		Title	No. of lectures	CO Mapping
<b>Unit 1</b>		<b>Rethinking Tradition</b>	<b>15</b>	
	<b>1.1</b>	Swami Vivekananda: Universal Religion, Practical Vedanta and explanation of Maya		<b>CO1, CO2</b>
	<b>1.2</b>	Shri Aurobindo: Ascent and descent of Reality, Seven Cords of reality, Gnostic Being		<b>CO1, CO2</b>
	<b>1.3</b>	Rabindranath Tagore: Relation of the Individual to the Universe, Soul-consciousness, Problem of evil and Self, Realization of the Infinite through Love, Action and Beauty		<b>CO1, CO2, CO4</b>
<b>Unit 2</b>		<b>Repudiation and Reconstruction of Tradition</b>	<b>15</b>	
	<b>2.1</b>	Pandita Ramabai: Account of the High-caste Brahmin Woman, Social Reform from a Gender-perspective, the Issue of Conversion		<b>CO2, CO3</b>
	<b>2.2</b>	Mahatma Jotiba Phule: Critique of Tradition, Philosophy of Universal Humanism, Social Reforms.		<b>CO2, CO3</b>
	<b>2.3</b>	Gopal Ganesh Agarkar: Critique of Hinduism, Reformist Position as Expressed in Sudharaka, Agnosticism.		<b>CO2, CO3, CO4</b>

#### References:

1. History of Indian Philosophy Vol. I & II by Belvalkar /Ranade.
2. Indian Philosophy Vol. I & II Dr. S. Radhakrishnan.
3. Contemporary Indian Philosophy – B.K. Lal.
4. Twentieth Century Indian Philosophy – Nilima Sharma.
5. Studies in Indian Moral Philosophy: Problems, Concepts and Perspectives, ed. by S.E. Bhelke & P.P. Gokhale, IPQ, Pune, 2002.
6. Philosophical Trends in Modern Maharashtra- Mathew Lederle Popular Prakashan
7. The Complete Works of Vivekananda – Eight Volumes, Advaita Ashram, 1957.
8. Freedom from the known – J. Krishnamurthi.
9. Life Divine: Shri. Aurobindo.
10. Integral Advaitism of Shri. Aurobindo – R.S. Mishra.
11. Mysticism in Maharashtra :- R.D.Ranade.
12. Tagore, Rabindranath. 1913 (2000) Sadhana: The Realisation of Life Macmillan: Delhi, Chennai and Mumbai

#### Examination

- **Internal Examination (20 Marks):** Continuous Internal assessment (CIA) of 20 Marks. Any two among Quiz, Assignment, Presentation, Viva of **7 and 8 Marks** and Class Participation of **5 marks**.
- **Semester End Theory Examination (30 Marks):** Weightage of each unit will be proportional to the number of lecture hours as mentioned in the syllabus. Duration of exam: 1hour.
- **Combined passing of 40% with minimum 20% in Internal Component**

